



## Prairie Lake Elementary

8723 HACKNEY PRAIRIE RD, Orlando, FL 32818

<https://prairielakees.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	C

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	14
Effective Leadership	15
Public and Collaborative Teaching	21
Ambitious Instruction and Learning	21
<b>8-Step Planning and Problem Solving Implementation</b>	<b>26</b>
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	30
<b>Appendix 1: Implementation Timeline</b>	<b>53</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>57</b>
Professional Development Opportunities	57
Technical Assistance Items	61
<b>Appendix 3: Budget to Support Goals</b>	<b>61</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Prairie Lake Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

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

To be the top producer of successful students in the nation.

#### 2. School Environment

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

Guidance Counselor

As the counselor learns about cultural differences, she shares said findings with teachers information that can better help them understand the student and communicate more effectively with the parent(s)

Additionally, the school guidance counselor will plan multi-cultural events during the months of October and February. The morning announcements will include monthly highlights of different cultures, cultural diversity topics, and important accomplished figures.

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

Faculty and Staff encourage students to treat each other with respect. Staff also coach students to use manners when asking for assistance. Students are told to enlist the help of an adult if there are any problems that arise with another student. The adult assists and tries to help resolve issues. To reinforce these school wide initiatives, the "Panther Pride Creed" is spoken by all students each day.

Students complete annual surveys that provide feedback on students perceptions of safety and respect. Results from the surveys are analyzed. The results serve as data for evaluation of current initiatives and indicate potential areas of concern.

Additionally, the Guidance Counselor is on campus to speak to students when there is a concern. A referral system is well established and utilized. Safety plans are devised when appropriate, and shared with the student, teacher, and parents.

Safe School Plan

The Safe School Plan is a site specific comprehensive plan. The procedures promote the safety and security of students and staff, and ensure that school facilities and equipment are safe and in good condition in compliance with Safe Passage Act. The plan is designed to assist our work location personnel in implementing drug, accident and violence prevention programs, preparing for emergency incidents and events that might occur, documenting compliance actions and capturing site specific security and safety procedures.

Prairie lake has implemented several safety measure to help students feel safe and secure while on campus.

Students are supervised by teachers and staff during arrival and dismissal. Each teacher has an

assigned duty station in the morning(arrival) and afternoon(dismissal). Students are also supervised by staff during breakfast and lunch. Additionally, parents are required to have car tag issued by Prairie Lake in order to pick up a student during dismissal.

#### Panther Pride Creed

As a Prairie Lake student, I have the right to learn. I have the responsibility to come prepared, to pay attention and do my best work. I have the right to feel safe. I have the responsibility to behave in a safe and orderly manner by following school and classroom rules. I have the right to be respectful. I have the responsibility to treat adults and students respectfully.

#### We Are the Panthers

Positive, Responsible. Involved, Diligent,and Efficient.

**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.**

School-wide Positive Behavior Support (PBS) is a collaborative, assessment-based approach to developing effective interventions for problem behaviors school-wide. The emphasis is on the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. Proactive: Prevent inappropriate behaviors by putting procedures in place and if needed changing the environment. Students are provided clear behavioral expectations by teachers, staff, and administration through classroom instruction and interaction. Professional development is provided to teachers to identify behaviors proactively and effective methods of classroom management. Students are taught coping and deescalation strategies by the Guidance Counselor, Behavior Specialist, and Administrative Dean. Educative: Students are provided clear behavioral expectations by teachers, staff, and administration through classroom instruction and interaction. Reinforcement Based: Students are acknowledged and rewarded when they fulfill school expectations (Panther's Club, Shining Star Cards, Citizens of the Month). Consequences are still given for inappropriate behavior.

School and Bus behavior expectations are reviewed whole group at a minimum of 3 times a year. A bus behavior incentive system rewards students for making appropriate behavior choices on the bus.

Instructors review the OCPS code of conduct every marking period. Instructors are given a character trait each nine weeks to review with their class. This character trait is a trait that students strive to meet each nine weeks.

Staff members are trained by the Administrative Dean, Guidance Counselor, and Behavior Specialist on effective classroom management, de-escalation intervention training, and the process of writing Office Referrals and Classroom Intervention Forms.

Teachers are aware the school guidance counselor is available on campus to speak with students. There is an open door policy for teachers to consult with guidance counselor to share any students' concerns. Guidance referrals are for students to participate in social skills group, provide classroom guidance based on a specific need or be referred to outside mental health agency.

#### MTSS Behavior

The behavioral Multi-Tiered System of Support at Prairie Lake Elementary is broken into the three main tiers: Tier I, Tier II, and Tier III. Each tier provides more intensive behavioral support for the student, when the need is identified through a series of data collection. All students receive Tier I, Tier I is our classroom and school wide behavioral programs which are provided to all students in all settings. This tier is based on our school wide use of PBS (Positive Behavior Support) and Class

Dojo. All teachers and staff utilize PBS as the core behavior support system. The teachers use blue shining star cards to reinforce positive behaviors demonstrated by students in all areas of the school. During dismissal yellow shining star cards are given to students demonstrating positive behaviors on the bus, at the car rider loop and in the walker area. Class Dojo is an internet based program that tracks individual student behavior. Class Dojo data is shared with parents daily.

If a student is struggling in Tier I, the Administrative Dean is notified that a targeted behavior plan and additional support is needed. The student will then be placed in the MTSS Intervention process which begins in Tier II. The MTSS behavior team meets to discuss specific needs and interventions that the student might need and a parent is notified of this change. A reinforcement inventory is done with the student to determine their preferential reinforcement. The MTSS behavior team, along with the teacher, develops three behavior goals and a behavior chart to document the student's day. The teacher is also required to fill out ABC Data Collection Charts daily to document the antecedents, behavior displayed and consequences for the student's actions. At the end of each day the Administrative Dean meets with Tier II students to discuss their behavior chart. Throughout the day the child receives points for their behavior (3=Excellent, 2=Good, 1=Needs Improvement, 0=Unacceptable). If the student is making "Excellent" or "Good" choices all day the student will receive reinforcement. If a student receives a "Needs Improvement" or "Unacceptable" on their behavior chart, during the check-out process the Administrative Dean and student will discuss the behavior choices of the day and ways to improve the child's behavior the next school day. ABC Data Collection Charts and the Daily Behavior Charts are used to pinpoint when, where, and the frequency of behaviors. These charts are used to determine any other interventions that might be beneficial to the student's success. If the student is making progress but still working below expectations, the student will remain on Tier II. However if a child is continuing to show the deficit after four weeks of Tier II data is collected, the student is recommended for a change in intervention. A meeting is held with the MTSS behavior team to discuss if a change into Tier III intervention is necessary.

Tier III intervention is the most intensive behavior support. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II behavioral support. Once a student reaches Tier III, a BASP (Behavior Assessment and Support Form) is created with the MTSS behavior team and a request for ESE support is made to the district. Tier II interventions continue while a student is in Tier III. All interventions are documented and graphed daily. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is reached. An MTSS behavior meeting will take place if the student is not making any sustained progress on Tier III after the intervention change. The MTSS Behavior Team meets monthly to analyze the behavioral data.

**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.**

Teachers and staff support the needs of each student. There is an atmosphere of team support whenever a student need arises regardless of employee position. Teachers are sensitive to student needs whether it be emotionally, physically, or with school supplies. The teachers do not hesitate to ask for assistance from resource teachers.

In partnership with New Destiny, the school guidance counselor will assign mentors as needed to identified students. Members of New Destiny will serve as mentors for students. The school guidance counselor will also serve as a mentor for identified students. Students will participate in weekly mentoring sessions.

The Guidance Counselor position was created to better assist students, teachers, and parents by providing in-school and out-of-school resources so learning can be enhanced. The guidance counselor meets one on one with students to provide mentoring and social skills lessons. Students will also participate in weekly group sessions. Students and families are also given opportunities to participate in monthly community service projects.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

The school guidance counselor and the attendance clerk work collaboratively to print bi-weekly attendance reports. Students with three or more days of unexcused absences are sent letters home before meeting criteria for truancy. Based on the letters sent their attendance is monitored to determine if further intervention is needed. Additional interventions will include a second letter being sent home, attendance warning conference form will be completed and contact with the parents will be initiated. By contacting the parents to discuss any assistance with any difficulties the family may be facing; and to ensure that we allocate appropriate school and community resources in order to improve the attendance. At this time chronic tardiness will also be addressed.

One or more suspensions, whether in school or out of school

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If a teacher finds that a student is struggling in Tier I, the Administrative Dean is notified that a more strategically targeted behavior plan and additional support is needed at that time. The student will then be placed in the MTSS Intervention process which begins in Tier II. The MTSS behavior team will meet to discuss specific needs and interventions that the student might need and a parent is notified of this change. A reinforcement inventory is done with the student to determine their preferential reinforcement. The MTSS behavior team along with the teacher will develop three behavior goals and a behavior chart to document the student's day. The teacher is also required to fill out ABC Data Collection Charts daily to document the antecedents, behavior displayed and consequences for the student's actions. At the end of each day the Administrative Dean will meet with the Tier II students to discuss their behavior chart.

Throughout the day the child will receive points for their behavior (3=Excellent, 2=Good, 1=Needs Improvement, 0=Unacceptable). If the student is making "Excellent" or "Good" choices all day the student will receive a preferential reinforcement. If a student receives a "Needs Improvement" or "Unacceptable" on their behavior chart, during the check-out process the Administrative Dean and student will discuss the behavior choices of the day and ways to improve the child's behavior the next school day. Both the ABC Data Collection Charts and the Daily Behavior Charts are used to pinpoint when, where, the type of behaviors occurring and how often the behavior occurs. These charts are used to determine any other interventions that might be beneficial to the student's success. If the student is making progress but still working below expectations, the student will remain on Tier II. However if a child is continuing to show the deficit after four weeks of Tier II data is collected, the

student will be recommended for a change in intervention. A meeting will be held with the MTSS behavior team to discuss if a change into Tier III intervention is necessary.

Tier III intervention is the most intense behavior support that is provided. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II behavioral support. Once a student reaches Tier III, a BASP (Behavior Assessment and Support Form) is created with the MTSS behavior team and a request for ESE support is made to the district. While a student is in Tier III, all of the interventions that were put in place on Tier II are still being used, documented and graphed daily. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is reached. An MTSS behavior meeting will take place if the student is still not making any sustained progress on Tier III after the intervention change. The next steps for the student will be discussed to help meet the needs of the student at this time.

During the year, the MTSS Behavior Team meets monthly to analyze the behavioral data we have on each Tier II and Tier III student. The team will problem solve for those students that are not progressing or showing limited growth in Tier II and or Tier III, and an action plan identifying the student's needs will be developed.

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are referred for academic MTSS monitoring.

The academic Multi-Tiered System of Support at Prairie Lake Elementary is broken into the three main tiers: Tier I, Tier II, and Tier III. Each tier provides more intensive instruction and support for the student. All students begin in Tier I, general academic instruction provided to all students in all settings. This tier is based on the core instruction within the 90 reading block in the classroom. The teacher uses differentiated instruction to meet the needs his/her students with strategies such as whole group, small group, literacy centers, etc. The classroom instructor works with Administration, the Administrative Dean, MTSS coordinator, CCT, and Guidance Counselor to ensure that the core instruction is meeting the needs of each child.

If a student is struggling in Tier I, the MTSS Coordinator works with the teachers to strategically target instruction and provide supplemental support. The student is placed in MTSS Intervention process which begins in Tier II. The MTSS team meets to discuss specific needs of the student and then placed in an intervention group. Tier II instruction is a set time outside of the designated 90 minute reading block, where identified students receive interventions in a small group setting. Prairie Lake uses a "walk-to" model, in which specific teachers meet with students and provide instruction. The walk-to model provides an opportunity for differentiated instruction for all students, including: Enrichment, On-Level, and Intervention groups. Tier II intervention is provided using the Lexia Learning Program, i-Ready (both on the computer and small group lessons with the teacher) and data is collected once a week for four weeks.

If the student is making progress but still working below grade level expectations, the student will remain in Tier II intervention. However if a child is continuing to show the deficit after four weeks of Tier II, the student is recommended for a change in intervention. A meeting is held with the MTSS team ( Tier II Intervention Teacher, Classroom Teacher, MTSS Coordinator, parent, School Psychologist, and other assigned Instructional Resource teachers) to discuss a change into Tier III intervention.

Tier III intervention is the most intense instruction that is provided. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II instruction and support. When a student is placed in Tier III, the set time is outside of the designated 90 minute reading block, and the

instruction is more narrowed with its focus, the time of intervention increases, and the group size is smaller. Data is collected every week for four weeks using multiple resources (ex. Intervention by Design) that addresses the specific needs of the student. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is made. If the first intervention on Tier III is not successful the intervention will change and additional data points are recorded.

Following this intervention change and data collection, the MTSS team will look at the results and the student's achievement gap. An in-house meeting takes place if the student is not making any sustained progress on Tier III after the intervention change (or not making any sustained progress on Tier II and is determined to be working a year or more below grade level.) During the year, grade level teams will meet twice a month to converse on interventions and Walk-To instruction. Teachers determine how students are progressing in their groups and changes are noted by the Team Leader for the MTSS Coordinator to review. The Team Leader meets with the MTSS Coordinator after the fourth week of intervention and data collection to go over changes and new walk-to material is provided for the next intervention cycle. The MTSS Coordinator is in regular contact with the Staffing Specialist and Psychologist about the progress of the student.

**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	25	14	19	12	12	20	0	0	0	0	0	0	0	102
One or more suspensions	1	1	5	3	6	6	0	0	0	0	0	0	0	22
Course failure in ELA or Math	28	10	25	24	20	15	0	0	0	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	38	45	66	0	0	0	0	0	0	0	149

**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	10	4	6	17	23	20	0	0	0	0	0	0	0	80

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

Students identified are serviced via the following intervention strategies

The academic Multi-Tiered System of Support at Prairie Lake Elementary is broken into the three main tiers: Tier I, Tier II, and Tier III. Each tier provides more intensive instruction and support for the student. All students begin in Tier I, general academic instruction provided to all students in all settings. This tier is based on the core instruction within the 90 reading block in the classroom. The teacher uses differentiated instruction to meet the needs his/her students with strategies such as whole group, small group, literacy centers, etc. The classroom instructor works with Administration, MTSS Coordinator, the Administrative Dean, CCT, and Guidance Counselor to ensure that the core instruction is meeting the needs of each child.

If a student is struggling in Tier I, the MTSS Coordinator is notified that more strategically targeted instruction and supplemental support is needed. The student is placed in MTSS Intervention process

which begins in Tier II. The MTSS team meets to discuss specific needs of the student and then placed in an intervention group. Tier II instruction is a set time outside of the designated 90 minute reading block, where identified students receive interventions in a small group setting. Prairie Lake uses a “walk-to” model, in which specific teachers meet with students and provide instruction. The walk-to model provides an opportunity for differentiated instruction for all students, including: Enrichment, On-Level, and Intervention groups.

Tier II intervention is provided using the Lexia Learning and i-Ready Programs (both on the computer and small group lessons with the teacher) and data is collected once a week for four weeks. If the student is making progress but still working below grade level expectations, the student will remain in Tier II intervention. However if a child is continuing to show the deficit after four weeks of Tier II, the student is recommended for a change in intervention. A meeting is held with the MTSS team ( Tier II Intervention Teacher, Classroom Teacher, parent, and School Psychologist) to discuss a change into Tier III intervention.

Tier III intervention is the most intense instruction that is provided. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II instruction and support. When a student is placed in Tier III, the set time is outside of the designated 90 minute reading block, and the instruction is more narrowed with its focus, the time of intervention increases, and the group size is smaller. Data is collected every week for four weeks using multiple resources (ex. Intervention by Design) that addresses the specific needs of the student. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is made. If the first intervention on Tier III is not successful the intervention will change and additional data points are recorded. Following this intervention change and data collection, the MTSS team will look at the results and the student’s achievement gap.

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#### Curriculum Resource Teacher

Monitors student academic progress and leads teams in discussion regarding the identification of root causes.

#### Academic Dean

Collaborates with teachers, Guidance Counselor, Behavior Specialist, and MTSS Coordinator to develop behavioral intervention strategies

#### Registrar

Informs social worker and dean of students with excessive absenteeism or tardiness.

#### Guidance Counselor

Students are identified through the following:

Collaborating with teachers for academic support; referral for tutoring and guidance counselor to assist with any support needed by allocating appropriate school and community resources.

The school guidance counselor along with the attendance clerk work collaboratively to print bi-weekly attendance reports. Students with three or more days of unexcused absences are sent letters home before meeting criteria for truancy. Based on the letters sent their attendance is monitored to determine if further intervention is needed. Additional interventions include a letter sent home, completing an attendance warning conference form, and parent contact to discuss any assistance with any difficulties the family may be facing; and to ensure that we allocate appropriate school and community resources in order to improve the attendance. Chronic tardiness will also be addressed.

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If a student is struggling in Tier I, the Administrative Dean is notified that a targeted behavior plan and additional support is needed. The student will then be placed in the MTSS Intervention process which begins in Tier II. The MTSS behavior team meets to discuss specific needs and interventions that the student might need and a parent is notified of this change. A reinforcement inventory is done with the student to determine their preferential reinforcement. The MTSS behavior team, along with the teacher, develops three behavior goals and a behavior chart to document the student's day. The teacher is also required to fill out ABC Data Collection Charts daily to document the antecedents, behavior displayed and consequences for the student's actions.

At the end of each day the Administrative Dean meets with Tier II students to discuss their behavior chart. Throughout the day the child receives points for their behavior (3=Excellent, 2=Good, 1=Needs Improvement, 0=Unacceptable). If the student is making "Excellent" or "Good" choices all day the student will receive reinforcement. If a student receives a "Needs Improvement" or "Unacceptable" on their behavior chart, during the check-out process the Administrative Dean and student will discuss the behavior choices of the day and ways to improve the child's behavior the next school day. ABC Data Collection Charts and the Daily Behavior Charts are used to pinpoint when, where, and the frequency of behaviors. These charts are used to determine any other interventions that might be beneficial to the student's success.

If the student is making progress but still working below expectations, the student will remain on Tier II. However if a child is continuing to show the deficit after four weeks of Tier II data is collected, the student is recommended for a change in intervention. A meeting is held with the MTSS behavior team to discuss if a change into Tier III intervention is necessary. Tier III intervention is the most intensive behavior support. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II behavioral support. Once a student reaches Tier III, a BASP (Behavior Assessment and Support Form) is created with the MTSS behavior team and a request for ESE support is made to the district. Tier II interventions continue while a student is in Tier III. All interventions are documented and graphed daily.

At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is reached. An MTSS behavior meeting will take place if the student is not making any sustained progress on Tier III after the intervention change. The MTSS Behavior Team meets monthly to analyze the behavioral data.

## Clubs

Prairie Lake Elementary offers a variety of clubs to improve student identification to the school culture. Clubs often balance high interest activities with academics and character education. Clubs include: Running Club, Chorus, Strings, TV Production, Gardening, SECME, Home Economics, Chess, and Strive for Five.

## Tutoring

Before and after-school learning opportunities are available for students. Tutorials are also offered twice a month on Saturday. Students are provided with a variety of experiences which includes intervention, acceleration and enrichment.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

#### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### 2. Description

Prairie Lake Elementary School will engage all members of the learning community (students, parents, teachers, staff, and community) in a school-wide plan to provide the skills and knowledge necessary for students to become active members of society.

To fulfill our mission, Prairie Lake Elementary is committed to a strong and comprehensive educational program and learning environment which enhances self-esteem, provides role models, optimizes each child's potential, develops lifelong love of learning, builds personal responsibility and accentuates individual respect. These tenets ensure that each student has the opportunity to acquire the skills necessary to become a responsible, productive citizen.

The fundamentals to our mission is a commitment to the active involvement of a competent and caring staff, teamwork, shared leadership, the effective management of resources, and sage and orderly learning environment. Furthermore, the staff at Prairie Lake Elementary strives to meet the individual needs of each student, taking into consideration their unique attributes and capabilities. High academic achievement by students is the utmost concern of the school's primary stakeholders, which includes parents, teachers, and administration. Therefore, parental involvement is a key component to the success of the school.

We pride ourselves on our dedication to our students, families, community, each other, our profession, and continuous learning. We are driven by our core values, which includes the following:

- Value and honor of individual diversity in our students and their families
- Respect and support extended to each member of our professional relationships
- Honest and open communication as the foundation to our interactions
- Responsibility for the success of students
- Commitment to a proactive approach and positive attitudes which enhances self-esteem of students, staff, and families and further empowers the school community to achieve mutual goals

**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.**

Dedicated Partner In Education (PIE) Coordinator position. PIE coordinator establishes new relationships with the community and expands existing relationships. Our Guidance Counselor conducts outreach with faith based organizations in the area and with other social agencies to serve our students and families with resources and mentoring.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Strenth, Robert	Principal
Izzo, Deborah	Instructional Coach
Richardson, Evangeline	Assistant Principal
Jenkins, Shalonda	Assistant Principal

**b. Duties**

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

Principal-Dr. Robert Strenth

1. Educational leader of the school.
2. Develop school vision and mission and ensure all efforts support the vision and mission.
3. Hire highly qualified staff.
4. Provide support and opportunities for staff professional growth.
5. Monitor all educational processes.
6. Establish budget priorities and appropriate funds to support instructional initiatives.
7. Develop and monitor school improvement initiatives with School Advisory Council.
8. Formally assess and complete teacher and classified evaluations.
9. Provide actionable feedback to instructional staff on lesson planning and delivery.
10. Monitor data trends and make adjustments.
11. Identify and develop school leaders.
12. Chair Leadership PLC
13. Develop master instructional schedule

Assistant Principal-Evangeline Richardson

Assistant Principal-Shalonda Jenkins

1. Formally assess and complete teacher evaluations.
2. Conduct coaching and evaluative observations and provide actionable feedback.
3. Work with Principal to develop and coordinate instructional initiatives.
4. Accurate completion and updates of the School Improvement Plan-Principal and CRT assist
5. Supervise and complete evaluations of paraprofessionals-Principal Assists
6. 5 Star School Award with Dean
7. Oversee media center
8. Oversee front office
9. Ensure school and grounds cleanliness.

10. Schedule facility use for after-hours events.
11. Ensure compliance with all safety and health regulations.
12. Oversee school physical plant and facilities.
13. Good Cause Exemptions
14. Summer School Administrator
15. Maintain school website.
16. Maintain fixed assets inventory.
17. Oversee AdvancED Accreditation.
18. Coordinate PTA/SAC meetings.
19. Discipline back-up for Administrative Dean.
20. Serve as principal's representative in his absence.
21. Attend school functions.
22. Other duties as assigned.

#### Administrative Dean-Tiffany Outland

1. Oversee school-wide compliance with the Orange County Code of Student Conduct.
2. Coordinate with MTSS behavioral support.
3. Oversee Tier II and Tier III behavior support including data collection and plan development.
4. Coach instructional staff, including model teaching and professional development, on effective research based Tier II and Tier III behavior interventions.
5. Serve as principal's representative at disciplinary meetings.
6. Oversee accurate completion and updates of the Safe School Plan.
7. Field trip coordinator.
8. Textbook coordinator
9. Schedule and conduct monthly safety drills.
10. Schedule and oversee supervision duty locations, times, and responsibilities.
11. Coordinate with Guidance Counselor and Behavior Specialist on Positive Behavior System.
12. Oversee school calendar.
13. Maintain school Facebook account
14. Oversee school marquee.
15. School administrator in the absence of the principal and assistant principals
16. Attend school functions.
17. Other duties as assigned.

#### Placement Specialist-Rachel Carey

1. Oversee school-wide compliance with the all ESE rules, requirements, and regulations.
2. Conduct all IEP eligibility and annual review meetings.
3. Conduct all 504 eligibility and annual review meetings.
4. Work with Behavior Specialist to determine eligibility of students to be screened and/or placed in the EBD program.
5. Oversee the gifted program.
6. Coach instructional staff, including model teaching and professional development, on research based academic accommodations and instructional strategies for ESE students.
7. Oversee accurate reporting of ESE FTE.
8. Assist Testing Coordinator with appropriate ESE and 504 accommodations.
9. Serve as principal's ESE representative at meetings.
10. Oversee school-wide compliance with the all ESOL rules, requirements, and regulations.
11. Conduct all LEP eligibility and progress meetings.
12. Coach instructional staff, including model teaching, on appropriate research based

accommodations and instructional strategies for LEP students.

13. Assist Testing Coordinators with ensuring appropriate LEP accommodations.
14. Serve as principal's ESE representative at meetings.
15. Assist with MTSS process with Team Leaders, MTSS Coordinator, and Assistant Principal
16. Attend school functions.
17. Other duties as assigned

Behavior Specialist-Tina Lowery

1. Provide behavioral support for students staffed in or being screened for eligibility in EBD program.
2. Coach instructional staff, including model teaching, on effective research based rules, procedures, and classroom management techniques for students with significant behavioral concerns.
3. Ensure accurate behavior data collection for students staffed in or being screened for eligibility in EBD program.
4. Work with Placement Specialist to determine eligibility of students to be screened and/or placed in the EBD program.
5. School transportation liaison.
6. Coordinate with Administrative Dean and Guidance Counselor on Positive Behavior System.
7. Attend school functions.
8. Other duties as assigned.

Guidance Counselor- Erean Bishara

1. Provide proactive social and behavioral support to students and parents.
2. Provide coaching and professional development to staff on effectively working with students and parents in need of social and behavioral support.
3. Creating and implementing proactive social and behavioral supports for students (Classroom and school-wide).
4. Create and oversee school-wide monthly recognition that mirror student population (Racial, Gender, Ethnic, Religious, and Economic).
5. Coordinate with Administrative Dean and Behavior Specialist school-wide Positive Behavior Support program.
6. Coordinate with Administrative Dean MTSS behavior support.
7. Oversee all attendance related issues with Attendance Clerk, Social Worker, and other parties.
8. Schedule and chair Child Study team meetings related to attendance.
9. Serve as the school's Homeless Liaison.
10. Oversee food, clothing, and supply pantry for students, parents, and community needs.
11. Manage established partnerships and create new ones with faith based and community service organizations to support school efforts.
12. Assist grade level field trip representatives and school field trip coordinator to ensure equity of opportunity for all students to participate.
13. Coordinate transition for 5th grade students and receiving middle schools.
14. Attend school functions.
15. Other duties as assigned.

**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.**

PLCs are an embedded process for teachers to work collaboratively on a variety of instructional issues. To facilitate ongoing PLCs the following schedule has been adopted:

Monday-Science  
Tuesday-Professional Development  
Wednesday-Math  
Thursday-ELA

With the use of CRMs, PLCs have been divided into 3 focuses:

- Planning PLC occurs the before the start of the next CRM.
- Mid-Point PLC: Occurs at the mid-point of the PLC
- Data PLC occurs within 5 days of the completion of the CRM Common Assessment.

Planning PLC Focus:

- Review of the CRM Standard and Targets (5 minutes)
- Review of the Common Assessment (See Common Assessment Process) (5 minutes)
- How Are We Teaching This CRM? (15 minutes)

What are the learning experiences for students?

How will this look in my class?

- Small Group Focus (10 minutes)

What are my center activities that support student mastery?

How am I monitoring?

- Conclusion (5 minutes)

Questions

Prep For Mid-Point

Mid-Point PLC Focus:

- Review of the CRM Standard and Targets (5 minutes)
- Review of the Common Assessment (See Common Assessment Process) (5 minutes)
- How Are My Students Doing? (15 minutes)

Student Work Samples

Adjustments made

Are we meeting the targets?

- Small Group Focus (10 minutes)

Student Work Samples

Adjustments made

Is my small group instruction assisting students making the targets?

- Conclusion (5 minutes)

Are we on schedule?

Data PLC Focus:

- Review of the CRM Standard and Targets (5 minutes)
- Review of the Common Assessment (See Common Assessment Process) (5 minutes)

- What Does the Data Tell Me (15 minutes)  
 Did my students make growth?  
 How did they do on mastering the standards?
- MTSS (10 minutes)  
 Reteach
- Reflection (5 minutes)  
 Every teacher shares one

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Dr. Robert Strenth	Principal
Denise Kohmetscher	Teacher
Carrie Roehrig	Teacher
Kelli Williams	Parent
Elizabeth Bonaby	Parent
Tamla Matthews	Parent
Haydee Pantojas	Education Support Employee
Todd Lamphere	Business/Community
Casey Massey	Teacher
Perla Henderson	Parent
Latricia Roundtree	Parent
Erean Bishara	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

The completed School Improvement Plan was presented to the SAC at their October meeting. The principal shared the planning and problem solving process the leadership team utilized to construct the 2016-2017 School Improvement Plan.

During each subsequent SAC meeting revisited the School improvement goals and discussed progress towards goals. Data was reviewed shared as it became available.

May of 2016 the principal shared the process teachers completed evaluating the success of attaining school improvement. A bi-product of the evaluation was an outline of the 2016-2017 School Improvement plan. The SAC echoed the evaluation and plan produced by instructional and leadership teams.

**b. Development of this school improvement plan**

Previous school year data was reviewed with SAC to assist in the development of areas of needed growth.

May of 2016 the principal shared the process teachers completed evaluating the success of attaining school improvement. A bi-product of the evaluation was an outline of the 2016-2017 School Improvement plan. The SAC echoed the evaluation and plan produced by instructional and leadership teams.

SAC offered input on supporting goals specific to increasing parental involvement.

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

2016-2017 projected budget is shared with SAC by school leaders. The principal discusses resource allocation and offers explanations as to why said allocations support school improvement plan goals. SAC was in agreement with proposed fiscal allocations.

**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
Izzo, Deborah	Instructional Coach
Richardson, Evangeline	Assistant Principal
Strenth, Robert	Principal
Jenkins, Shalonda	Assistant Principal

**b. Duties**

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

Using the Florida Continuous Improvement Model, the LLT works with teachers to analyze student data, plan focused instruction, monitor progress through state and school assessments, adjust instruction in response to data, and address reading standards in all content areas.

Prairie Lake will host community wide reading interaction via various evening literacy events - Great Pumpkin Read In, Season's Readings, and Read Around the World. A 5-week literacy workshop has been developed for parents. The focus of the parent workshop will be to provide parents with strategies and resources to assist students with literacy at home.

Students in grades 1-5 participate in the Accelerated Reader program.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers at Prairie Lake have duty free planning daily from 7:45-8:30 am to prepare their class for instruction, plan lessons, and work with their peers on instructional issues. Each grade level has structured Professional Learning Communities (PLCs) that all teachers are members of to plan lessons, common assessments, identify learning targets, evidences, and to ensure that the standards are blended with Marzano Instructional Strategies to ensure appropriate levels of rigor. Additionally, the PLCs monitor student progress, class, and grade level performances. PLCs meet weekly Monday-Thursday. Separate PLCs for ELA, Math, Enrichment/Intervention, Student Performance Data, Leadership, and School Improvement are held on separate days. PLCs are assisted by the MTSS Coordinator, and school administration.

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

Retention of Highly Qualified Teachers: All teachers participate and contribute to Professional Learning Communities, focusing on student achievement and professional development. Recruitment of Highly Qualified Teachers: Pre-Qualification of Instructional applicants-All instructional applicants are pre-qualified as Highly Qualified before they are called in for an interview. Identification of Teacher Leaders: Building Capacity by supporting teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain the OCPS framework.

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

Prairie Lake's mentoring program is focused on coaching, guidance, and professional development. Weekly meetings are designed to provide beginning teachers with relevant professional development designed to enhance their students' learning as well as their own professional knowledge. Further, teachers are provided with opportunities for application and reflection on a daily basis. Each beginning teacher completed a Needs Assessment, highlighting areas they felt the need to improve upon. The results of this assessment help to guide topics of discussion during our new teacher meetings. Examples of topics discussed thus far are implementing the new Florida standards, Accelerated Reader, planning for observations, Open House tips, Safari Montage, etc. Future activities include technology, Marzano, incorporating author's evidence, deliberate practice, etc.

Each beginning teacher is provided with a carefully-selected mentor. The mentor-mentee relationship is critical and vital to the success of any induction program. Therefore, the pairings were deliberate and calculated based on several factors, including the mentor's teaching style, background, grade level, and experience. To date, no mentors were changed for any reason.

## 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.**

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

Teachers at Prairie Lake participate in weekly common planning as a team. The PLC is facilitated by a member of the Admin team. During the PLC teachers participate in discussions about standards/ learning targets, lesson plans, activities, data, and student work samples.

The principal and assistant principal conduct daily classroom walk-throughs in order to ensure that the curriculum and classroom instruction are aligned to the Florida Standards.

## **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.**

Prairie Lake continuously analyzes data related to instruction. This data comes from a variety of sources including classroom observations, student performance data, lesson plan evaluations, PLC artifacts, and behavior. This data is used to identify areas of success and concern, trends, and needed improvement. Observers meet monthly to review their cycle of observations and reports from iObservation identify predominant instructional practices and teachers who are in need of additional support. These trends are shared with teachers to provide them with insight into the school wide practices and to provide guidance on developing activities that provide students with more rigorous and student centered learning experiences.

Student performance on common formative assessments, standardized assessments, and progress monitoring of students in the MTSS process is used to determine effectiveness of instruction and identify students who are in need of enrichment and remediation. Student performance data is also used to identify instructional strengths and weaknesses at the grade and class level to provide additional support. Lesson plan evaluations provide information on the depth of planning and level of rigor and engagement that students will have with the content. Evidences of student understanding are required to measure student obtainment of the daily learning goals.

Data from the lesson plan evaluation is used in the PLC process as grade levels collaboratively plan instruction; determine learning targets and evidences, and the appropriate depth of knowledge and Marzano instructional strategies to use when presenting the lesson. PLC artifacts provide evidences of the work done in PLC and whether the above data is being used to enhance planning and professional growth. Behavior incidents are tracked and trends are identified, particularly at the classroom level. Evidence is looked for to see if there are correlations between behaviors by individual students or a class and the evidences of the instruction occurring in the classroom. Individual students are monitored for behavior and appropriate interventions are designed based on data. Adjustments are made as necessary to duty coverage and procedures based on behavioral data.

**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: 3,510**

Prairie Lake offers after school tutoring for FSA grade level students not making adequate progress in math as measured by classroom assessments and i-Ready data. Tutoring is provided for 4th and 5th grade students who scored a Level 2 on the FSA math assessment. Tutoring begins in October and runs through March. Targeted students will attend tutoring 2 days per week for one hour and 30 minutes.

**Strategy Rationale**

Students in need of additional support benefit from additional time for instruction, smaller group instruction, and differentiated materials and strategies, and smaller group size.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jenkins, Shalonda, shalonda.jenkins@ocps.net

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

The Assistant Principal will monitor tutor and student attendance and track changes in STAR data, AR data, iReady data, and common assessments for progress monitoring.

**Strategy: Weekend Program**

**Minutes added to school year: 2,160**

Prairie Lake offers Saturday tutorial for FSA grade level students not making adequate progress in reading as measured by classroom assessments and i-Ready data. Tutoring is provided for 4th and 5th grade students who scored a Level 2 on the FSA reading assessment. Tutoring begins in October and runs through March. Targeted students will attend tutoring bi-weekly for 3 hours.

**Strategy Rationale**

Students in need of additional support benefit from additional time for instruction, smaller group instruction, and differentiated materials and strategies, and smaller group size.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jenkins, Shalonda, shalonda.jenkins@ocps.net

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

The Assistant Principal will monitor tutor and student attendance and track changes in STAR data, AR data, iReady data, and common assessments for progress monitoring.

**Strategy: After School Program**

**Minutes added to school year: 3,510**

Strive For Five Club

Students who are identified as having the potential to score at Level IV and above on the FSA will be provided pre-teaching instruction to assist in meeting learning targets for identified standards.

**Strategy Rationale**

By exposing students to standards and instructional strategies in advance, we expect these students to deepen their understanding of the standards taught.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Jenkins, Shalonda, shalonda.jenkins@ocps.net

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

Student performance on CRM assessments.

**Strategy: After School Program**

**Minutes added to school year: 600**

SECME Club

**Strategy Rationale**

To increase the pool of historically underrepresented and under-served students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics (STEM); thus creating a diverse and globally competitive workforce.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Izzo, Deborah, deborahann.izzo@ocps.net

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

The Science Coach will monitor tutor and student attendance and track changes in STAR data, AR data, LEXIA data, common assessment progress monitoring, and Benchmark Data.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our Guidance Counselor meets with 5th grade classes to discuss the transition to Middle School and the challenges they may face. Fifth grade students also meet with the counselors from the middle schools they will attend prior to taking their orientation field trips.

Incoming Kindergarten students have the opportunity to be assessed by teachers during the summer and parents and students have a summer orientation before Meet the Teacher.

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

**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.** Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups.
- G2.** Prairie Lake Elementary school will increase ELA and Mathematics learning gains in the lowest 25%.
- G3.** Prairie Lake Elementary School will increase ELA and Mathematics learning gains in the top 25%

## 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. Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. 1a**

G094729

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement - Black/African American	50.0
FSA ELA Achievement - ELL	53.0
FSA Math Achievement - Black/African American	50.0
FSA Math Achievement - ELL	55.0
Statewide Science Assessment Level 3	45.0
FSA ELA Achievement - SWD	24.0
FSA Math Achievement - SWD	29.0

**Targeted Barriers to Achieving the Goal 3**

- Lesson plans are written using low yielding instructional strategies and activities/assignments require low levels of cognitive complexity. Students are not required to think critically.
- Teachers lack understanding of the full intent and rigor of the Florida Standards.

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

- Professional Development, Collaborative Planning, Research Based Strategies, Informal Observations with Feedback, Lesson Plan Feedback

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

The Admin team will collect and analyze data for all common assessments.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Data, PLC notes, Common Assessments, Data Meetings with Teachers

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

The Admin team will collaborate with teachers to create lesson plans.

**Person Responsible**

Deborah Izzo

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans, Student Data, and Classroom Activities/Assignments

**G2.** Prairie Lake Elementary school will increase ELA and Mathematics learning gains in the lowest 25%.

1a

G094730

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	59.0
ELA/Reading Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of how to use the PLC process to monitor student performance on formative, summative assessments and to analyze student response to instruction.
- Utilizing instructional practices that are not high yielding and research based

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

- Instructional Coach
- Principal
- Assistant Principal

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

We will use iObservation data (evaluative and non-evaluative) related to Design Questions 2, 3, and 4, common assessment data, i-Ready data, and lesson plan feedback for methods of monitoring student mastery of learning target and next steps for students who are excelling, at standard level, or in need of remediation.

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

We will use classroom observation and coaching logs, iObservation data, and feedback forms as monitoring evidence..

**G3. Prairie Lake Elementary School will increase ELA and Mathematics learning gains in the top 25%** 1a

G094731

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	61.0
Math Gains	75.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers need to deepen their understanding of the most effective instructional strategies to deliver the Florida Standards to Prairie Lake Students.
- Lack of structured time to use data to determine the most effective delivery methods for each learning target required.

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

- Paid summer planning, Curriculum Resource Materials, item specifications resource guides, MTSS Coordinator, Professional Learning Community process and data collection for each team.

**Plan to Monitor Progress Toward G3.** 8

Student data throughout the year shows an increase in the proficiency of students mastering the standards

**Person Responsible**

Robert Strenth

**Schedule**

Monthly, from 8/8/2017 to 5/30/2018

**Evidence of Completion**

Quarterly and end of the year assessment data (Common Assessments, i-Ready Diagnostics, Florida Standards Assessments in ELA and Mathematics) demonstrates an increased proficiency level of students in reading and math.

## 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.** Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. 1

G094729

**G1.B1** Lesson plans are written using low yielding instructional strategies and activities/assignments require low levels of cognitive complexity. Students are not required to think critically. 2

B254703

**G1.B1.S1** Engage teachers in collaborative planning sessions that focus on planning and implementing an effective instructional framework that emphasizes the use of high yielding instructional strategies, higher level complexity activities, rigor, and differentiated instruction. 4

S269026

### Strategy Rationale

By providing professional development opportunities through the use of PLCs, students will be exposed to appropriate grade level content, rigorous lessons and/or activities. These opportunities will help enhance the instructional practice of teachers. Teachers will also collaborate on lesson plans and analyze student data in PLCs.

### Action Step 1 5

Review lesson plans and provide timely feedback to grade level teams to ensure that task, assignments, assessments, essential questions, and strategies match the complexity level required in the student performance of the standard.

#### Person Responsible

Deborah Izzo

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Lesson Plans with Feedback and PLC Notes. Teachers will use the lesson plan feedback and PLC notes to ensure that students are receiving standards based instruction.

**Action Step 2** 5

Teachers will use a lesson plan rubric to create lesson plans for each content area.

**Person Responsible**

Deborah Izzo

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

All teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks; model close reading strategies and tools; observe peers; reflect and modify instructional practice based on student evidence and professional learning. Per DPLC year one goals.

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

The admin team will participate in weekly PLC meetings with teachers. The Principal, Assistant Principal and Instructional Coach will assist teachers with creating lessons that are fully aligned to the Florida Standards. The Principal, Assistant Principal and Instructional Coach will also facilitate data discussions with teachers. Teachers will use the PLC protocols to survey student work, collect and analyze data, plan, and create common assessments.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Documentation from PLC and teachers will upload lesson plan to collaborative site

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

Classroom data and observation feedback from walk-through, informal, and formal classroom observations will be used to determine teacher effectiveness.

**Person Responsible**

Robert Strenth

**Schedule**

On 5/30/2018

***Evidence of Completion***

Teachers will receive feedback based on design question four.

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

The admin team will participate in weekly PLC meetings with teachers. The Principal, Assistant Principal and Instructional Coach will assist teachers with creating lessons that are fully aligned to the Florida Standards. The Principal, Assistant Principal and Instructional Coach will also facilitate data discussions with teachers. Teachers will use the PLC protocols to survey student work, collect and analyze data, plan, and create common assessments.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Teachers will use i-Ready and common assessment data to determine the effectiveness of the work performed during the PLC.

**G1.B2** Teachers lack understanding of the full intent and rigor of the Florida Standards. 2

B254704

**G1.B2.S1** The Principal, Assistant Principal, and Science Coach will facilitate PLC meetings with teachers. In order to fully understand the intent of the standard, we will discuss the learning targets, big ideas, prior knowledge, skill acquisition required for mastery, learning outcomes and depth of knowledge targets. 4

S269027

### Strategy Rationale

In order to assist teachers in understanding the full intent of the standard, the Prairie Lake leadership team will assist teachers in understanding the process of deconstructing standards. We will provide guidelines and tools to help teacher create fully aligned and rigorous lessons that increase student understanding and mastery.

### Action Step 1 5

Provide teachers with strategies, guidelines, and processes for deconstructing standards. Teachers will use these resources to create lessons that are fully aligned to the standard.

#### Person Responsible

Robert Strenth

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Student common assessment data, lesson plans, informal/formal observations, and collaborative planning with teachers

### Action Step 2 5

Teachers will participate in peer collaboration during PLC and participate in peer observations. Teachers will also collaborate with peers for their Deliberate Practice.

#### Person Responsible

Shalonda Jenkins

#### Schedule

On 5/30/2018

#### Evidence of Completion

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

The Admin team will collect data from both informal and formal assessments.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Teachers will create lesson plans indicating teaching to the full intent of a standard. Student data from i-Ready and common assessments will be analyzed and monitor student proficiency.

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

The Admin team will collaborate with teachers to create lesson plans that are fully aligned to the standard.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Student common assessment data, teacher created lesson plans, and PLC notes will be used as evidence.

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

Classroom walk-through, informal, and formal observations

**Person Responsible**

Shalonda Jenkins

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

observation feedback

**G2.** Prairie Lake Elementary school will increase ELA and Mathematics learning gains in the lowest 25%. 1

G094730

**G2.B1** Lack of understanding of how to use the PLC process to monitor student performance on formative, summative assessments and to analyze student response to instruction. 2

B254705

**G2.B1.S1** Implement system of Professional Learning Communities that balance collaboration on instructional strategies and student performance. 4

S269028

### Strategy Rationale

Teachers require assistance in combining planning instructional strategies with the use of student performance data.

### Action Step 1 5

School administration will identify high performing teachers to serve as content leaders for PLCs focused ELA and Math instructional strategies and monitoring student performance.

#### Person Responsible

Robert Strenth

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Review of student performance data, PLC participation, and classroom visits to identify teachers.

## Action Step 2 5

Teachers and school administration will use the district provided Scope and Sequence to develop PLC schedule that balances collaborative analysis of ELA and Math standards, student performance data from common assessments, i-Ready, and systems of intervention and enrichment.

### **Person Responsible**

Robert Strenth

### **Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

### **Evidence of Completion**

Teacher survey results, review student work, common assessments and i-Ready performance data used in PLC meetings to ensure accurate alignment to standards and PLC purpose, feedback from content leaders and MTSS Coordinator.

## Action Step 3 5

Instructional Coach will train content leaders to lead PLCs focused on instructional strategies and monitoring student performance.

### **Person Responsible**

Deborah Izzo

### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

### **Evidence of Completion**

Professional development logs and review of student work, common assessment data and i-Ready performance data will be compared with the PLC notes to ensure fidelity and provide actionable feedback to teachers.

**Action Step 4** 5

Teachers will participate in a quarterly online anonymous surveys to measure buy-in and solicit input on the further development of the PLCs.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Quarterly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Classroom observation data indicating use of DQ 3 and 4 and DQ 5,7, and 9, lesson plan feedback, survey results, and increases in student achievement.

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

School administration and Science Coach will attend PLCs, content leader meetings, and conduct classroom observations, and collaborate together in reviewing common assessment and i-Ready data in order to determine needs and successes.

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

We will use iObservation data (evaluative and non-evaluative) related to Design Questions 2, 3, and 4, student common assessment data, i-Ready data, and lesson plan feedback for methods of monitoring student mastery of learning target and next steps for students who are excelling, at standard level, or in need of remediation.

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

School administration and Science Coach will attend PLCs, content leader meetings, and conduct classroom observations, and collaborate together in reviewing common assessment and i-Ready data in order to determine needs and successes.

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Professional development logs and review of student work, common assessment and i-Ready performance data will be compared with the PLC notes to ensure fidelity and provide actionable feedback to teachers.

**G2.B1.S2** Creation of model classrooms with trained teacher coaches. 4

S269029

### Strategy Rationale

Teachers need real life examples of effective use of instructional strategies and differentiation with peers they trust and respect.

### Action Step 1 5

The classroom of high performing teachers (ELA and Math) will be used to establish model classrooms.

#### Person Responsible

Robert Strenth

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Student performance data for i-Ready and common assessments will be used to identify model classrooms.

### Action Step 2 5

Instructional Coach will provide professional development focusing on coaching strategies to identified model classroom teachers.

#### Person Responsible

Deborah Izzo

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Teacher feedback from model classroom visits and evidence of strategy implementation.

### Action Step 3 **5**

Teachers will visit model classrooms as a part of PLC process and professional development.

#### **Person Responsible**

Deborah Izzo

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Observation notes will be compared between teachers and coaches to identified shared and differing insights to determine needed adjustment, follow-up classroom visits to monitor adaption of instructional strategies witnessed in model classroom visits, and teacher feedback.

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

School administration will ensure fidelity of implementation of model classrooms and teacher visits.

#### **Person Responsible**

Robert Strenth

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Monthly visitation logs, teacher notes, classroom visitations to monitor implementation of strategies observed, and student MTP and i-Ready performance data and work samples.

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

School administration, and Instructional coach will meet monthly to review model classroom initiative's effectiveness.

#### **Person Responsible**

Robert Strenth

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

80% of students in the model classrooms will demonstrate proficiency on common assessments and i-Ready.

**G2.B2 Utilizing instructional practices that are not high yielding and research based** 2

B254706

**G2.B2.S1** High yielding instructional strategies have a positive effect on school achievement. Teacher will use the Marzano instructional framework for high-yield instructional strategies. 4

S269030

**Strategy Rationale**

The high-yielding instructional strategies will be included in the lesson plans. The use of highly effective research based techniques will increase student mastery of content standards and skills.

**Action Step 1** 5

Teacher will use the Marzano high-yielding instructional strategies for lesson planning and instruction.

**Person Responsible**

Deborah Izzo

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

PLC notes, student common assessment data, lesson plan

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

Administrators and Science Coach will assist teachers with lesson planning during PLC.

**Person Responsible**

Shalonda Jenkins

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

informal/formal classroom observations, PLC notes, lesson plan feedback

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

Teacher will participate in professional development for high-yielding instructional strategies. The session will help teachers with the implementation process.

**Person Responsible**

Deborah Izzo

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Student data from i-Ready, common assessments, and diagnostics will be used used to evaluate the effectiveness of instructional strategies. The student growth goal is 80%.

**G3.** Prairie Lake Elementary School will increase ELA and Mathematics learning gains in the top 25% **1**

 G094731

**G3.B1** Teachers need to deepen their understanding of the most effective instructional strategies to deliver the Florida Standards to Prairie Lake Students. **2**

 B254707

**G3.B1.S1** Teachers need structured collaborative planning time to determine the most effective delivery of high yielding, research based instructional strategy. **4**

 S269031

### Strategy Rationale

In order for teachers to find optimal delivery strategies, they must have time to collaborate

### Action Step 1 **5**

Teachers will be provided a full day of collaborative planning at the end of each semester

#### Person Responsible

Deborah Izzo

#### Schedule

Semiannually, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Student learning activities based on the CRMs, commonly developed assessments, small group lesson plans.

### Action Step 2 **5**

Teachers will participate in daily Professional Learning Communities

#### Person Responsible

Robert Strenth

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

PLC protocols, agenda and minutes that detail developing student learning activities, monitoring of student achievement, mastery of learning targets, review of student artifacts and data.

**Action Step 3** 5

Team leaders will be assigned to guide PLC process to ensure fidelity to PLC process and desired outcomes.

**Person Responsible**

Robert Strenth

**Schedule**

On 5/30/2018

***Evidence of Completion***

Team leader and content leaders (Departmentalized Content Areas Only) assigned responsibilities, PLC documentation, evidence of student artifacts, and student performance data.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teachers and school administration will attend planning sessions during PLCs. Classroom observation data will also be used.

**Person Responsible**

Robert Strenth

**Schedule**

Monthly, from 8/7/2017 to 5/30/2018

***Evidence of Completion***

Minutes of Team Leader monthly meetings and classroom observation data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teachers will review student performance data to determine the effectiveness of instructional strategies..

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/7/2017 to 5/30/2018

***Evidence of Completion***

Student artifacts, student performance data (Common Assessments, i-Ready Diagnostics, Florida Standards Assessments in ELA and Mathematics).



**G3.B2** Lack of structured time to use data to determine the most effective delivery methods for each learning target required. 2

B254708

**G3.B2.S1** The Instructional Coach will lead professional development to dispel misconceptions regarding the complexities of differentiation. 4

S269032

### Strategy Rationale

Teachers beliefs impact their willingness to work on goals they see as unobtainable.

### Action Step 1 5

Teachers will be given guided practice in developing standards based learning experiences that will lead students to master the Florida Standards through the PLC process, coaching, and professional development. This process will be monitored through professional development and coaching that ends with teachers being proficient as measured by the Marzano Evaluation System.

#### Person Responsible

Robert Strenth

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Observed lessons and student artifacts as measured by the Marzano Evaluation System.

### Action Step 2 5

The principal and assistant principal will communicate observed trends, areas of strengths, and continued development.

#### Person Responsible

Robert Strenth

#### Schedule

On 5/30/2018

#### Evidence of Completion

Data collected from Marzano Evaluation System will be posted on school SharePoint site and reviewed with teams and individual teachers (as needed) by principal and assistant principal.

**Action Step 3** 5

The principal will schedule and conduct monitoring meetings with assistant principals and Instructional Coach

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Meeting minutes and scheduled coaching and professional development.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Data collected from Marzano Evaluation System and coaching observations

**Person Responsible**

Shalonda Jenkins

**Schedule**

On 5/30/2018

***Evidence of Completion***

We will collect observational data from i-Observation (evaluative and non-evaluative) and coaching observations to tier teachers for additional support. Plans will be developed for support and monitored.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Review of student performance data.

**Person Responsible**

Robert Strenth

**Schedule**

On 5/30/2018

***Evidence of Completion***

Student artifacts, student performance data (Common Assessments, i-Ready Diagnostics, Florida Standards Assessments in ELA and Mathematics, and FCAT Science).

**G3.B2.S2** The Instructional Coach will conduct targeted classroom observations specifically to build capacity for differentiation. 4

S269033

### Strategy Rationale

Teachers need actionable feedback from coaching observer to identify areas of continued growth and to celebrate success.

### Action Step 1 5

Teachers will implement the reading and math workshop models to maximize instructional time and provided targeted instruction.

#### Person Responsible

Shalonda Jenkins

#### Schedule

On 5/30/2018

#### Evidence of Completion

informal and formal observations

### Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

The Admin team will monitor the implementation and use of the workshop model.

#### Person Responsible

Shalonda Jenkins

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

The student i-Ready data and common assessment data will be used as evidence. Lesson plans will also be evaluated.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

The Admin team will assist teachers in planning instructional activities that support differentiation.

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

The 2017-2018 common assessment average will be higher than the previous year.

**G3.B2.S3** The Instructional Coach will provided differentiated PD and access to instructional resources.

4

 S269034

### **Strategy Rationale**

Teachers need ongoing professional development that builds on previous trainings and allows for implementation, reflection, and adjustments.

### **Action Step 1** 5

The Assistant Principal and MTSS Cordinator will provide differentiated PD and access to instructional resources.

#### **Person Responsible**

Robert Strenth

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### ***Evidence of Completion***

Differentiated activities and evidence of differentiation when doing classroom visitations.

### **Action Step 2** 5

The DPLC committee of teacher leaders will provide peer to peer training for each grade level to provide cognitively complex instructional strategies.

#### **Person Responsible**

Deborah Izzo

#### **Schedule**

On 5/30/2018

#### ***Evidence of Completion***

Lesson plans that include appropriate content specific complex text and student data.

**Plan to Monitor Fidelity of Implementation of G3.B2.S3 6**

Classroom observations will follow the PD to monitor teaching strategies to determine the level of implementation of the PD offered and the use of materials provided.

**Person Responsible**

Robert Strenth

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Observer notes and student common assessment and i-Ready performance data.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7**

Student common assessment and i-Ready data will be monitored for Tier I success to measure goal of 80% per class performing on grade level.

**Person Responsible**

Deborah Izzo

**Schedule**

Biweekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Student Common Assessment Data and i-Ready

## 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>2018</b>					
 G1.MA1 M383527	The Admin team will collect and analyze data for all common assessments.	Jenkins, Shalonda	8/14/2017	Data, PLC notes, Common Assessments, Data Meetings with Teachers	5/30/2018 biweekly
 G1.MA2 M383528	The Admin team will collaborate with teachers to create lesson plans.	Izzo, Deborah	8/14/2017	Lesson plans, Student Data, and Classroom Activities/Assignments	5/30/2018 biweekly
 G2.MA1 M383535	We will use iObservation data (evaluative and non-evaluative) related to Design Questions 2, 3, and...	Strenth, Robert	8/14/2017	We will use classroom observation and coaching logs, iObservation data, and feedback forms as monitoring evidence..	5/30/2018 weekly
 G3.MA1 M383544	Student data throughout the year shows an increase in the proficiency of students mastering the...	Strenth, Robert	8/8/2017	Quarterly and end of the year assessment data (Common Assessments, i-Ready Diagnostics, Florida Standards Assessments in ELA and Mathematics) demonstrates an increased proficiency level of students in reading and math.	5/30/2018 monthly
 G1.B1.S1.MA1 M383521	The admin team will participate in weekly PLC meetings with teachers. The Principal, Assistant...	Jenkins, Shalonda	8/14/2017	Teachers will use i-Ready and common assessment data to determine the effectiveness of the work performed during the PLC.	5/30/2018 weekly
 G1.B1.S1.MA1 M383522	The admin team will participate in weekly PLC meetings with teachers. The Principal, Assistant...	Jenkins, Shalonda	8/14/2017	Documentation from PLC and teachers will upload lesson plan to collaborative site	5/30/2018 biweekly
 G1.B1.S1.MA2 M383523	Classroom data and observation feedback from walk-through, informal, and formal classroom...	Strenth, Robert	8/14/2017	Teachers will receive feedback based on design question four.	5/30/2018 one-time
 G1.B1.S1.A1 A358955	Review lesson plans and provide timely feedback to grade level teams to ensure that task,...	Izzo, Deborah	8/14/2017	Lesson Plans with Feedback and PLC Notes. Teachers will use the lesson plan feedback and PLC notes to ensure that students are receiving standards based instruction.	5/30/2018 weekly
 G1.B1.S1.A2 A358956	Teachers will use a lesson plan rubric to create lesson plans for each content area.	Izzo, Deborah	8/14/2017	All teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks;model close reading strategies and tools;observe peers; reflect and modify instructional practice based on student evidence and professional learning. Per DPLC year one goals.	5/30/2018 weekly
 G1.B2.S1.MA1 M383524	The Admin team will collaborate with teachers to create lesson plans that are fully aligned to the...	Jenkins, Shalonda	8/14/2017	Student common assessment data, teacher created lesson plans, and PLC notes will be used as evidence.	5/30/2018 weekly
 G1.B2.S1.MA1 M383525	Classroom walk-through, informal, and formal observations	Jenkins, Shalonda	8/14/2017	observation feedback	5/30/2018 weekly
 G1.B2.S1.MA1 M383526	The Admin team will collect data from both informal and formal assessments.	Jenkins, Shalonda	8/14/2017	Teachers will create lesson plans indicating teaching to the full intent of a standard. Student data from i-Ready and common assessments will be analyzed and monitor student proficiency.	5/30/2018 biweekly
 G1.B2.S1.A1 A358957	Provide teachers with strategies, guidelines, and processes for deconstructing standards. Teachers...	Strenth, Robert	8/14/2017	Student common assessment data, lesson plans, informal/formal observations, and collaborative planning with teachers	5/30/2018 weekly
 G1.B2.S1.A2 A358958	Teachers will participate in peer collaboration during PLC and participate in peer observations....	Jenkins, Shalonda	8/14/2017		5/30/2018 one-time

**Orange - 0941 - Prairie Lake Elementary - 2017-18 SIP**  
*Prairie Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M383529	School administration and Science Coach will attend PLCs, content leader meetings, and conduct...	Strenth, Robert	8/14/2017	Professional development logs and review of student work, common assessment and i-Ready performance data will be compared with the PLC notes to ensure fidelity and provide actionable feedback to teachers.	5/30/2018 weekly
G2.B1.S1.MA1 M383530	School administration and Science Coach will attend PLCs, content leader meetings, and conduct...	Strenth, Robert	8/14/2017	We will use iObservation data (evaluative and non-evaluative) related to Design Questions 2, 3, and 4, student common assessment data, i-Ready data, and lesson plan feedback for methods of monitoring student mastery of learning target and next steps for students who are excelling, at standard level, or in need of remediation.	5/30/2018 weekly
G2.B1.S1.A1 A358959	School administration will identify high performing teachers to serve as content leaders for PLCs...	Strenth, Robert	8/14/2017	Review of student performance data, PLC participation, and classroom visits to identify teachers.	5/30/2018 weekly
G2.B1.S1.A2 A358960	Teachers and school administration will use the district provided Scope and Sequence to develop PLC...	Strenth, Robert	8/14/2017	Teacher survey results, review student work, common assessments and i-Ready performance data used in PLC meetings to ensure accurate alignment to standards and PLC purpose, feedback from content leaders and MTSS Coordinator.	5/30/2018 quarterly
G2.B1.S1.A3 A358961	Instructional Coach will train content leaders to lead PLCs focused on instructional strategies and...	Izzo, Deborah	8/14/2017	Professional development logs and review of student work, common assessment data and i-Ready performance data will be compared with the PLC notes to ensure fidelity and provide actionable feedback to teachers.	5/30/2018 weekly
G2.B1.S1.A4 A358962	Teachers will participate in a quarterly online anonymous surveys to measure buy-in and solicit...	Jenkins, Shalonda	8/14/2017	Classroom observation data indicating use of DQ 3 and 4 and DQ 5,7, and 9, lesson plan feedback, survey results, and increases in student achievement.	5/30/2018 quarterly
G2.B2.S1.MA1 M383533	Teacher will participate in professional development for high-yielding instructional strategies....	Izzo, Deborah	8/14/2017	Student data from i-Ready, common assessments, and diagnostics will be used used to evaluate the effectiveness of instructional strategies. The student growth goal is 80%.	5/30/2018 weekly
G2.B2.S1.MA1 M383534	Administrators and Science Coach will assist teachers with lesson planning during PLC.	Jenkins, Shalonda	8/14/2017	informal/formal classroom observations, PLC notes, lesson plan feedback	5/30/2018 weekly
G2.B2.S1.A1 A358966	Teacher will use the Marzano high-yielding instructional strategies for lesson planning and...	Izzo, Deborah	8/14/2017	PLC notes, student common assessment data, lesson plan	5/30/2018 daily
G3.B1.S1.MA1 M383536	Teachers will review student performance data to determine the effectiveness of instructional...	Strenth, Robert	8/7/2017	Student artifacts, student performance data (Common Assessments, i-Ready Diagnostics, Florida Standards Assessments in ELA and Mathematics).	5/30/2018 weekly
G3.B1.S1.MA1 M383537	Teachers and school administration will attend planning sessions during PLCs. Classroom observation...	Strenth, Robert	8/7/2017	Minutes of Team Leader monthly meetings and classroom observation data	5/30/2018 monthly
G3.B1.S1.A1 A358967	Teachers will be provided a full day of collaborative planning at the end of each semester	Izzo, Deborah	8/14/2017	Student learning activities based on the CRMs, commonly developed assessments, small group lesson plans.	5/30/2018 semiannually
G3.B1.S1.A2 A358968	Teachers will participate in daily Professional Learning Communities	Strenth, Robert	8/14/2017	PLC protocols, agenda and minutes that detail developing student learning activities, monitoring of student achievement, mastery of learning	5/30/2018 daily

**Orange - 0941 - Prairie Lake Elementary - 2017-18 SIP**  
*Prairie Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				targets, review of student artifacts and data.	
G3.B1.S1.A3 A358969	Team leaders will be assigned to guide PLC process to ensure fidelity to PLC process and desired...	Strenth, Robert	8/14/2017	Team leader and content leaders (Departmentalized Content Areas Only) assigned responsibilities, PLC documentation, evidence of student artifacts, and student performance data.	5/30/2018 one-time
G3.B2.S1.MA1 M383538	Review of student performance data.	Strenth, Robert	8/7/2017	Student artifacts, student performance data (Common Assessments, i-Ready Diagnostics, Florida Standards Assessments in ELA and Mathematics, and FCAT Science).	5/30/2018 one-time
G3.B2.S1.MA1 M383539	Data collected from Marzano Evaluation System and coaching observations	Jenkins, Shalonda	8/7/2017	We will collect observational data from i-Observation (evaluative and non-evaluative) and coaching observations to tier teachers for additional support. Plans will be developed for support and monitored.	5/30/2018 one-time
G3.B2.S1.A1 A358970	Teachers will be given guided practice in developing standards based learning experiences that will...	Strenth, Robert	8/14/2017	Observed lessons and student artifacts as measured by the Marzano Evaluation System.	5/30/2018 weekly
G3.B2.S1.A2 A358971	The principal and assistant principal will communicate observed trends, areas of strengths, and...	Strenth, Robert	8/14/2017	Data collected from Marzano Evaluation System will be posted on school SharePoint site and reviewed with teams and individual teachers (as needed) by principal and assistant principal.	5/30/2018 one-time
G3.B2.S1.A3 A358972	The principal will schedule and conduct monitoring meetings with assistant principals and...	Strenth, Robert	8/14/2017	Meeting minutes and scheduled coaching and professional development.	5/30/2018 weekly
G2.B1.S2.MA1 M383531	School administration, and Instructional coach will meet monthly to review model classroom...	Strenth, Robert	8/14/2017	80% of students in the model classrooms will demonstrate proficiency on common assessments and i-Ready.	5/30/2018 monthly
G2.B1.S2.MA1 M383532	School administration will ensure fidelity of implementation of model classrooms and teacher visits.	Strenth, Robert	8/14/2017	Monthly visitation logs, teacher notes, classroom visitations to monitor implementation of strategies observed, and student MTP and i-Ready performance data and work samples.	5/30/2018 weekly
G2.B1.S2.A1 A358963	The classroom of high performing teachers (ELA and Math) will be used to establish model...	Strenth, Robert	8/14/2017	Student performance data for i-Ready and common assessments will be used to identify model classrooms.	5/30/2018 quarterly
G2.B1.S2.A2 A358964	Instructional Coach will provide professional development focusing on coaching strategies to...	Izzo, Deborah	8/14/2017	Teacher feedback from model classroom visits and evidence of strategy implementation.	5/30/2018 monthly
G2.B1.S2.A3 A358965	Teachers will visit model classrooms as a part of PLC process and professional development.	Izzo, Deborah	8/14/2017	Observation notes will be compared between teachers and coaches to identified shared and differing insights to determine needed adjustment, follow-up classroom visits to monitor adaption of instructional strategies witnessed in model classroom visits, and teacher feedback.	5/30/2018 monthly
G3.B2.S2.MA1 M383540	The Admin team will assist teachers in planning instructional activities that support...	Strenth, Robert	8/14/2017	The 2017-2018 common assessment average will be higher than the previous year.	5/30/2018 weekly
G3.B2.S2.MA1 M383541	The Admin team will monitor the implementation and use of the workshop model.	Jenkins, Shalonda	8/14/2017	The student i-Ready data and common assessment data will be used as evidence. Lesson plans will also be evaluated.	5/30/2018 weekly
G3.B2.S2.A1 A358973	Teachers will implement the reading and math workshop models to maximize instructional time and...	Jenkins, Shalonda	8/14/2017	informal and formal observations	5/30/2018 one-time

**Orange - 0941 - Prairie Lake Elementary - 2017-18 SIP**  
*Prairie Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S3.MA1  M383542	Student common assessment and i-Ready data will be monitored for Tier I success to measure goal of...	Izzo, Deborah	8/14/2017	Student Common Assessment Data and i-Ready	5/30/2018 biweekly
G3.B2.S3.MA1  M383543	Classroom observations will follow the PD to monitor teaching strategies to determine the level of...	Strenth, Robert	8/14/2017	Observer notes and student common assessment and i-Ready performance data.	5/30/2018 monthly
G3.B2.S3.A1  A358974	The Assistant Principal and MTSS Cordinator will provide differentiated PD and access to...	Strenth, Robert	8/14/2017	Differentiated activities and evidence of differentiation when doing classroom visitations.	5/30/2018 weekly
G3.B2.S3.A2  A358975	The DPLC committee of teacher leaders will provide peer to peer training for each grade level to...	Izzo, Deborah	8/14/2017	Lesson plans that include appropriate content specific complex text and student data.	5/30/2018 one-time

## V. Professional Development Opportunities

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

**G2.** Prairie Lake Elementary school will increase ELA and Mathematics learning gains in the lowest 25%.

**G2.B1** Lack of understanding of how to use the PLC process to monitor student performance on formative, summative assessments and to analyze student response to instruction.

**G2.B1.S1** Implement system of Professional Learning Communities that balance collaboration on instructional strategies and student performance.

### PD Opportunity 1

School administration will identify high performing teachers to serve as content leaders for PLCs focused ELA and Math instructional strategies and monitoring student performance.

#### Facilitator

Robert Strenth, Shalonda Jenkins, Evangeline Richardson, Deborah Izzo

#### Participants

Faculty

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

### PD Opportunity 2

Teachers and school administration will use the district provided Scope and Sequence to develop PLC schedule that balances collaborative analysis of ELA and Math standards, student performance data from common assessments, i-Ready, and systems of intervention and enrichment.

#### Facilitator

Robert Strenth, Shalonda Jenkins, Evangeline Richardson, Deborah Izzo

#### Participants

Faculty

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

### PD Opportunity 3

Instructional Coach will train content leaders to lead PLCs focused on instructional strategies and monitoring student performance.

#### Facilitator

Deborah Izzo, Shalonda Jenkins

#### Participants

Faculty

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

## G2.B1.S2 Creation of model classrooms with trained teacher coaches.

### PD Opportunity 1

The classroom of high performing teachers (ELA and Math) will be used to establish model classrooms.

#### Facilitator

Robert Strenth, Shalonda Jenkins, Debra Izzo

#### Participants

Classroom Teachers

#### Schedule

Quarterly, from 8/14/2017 to 5/30/2018

### PD Opportunity 2

Instructional Coach will provide professional development focusing on coaching strategies to identified model classroom teachers.

#### Facilitator

Deborah Izzo,

#### Participants

Model classroom teachers.

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

### PD Opportunity 3

Teachers will visit model classrooms as a part of PLC process and professional development.

#### Facilitator

Deborah Izzo

#### Participants

Identified content and teacher leaders.

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

**G3.** Prairie Lake Elementary School will increase ELA and Mathematics learning gains in the top 25%

**G3.B1** Teachers need to deepen their understanding of the most effective instructional strategies to deliver the Florida Standards to Prairie Lake Students.

**G3.B1.S1** Teachers need structured collaborative planning time to determine the most effective delivery of high yielding, research based instructional strategy.

### PD Opportunity 1

Teachers will participate in daily Professional Learning Communities

#### Facilitator

Deborah Izzo

#### Participants

Teacher

#### Schedule

Daily, from 8/14/2017 to 5/30/2018

**G3.B2** Lack of structured time to use data to determine the most effective delivery methods for each learning target required.

**G3.B2.S1** The Instructional Coach will lead professional development to dispel misconceptions regarding the complexities of differentiation.

**PD Opportunity 1**

Teachers will be given guided practice in developing standards based learning experiences that will lead students to master the Florida Standards through the PLC process, coaching, and professional development. This process will be monitored through professional development and coaching that ends with teachers being proficient as measured by the Marzano Evaluation System.

**Facilitator**

Shalonda Jenkins

**Participants**

Teachers

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**G3.B2.S3** The Instructional Coach will provided differentiated PD and access to instructional resources.

**PD Opportunity 1**

The Assistant Principal and MTSS Cordinator will provide differentiated PD and access to instructional resources.

**Facilitator**

Debra Izzo

**Participants**

Classroom teachers and school leadership.

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Review lesson plans and provide timely feedback to grade level teams to ensure that task, assignments, assessments, essential questions, and strategies match the complexity level required in the student performance of the standard.				\$0.00
2	G1.B1.S1.A2	Teachers will use a lesson plan rubric to create lesson plans for each content area.				\$0.00
3	G1.B2.S1.A1	Provide teachers with strategies, guidelines, and processes for deconstructing standards. Teachers will use these resources to create lessons that are fully aligned to the standard.				\$0.00
4	G1.B2.S1.A2	Teachers will participate in peer collaboration during PLC and participate in peer observations. Teachers will also collaborate with peers for their Deliberate Practice.				\$0.00
5	G2.B1.S1.A1	School administration will identify high performing teachers to serve as content leaders for PLCs focused ELA and Math instructional strategies and monitoring student performance.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0941 - Prairie Lake Elementary	General Fund		\$2,000.00
6	G2.B1.S1.A2	Teachers and school administration will use the district provided Scope and Sequence to develop PLC schedule that balances collaborative analysis of ELA and Math standards, student performance data from common assessments, i-Ready, and systems of intervention and enrichment.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0941 - Prairie Lake Elementary	General Fund		\$4,000.00
			<i>Notes: Substitute Coverage</i>			
7	G2.B1.S1.A3	Instructional Coach will train content leaders to lead PLCs focused on instructional strategies and monitoring student performance.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0941 - Prairie Lake Elementary	General Fund		\$15,000.00
8	G2.B1.S1.A4	Teachers will participate in a quarterly online anonymous surveys to measure buy-in and solicit input on the further development of the PLCs.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0941 - Prairie Lake Elementary	General Fund		\$15,000.00

Orange - 0941 - Prairie Lake Elementary - 2017-18 SIP  
Prairie Lake Elementary

9	G2.B1.S2.A1	The classroom of high performing teachers (ELA and Math) will be used to establish model classrooms.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0941 - Prairie Lake Elementary			\$1,000.00
10	G2.B1.S2.A2	Instructional Coach will provide professional development focusing on coaching strategies to identified model classroom teachers.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0941 - Prairie Lake Elementary			\$1,000.00
11	G2.B1.S2.A3	Teachers will visit model classrooms as a part of PLC process and professional development.				\$0.00
12	G2.B2.S1.A1	Teacher will use the Marzano high-yielding instructional strategies for lesson planning and instruction.				\$0.00
13	G3.B1.S1.A1	Teachers will be provided a full day of collaborative planning at the end of each semester				\$0.00
14	G3.B1.S1.A2	Teachers will participate in daily Professional Learning Communities				\$0.00
15	G3.B1.S1.A3	Team leaders will be assigned to guide PLC process to ensure fidelity to PLC process and desired outcomes.				\$0.00
16	G3.B2.S1.A1	Teachers will be given guided practice in developing standards based learning experiences that will lead students to master the Florida Standards through the PLC process, coaching, and professional development. This process will be monitored through professional development and coaching that ends with teachers being proficient as measured by the Marzano Evaluation System.				\$0.00
17	G3.B2.S1.A2	The principal and assistant principal will communicate observed trends, areas of strengths, and continued development.				\$0.00
18	G3.B2.S1.A3	The principal will schedule and conduct monitoring meetings with assistant principals and Instructional Coach				\$0.00
19	G3.B2.S2.A1	Teachers will implement the reading and math workshop models to maximize instructional time and provided targeted instruction.				\$0.00
20	G3.B2.S3.A1	The Assistant Principal and MTSS Cordinator will provide differentiated PD and access to instructional resources.				\$0.00
21	G3.B2.S3.A2	The DPLC committee of teacher leaders will provide peer to peer training for each grade level to provide cognitively complex instructional strategies.				\$0.00
					<b>Total:</b>	<b>\$38,000.00</b>