2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Orienta Elementary School

612 NEWPORT AVE
Altamonte Springs, FL 32701
407-746-2650
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0601

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	69%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	A	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lake Orienta Elementary School

Principal

Donna Weaver

School Advisory Council chair

Kim Ornberg

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donna Weaver	Principal
Daniel Windish	Assistant Principal
Paul Harshman	Assistant Principal
Amber McKenna	ELA Literacy Coach
Jane Taricano	Math and Science Coach
Kim Parmer	Reading Intervention Specialist
Elizabeth Reynolds	Reading Intervention Specialist
Kristina Vogt	Certified School Counselor
Linda Nunez	ELL Team Leader
Cynthia Campagnellie	ESE Teacher

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council (SAC) of Lake Orienta is a joint committee that meets the needs of both Lake Orienta Elementary School and the Hopper Center. Members and titles are listed below:
Donna Weaver, Principal
Kim Ornberg, Parent/SAC Chairperson
Jane Taricano, Faculty/SAC Secretary
Sandra Frutchey, Parent

Brian Giddens, Parent
Larissa Hardesty, Parent
Shawnette Pankey, Parent
Kelly Holley, Parent
Shana Windish, Parent
Stephanie Beasley, Faculty/PTA President
Cynthia Campanellie, Faculty/Hopper Center
Tonya Archie, Staff
Carmen Moorhouse, Faculty
Daniel Windish, Assistant Principal
Paul Harshman, Assistant Principal

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) of Lake Orienta/Hopper Center has provided suggestions and comments to the school-based leadership team to help compose the intitial draft of this school improvement. Once the draft has been composed, it was shared with the SAC to receive feedback and to be approved by the SAC in the October 2013 meeting.

Activities of the SAC for the upcoming school year

The SAC of Lake Orienta/Hopper Center will participate in the following activities during this school year:
1. approve and present to the community the School Improvement Plan.
2. attend development training that will inlcude collaborative partnering and shared decision-making.
3. develop a community involvement goal for the schools.
4. provide feedback and approve of the use of A+ School Recognition funds.
5. collect and analyze needs assessment data from the annual climate survey and other school/district development instruments

Projected use of school improvement funds, including the amount allocated to each project

School Improvement funds have been allocated to purchase supplies for professional development, pay for outsourced trainings, and also for paying for substitutes so that teachers may attend professional development activities related to the SIP goal.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Donna Weaver		
Principal	Years as Administrator: 15	Years at Current School: 2

Credentials	1999 -University of Florida - Specialist Degree -Educational Leadership 1989 - Fayetteville State University - Master's Degree - Elementary Education 1979 - University of North Carolina - Bachelor of Art's in Economics and Political Science FL DOE Certificate #686232 Ed Leadership, All levels, Elementary Ed 1-6, Primary Education Grades K-3, School Principal All Levels
Performance Record	Above Expectations Effective SCPS Principal of the Year 2012-2013

Daniel Windish		
Asst Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	2012: University of Central Florida, Ed.D.- Educational Leadership 2002: University of Central Florida, M.Ed- Educational Leadership 1997: University of Central Florida, B.S.- Elementary Education Professional Educator's Certificate: Educational Leadership; Elementary Education 1-6; ESOL;
Performance Record	Dr. Windish has received satistactory evaluations for all of the following experiences: 1 year as an assistant principal at Waterford Elementary in Orange County. 1 year as elementary curriculum specialist in Seminole County. 6 years as an assistant principal at Pine Crest Elementary in Seminole County. Currently in second year as an assistant principal at Lake Orienta Elementary.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Amber McKenna		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelors in Elementary Education- University of Central Florida ESOL endorsed Team Leader
Performance Record	Highly Effective on all evaluations for the following positions; 3rd grade teacher, 4th grade teacher, 5th grade teacher.

Jane Taricano		
Full-time / School-based	Years as Coach: 4	Years at Current School: 14

Areas	Mathematics
Credentials	Educational Leadership Certification K-12- Stetson University Master's of Education Applied Psycholinguistics- Regis College Bachelor's of Arts-Elementary Education, Boston College ESOL Endorsed Clinical Educator's Certification Team Leader
Performance Record	Highly Effective on all evaluations for the following positions: Math and Science Coach-4 years, 5th Grade classroom teacher-9 years, 3rd Grade classroom teacher-2 years.

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
0, 0%

 # Highly Qualified Teachers
100%

 # certified in-field
53, 100%

 # ESOL endorsed
55, 104%

 # reading endorsed
19, 36%

 # with advanced degrees
30, 57%

 # National Board Certified
, 0%

 # first-year teachers
4, 8%

 # with 1-5 years of experience
12, 23%

 # with 6-14 years of experience
20, 38%

 # with 15 or more years of experience
17, 32%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal and assistant principal of the school are responsible for hiring decisions at Lake Orienta Elementary. Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator

and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators: Principal and Assistant Principal:
Administrators provide instructional leadership, a common vision, support, set expectations and ensure that the school-based team implements MTSS. The administrators conduct assessment of MTSSI skills of school staff, guarantee implementation of intervention support and documentation, make certain that adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.
ELA Literacy and Math & Science Coaches:
Develops, leads, and evaluates school core content standards/programs and identifies/analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress
monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. At Lake Orienta the Reading Coach is also the person with expertise (Data Mentor) in collecting, organizing, displaying, analyzing and interpreting data andwho assists teachers in understanding and using data. Classroom Teachers Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 and Tier 3 activities.
Intervention Teachers:
Provide guidance on the reading and math plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
ESE Teachers:
ESE Teachers participate in student data collection, integrate core instructional activities/materials into

Tier 3 supplemental instruction, and collaborate with general education teachers through such activities as support facilitation. Guidance Counselors and Student Services Personnel such as School Psychologist (Social Workers and Occupational Therapist). These members of the MTSS team provide quality services and expertise on program design, assessment and intervention with individual students. School social workers assist in linking child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Speech/Language Teacher:
Speech/Language teacher educate the team in the role that language plays in curriculum, assessment, and instruction and help identify systemic patterns of student need relating to language skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will focus on the School Improvement Plan, meeting bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and identify professional development and resource needs. The problem solving model will be implemented through the MTSS Leadership Team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

EdInsight will be used to evaluate and summarize tiered data for administrators and classroom teachers and provide information on student progress, individually and by groups, using both formative and summative assessments created by SCPS and teachers.
Baseline data: Discovery Education Assessment for grades K-5, SRI for grades 3-5; SRI for Reading; Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: Discovery Education Assessment for grades K-5; PASI, PSI; SRI for Reading
Midyear: Discovery Education Assessment for grades K-5, SRI for grades 3-5; SRI for Reading; Florida Comprehensive Assessment Test (FCAT)
Frequency of Data Days: twice a month for data analysis and/or as assessments are completed

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

District leaders have taken responsiblity for designing and scheduling district and school-based training. However, school-based professional development is provided during teachers' common planning time throughout the year. PD sessions entitled: "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/MTSS" and "MTSS: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will be provided to new teachers and as a refresher in October. The MTSS team will also evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 6,000

The SuccessMaker Labs will be open in the mornings from 7:05-8:05 AM. 1st through 5th grade students will be invited based upon performance on Discovery Education tests (Levels 1 and 2) and, later in the school year, as determined by the amount of hours reported by the SuccessMaker program the students need to be successful. Two teachers a day will be hired to open the labs and monitor student progress and performance. This will cover 100 school days during the 2013-2014 school year.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The SuccessMaker program collects data on each students as they work through the program. The Discovery Education web-based program also collects data on students as they take progress monitoring assessments throughout the year. Data from these sources is analyzed by classroom teachers and members of the Leadership team.

Who is responsible for monitoring implementation of this strategy?

Adminstration, both Principal and Assistant Principal, are responsible for the implementation and supervision of this strategy.

Strategy: Before or After School Program

Minutes added to school year: 1,440

For 12 days prior to the FCAT Writing window, four teachers will be hired to work with groups of children (5-6 students) afterschool for an hour each day. Teachers will focus on specific writing skills based upon student need to help bolster students that may be consistently scoring either a 1, 2, or 3 on progress monitoring prompts.

For 12 days prior to FCAT Reading, Math, Science window, 12 teachers will be hired to work with groups of children (3-5) afterschool for an hour each day. Teachers will focus on specific reading and math skills based upon analysis of prior FCAT scores and Discovery Education scores.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The SuccessMaker program collects data on each students as they work through the program. The Discovery Education web-based program also collects data on students as they take progress monitoring assessments throughout the year. Data from these sources is analyzed by classroom teachers and members of the Leadership team.

Who is responsible for monitoring implementation of this strategy?

Adminstration, both Principal and Assistant Principal, are responsible for the implementation and supervision of this strategy. The ELA Literacy Coach and the Math & Science Coach will also be responsible for helping to develop the curriculum for these sessions.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amber McKenna	ELA Literacy Coach
Elizabeth Reynolds	Intervention Specialist
Kim Parmer	Intervention Specialist
Linda Nunez	ELL Team Leader
Sharon Kraszewski	ESE Teacher
Donna Weaver	Principal
Daniel Windish	Assistant Principal
Paul Harshman	Asst. Principal-Hopper Center
Stephanie Beasley	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team follows the Florida Continuous Improvement Model (FCIM), meeting on a regular basis to engage in the following activities:

review universal screening data and link to instructional decisions;

review progress monitoring data at the grade level and classroom level to identify students who are

meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and identify professional development and resource needs.

The Literacy Leadership Team oversees the implementation of the K-5 core reading initiative and monitors the use of instructional materials related to reading instruction, data analysis and interpretation, professional development, and technology. Through the LLT, classroom teachers will also use the Florida Continuous Improvement Model (FCIM) process to identify students in need of more assistance, determine if students are improving with extra assistance, form flexible reading groups. Individual Student Data will be used to group for instruction, identify students in need of more assistance and determine if students are improving with extra assistance while classroom and school level data are used to identify areas of instruction that need strengthening and form flexible reading groups.

Major initiatives of the LLT

The LLT will provide instructional leadership, a common vision, support, set expectations and will ensure that the the new Reading Street materials are being used as the core ELA program while conitinuing the impelemtation of various interventions to meet the requirements of the multi-tiered system of support (MTSS). The LLT will meet with teachers on a regular basis to help maintain fidelity to the Reading Street program while utilizing components in an effective manner. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	69%	No	77%
American Indian				
Asian				
Black/African American	68%	62%	Yes	72%
Hispanic	64%	63%	No	68%
White	92%	77%	No	93%
English language learners	44%	56%	Yes	50%
Students with disabilities	58%	45%	Yes	62%
Economically disadvantaged	70%	63%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	29%	35%
Students scoring at or above Achievement Level 4	117	40%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	125	71%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	33	73%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	30	60%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	30%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	42%	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	47	49%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	69%	No	73%
American Indian				
Asian				
Black/African American	62%	64%	Yes	66%
Hispanic	64%	69%	Yes	68%
White	84%	75%	No	86%
English language learners	51%	67%	Yes	56%
Students with disabilities	62%	51%	No	66%
Economically disadvantaged	64%	67%	Yes	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	31%	35%
Students scoring at or above Achievement Level 4	110	37%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	133	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	78%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	35%	40%
Students scoring at or above Achievement Level 4	24	31%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		80%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		3
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	51	37%	25%
Students who receive two or more behavior referrals	24	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Administration and teachers are encouraging parents to take an active role in our online student data/grades/communication program (Skyward).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents logged into Skyward Parent Portal at least once during school year	154	29%	45%

Goals Summary

G1. Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the blended Common Core State Standards/Next Generation Sunshine State Standards curriculum.

Goals Detail

G1. Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the blended Common Core State Standards/Next Generation Sunshine State Standards curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science - Elementary School

- STEM - All Levels

- Parental Involvement

- EWS - Elementary School

Resources Available to Support the Goal

- ELA Literacy Coach

- Math and Science Coach

- Intervention Specialists and Intervention Team

- Reading Street Materials

- Go Math! Materials

- SuccessMaker

- Computer Labs- Intermediate, Primary, and SuccessMaker

- Science Fusion Materials

- Fast Forward

- IXL Math

- SIPPS

- Fast Track Phonics

- Leadership Team

- School Created Database

- EdInsight

- SRI

- Discovery Education

- Marzano's Art and Science of Teaching Instructional Model

- Accelerated Reader Program

- Professional Development Funds

- PLC's

- SAI Tutorial Funds

- ESE Tutorial Funds

- Para-Professionals

- ETF's

- Writing Prompts and Rubrics

- The Daily 5 and CAFE by Gail Boushey and Joan Moser

- Science Lab

Targeted Barriers to Achieving the Goal
- overwhelming amount of Reading Street materials and a lack of training

- lack of time for training in all areas

- lack of understanding of cooperative learning strategies

- lack of understanding of the Common Core State Standards

- lack of positive recognition of student behavior and clearly defined discipline procedures

- lack of time for interventions such as Walk-to-Intervention, Successmaker, SIPPS phonics instruction, Fastforward

Plan to Monitor Progress Toward the Goal

Progress toward the goal will be monitored by analyzing relevant data from sources that have generated measurable ways of looking at the use of district school provided resources, effective instruction, differentiated instruction, and the progress towards the blended CCSS/NGSSS curriculum.

Person or Persons Responsible
Administration Leadership Team

Target Dates or Schedule:
Routinely throughout the year during formal and informal observation of instruction, PLC's, and various other aspects of the school routine.

Evidence of Completion:
iObservation data FCAT Scores Teacher evaluation ratings

Action Plan for Improvement

Problem Solving Key

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

G1. Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the blended Common Core State Standards/Next Generation Sunshine State Standards curriculum.

G1.B1 overwhelming amount of Reading Street materials and a lack of training

G1.B1.S1 Teachers will be provided in-house training and material tours with their grade level and the ELA Literacy Coach.

Action Step 1

A professional development day for each grade level will be planned. Substitutes will be provided. The ELA Literacy Coach will go over various components of Reading Street and help grade levels plan for better implementation of the program.

Person or Persons Responsible

ELA Literacy Coach Team Leaders Grade Level Teachers

Target Dates or Schedule

6 different instructional days during the month of October 2013.

Evidence of Completion

Administration will notice an improved use of the Reading Street materials noticed during walk-throughs. Learning logs will be completed by the teachers and assigned by ELA Literacy Coach. An agenda for the day will be kept for record of completion.

Facilitator:

ELA Literacy Coach: Amber McKenna

Participants:

Grade level teachers K-5

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

This will be monitored by looking at agendas kept for records, classroom walkthroughs, lesson plan checks

Person or Persons Responsible

ELA Literacy Coach: Amber McKenna Administration

Target Dates or Schedule

Routinely throughout the remainder of the school year.

Evidence of Completion

Agendas Learning logs Lesson plans Observations during walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

This will be monitored for effectiveness by analyzing assessments from Reading Street, Discovery Education tests and looking at data generated from iObservation walkthroughs.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

On-going progress monitors accordinding to teacher's plans and district assessment schedule

Evidence of Completion

Discovery Education growth reports iObservation data

G1.B1.S2 Teachers will participate in regulary scheduled PLC sessions with the ELA Literacy Coach to plan for and utilize Reading Street materials.

Action Step 1

The ELA Literacy Coach will hold PLC sessions with grade level teams to go over Reading Street components.

Person or Persons Responsible

ELA Literacy Coach: Amber McKenna

Target Dates or Schedule

Regularly schedule PLC sessions throughout the 2013-2014 school year

Evidence of Completion

Agendas Lesson Plans

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

This will be monitored for fidelity by having administration sit in on selected PLC sessions and collect copies of all agendas.

Person or Persons Responsible

Administration Leadership Team Team Leaders

Target Dates or Schedule

After regulary scheduled PLC sessions for reading

Evidence of Completion

Agendas/summaries Lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

This will be monitored for effectiveness by analyzing Discovery Education PMA scores and Reading Street assessment scores.

Person or Persons Responsible

Teachers Administration Leadership Team

Target Dates or Schedule

As needed througout the 2013-2014 school year.

Evidence of Completion

Discovery Education growth reports School created data sheets

G1.B2 lack of time for training in all areas

G1.B2.S1 Leadership team will create and share with the faculty a professional development calendar that highlights PLC's, Wednesday afternoon professional development inservices, and other various trainings.

Action Step 1

Coordination of training opportunities from the school site, the Department of Teaching and Learning, and outside sources

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Within first two months of the school year

Evidence of Completion

Calendar created and Professional Develpment plan submitted

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

This will monitored for fidelity of implementation by keeping the calendar as a fluid document. Discussion and edits will occur on a regular basis.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly leadership team meetings

Evidence of Completion

Calendar Schedule Agendas from the Leadership Team meetings

Plan to Monitor Effectiveness of G1.B2.S1

This will be monitored for effectiveness by checking the attendance records for the opportunities placed on the calendar.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

As needed throughout the 2013-2014 school year.

Evidence of Completion

Professional development plan Attendance/sign-in sheets

G1.B4 lack of understanding of cooperative learning strategies

G1.B4.S1 Teachers will participate in Kagan cooperative learning training.

Action Step 1

Selected time will be dedicated to training on Kagan cooperative learning strategies

Person or Persons Responsible

Leadership Team Math and Science Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Learning logs, Sign-in sheets, agenda/summaries

Facilitator:

Jane Taricano

Participants:

Instructional faculty members

Plan to Monitor Fidelity of Implementation of G1.B4.S1

This will be monitored for fidelity by conducting walkthroughs specifically checking for use of the cooperative learning strategies. Lesson plans will be checked for the planned use of the cooperative learning strategies.

Person or Persons Responsible

Adminstration Leadership Team

Target Dates or Schedule

Regular basis for the remainder of the 2013-2014 school year.

Evidence of Completion

iObservation data Lesson plans

Plan to Monitor Effectiveness of G1.B4.S1

This will moniored for effectiveness by analyzing Discovery education and FCAT scores. iObservation feedback data will also be monitored.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

On a regular basis following the district assessment calendar

Evidence of Completion

Discovery education growth reports iObservation data and records

G1.B5 lack of understanding of the Common Core State Standards

G1.B5.S1 Regularly schedule PLC's and various Wednesday afternoon professional development sessions will be scheduled addressing the Common Core State Standards.

Action Step 1

Wednesday afternoon PD opportunities addressing the CCSS

Person or Persons Responsible

ELA Literacy Coach Math and Science Coach Faculty

Target Dates or Schedule

Selected Wednesdays during the school year: September, October, November, February

Evidence of Completion

Agendas Sign-in sheets

Facilitator:

Jane Taricano Amber McKenna

Participants:

Faculty

Action Step 2

Regulary scheduled PLC's addressing the CCSS.

Person or Persons Responsible

ELA Literacy Coach Math and Science Coach Faculty

Target Dates or Schedule

Regulary scheduled PLC's

Evidence of Completion

PLC agendas

Plan to Monitor Fidelity of Implementation of G1.B5.S1

This will be monitored for fidelty by having administration sit in on selected PLC meetings. Adminstration will also collect PLC agendas for records.

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

PLC Agendas Sign-in sheets from W PD sessions

Plan to Monitor Effectiveness of G1.B5.S1

This will be monitored for effectiveness by analyzing Discovery Education progress monitor assessments and FCAT score reports.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

See district assessment schedule.

Evidence of Completion

DE growth reports FCAT scores

G1.B8 lack of positive recognition of student behavior and clearly defined discipline procedures

G1.B8.S1 Utilize a classroom management system to track positive behaviors and use the PBS team's recommended discipline procedures.

Action Step 1

Hold PBS PLC's and trainings to go over Class Dojo and track behavior data.

Person or Persons Responsible

Classroom teachers Faculty and staff

Target Dates or Schedule

August 2013 3 PLC's during school year January 2014

Evidence of Completion

Class Dojo report printouts Learning Logs Attendance/Sign-in sheets

Facilitator:

Assistant Principal: Daniel Windish

Participants:

All faculty

Action Step 2

Have PBS team make a recommended plan for discipline procedures. Then PBS team members will share the plan with the rest of the faculty and staff.

Person or Persons Responsible

Members of the PBS team Faculty Staff

Target Dates or Schedule

August 2013

Evidence of Completion

PBS Plan Overview Classroom documentation

Plan to Monitor Fidelity of Implementation of G1.B8.S1

This will be monitored for fidelity requiring Class Dojo report usage and following PBS discipline procedures. These items will be turned in periodically.

Person or Persons Responsible

Administration Leadership Team PBS Team

Target Dates or Schedule

Periodically throughout the 2013-2014 school year

Evidence of Completion

Class Dojo reports PBS tracking sheets Grade level plans

Plan to Monitor Effectiveness of G1.B8.S1

Usage of Class Dojo will be monitored for effectiveness as well as iObservation results on indicator #35 "acknowledging adherance to rules and procedures."

Person or Persons Responsible

Administration PBS Team Leadership Team

Target Dates or Schedule

Periodically throughout the 2013-2014 school year depending on formal observations and walk-throughs.

Evidence of Completion

iObservation data Class Dojo data

G1.B9 lack of time for interventions such as Walk-to-Intervention, Successmaker, SIPPS phonics instruction, Fastforward

G1.B9.S1 Build intervention time and SuccessMaker time into Master Schedule.

Action Step 1

Create a master schedule and distribute to all faculty and staff.

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

August 2013

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Strategies will be monitored by classroom walkthroughs, PLC's agendas/notes, lesson plan checks, and formal observations.

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule

Routinely throughout the school year

Evidence of Completion

iObservation data PLC agendas Master Schedule Lesson plans

Plan to Monitor Effectiveness of G1.B9.S1

Effectiveness will be monitored by analyzing data generated from iObservation, Discovery Education, FCAT scores, SuccessMaker data.

Person or Persons Responsible

Administration Instructional Coaches Team Leaders Teachers

Target Dates or Schedule

Routinely throughout the school year

Evidence of Completion

iObservation reports Discovery Education growth reports EdInsight reports FCAT score reports SuccessMaker reports

G1.B9.S2 Hold PLC's with teacher teams to coordinate intervention during the built in time periods.

Action Step 1

Set-up and coordinate meeting times for PLC's to discuss relevant data and information concerning the use of intervention times.

Person or Persons Responsible

Adminstration Instructional Coaches Team Leaders

Target Dates or Schedule

Routinely throughout the year.

Evidence of Completion

PLC's agendas Data sheets on student groups

Plan to Monitor Fidelity of Implementation of G1.B9.S2

The PLC's and use of intervention time will be monitored for fidelity by classroom walkthroughs and attendance at PLC meetings.

Person or Persons Responsible

Adminstration Instructional Coaches Team Leaders Classroom Teachers

Target Dates or Schedule

Routinely throughout the 2013-2014 school year.

Evidence of Completion

PLC agendas iObservation data Master Schedule

Plan to Monitor Effectiveness of G1.B9.S2

This strategy will be monitored for effectiveness by analyzing relevant student performance data.

Person or Persons Responsible

Administration Leadership Team Instructional Coaches Classroom Teachers

Target Dates or Schedule

Routinely throughout the 2013-2014 school year.

Evidence of Completion

Walk-to-Intervention grouping and school data sheets Discovery Education growth reports Successmaker reports FCAT score reports

G1.B9.S3 Utilize tutorial funds to create extra opportunities for students to use SuccessMaker and receive addtional help in core content areas.

Action Step 1

Plan for and implement tutorial plan for 2013-2014 school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 January 2014

Evidence of Completion

Tutorial planning sheets Communication to teachers and parents about opportunities.

Plan to Monitor Fidelity of Implementation of G1.B9.S3

This will be monitored for fidelity by the use of walk-throughs of the program and reports generated from SuccessMaker.

Person or Persons Responsible

Adminsitration Instructional Coaches ETF's

Target Dates or Schedule

Routinely throughout the program October 2013-May 2014.

Evidence of Completion

Tutorial planning sheets SuccessMaker reports

Plan to Monitor Effectiveness of G1.B9.S3

This will be monitored for effectiveness by the analysis of the SuccessMaker reports, Discovery Education reports, and FCAT scores.

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

Routinely througout the 2013-2014 school year with emphasis on February 2014 and May 2014.

Evidence of Completion

FCAT score reports Discovery Education reports SuccessMaker reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Lake Orienta Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the blended Common Core State Standards/Next Generation Sunshine State Standards curriculum.

G1.B1 overwhelming amount of Reading Street materials and a lack of training

G1.B1.S1 Teachers will be provided in-house training and material tours with their grade level and the ELA Literacy Coach.

PD Opportunity 1

A professional development day for each grade level will be planned. Substitutes will be provided. The ELA Literacy Coach will go over various components of Reading Street and help grade levels plan for better implementation of the program.

Facilitator

ELA Literacy Coach: Amber McKenna

Participants

Grade level teachers K-5

Target Dates or Schedule

6 different instructional days during the month of October 2013.

Evidence of Completion

Administration will notice an improved use of the Reading Street materials noticed during walk-throughs. Learning logs will be completed by the teachers and assigned by ELA Literacy Coach. An agenda for the day will be kept for record of completion.

G1.B4 lack of understanding of cooperative learning strategies

G1.B4.S1 Teachers will participate in Kagan cooperative learning training.

PD Opportunity 1

Selected time will be dedicated to training on Kagan cooperative learning strategies

Facilitator

Jane Taricano

Participants

Instructional faculty members

Target Dates or Schedule

October 2013

Evidence of Completion

Learning logs, Sign-in sheets, agenda/summaries

G1.B5 lack of understanding of the Common Core State Standards

G1.B5.S1 Regularly schedule PLC's and various Wednesday afternoon professional development sessions will be scheduled addressing the Common Core State Standards.

PD Opportunity 1

Wednesday afternoon PD opportunities addressing the CCSS

Facilitator

Jane Taricano Amber McKenna

Participants

Faculty

Target Dates or Schedule

Selected Wednesdays during the school year: September, October, November, February

Evidence of Completion

Agendas Sign-in sheets

G1.B8 lack of positive recognition of student behavior and clearly defined discipline procedures

G1.B8.S1 Utilize a classroom management system to track positive behaviors and use the PBS team's recommended discipline procedures.

PD Opportunity 1

Hold PBS PLC's and trainings to go over Class Dojo and track behavior data.

Facilitator

Assistant Principal: Daniel Windish

Participants

All faculty

Target Dates or Schedule

August 2013 3 PLC's during school year January 2014

Evidence of Completion

Class Dojo report printouts Learning Logs Attendance/Sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the blended Common Core State Standards/Next Generation Sunshine State Standards curriculum.	$6,844
	Total	$6,844

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Professional Development	$6,139	$0	$6,139
School Improvement	$0	$705	$705
Total	$6,139	$705	$6,844

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the blended Common Core State Standards/Next Generation Sunshine State Standards curriculum.

G1.B1 overwhelming amount of Reading Street materials and a lack of training

G1.B1.S1 Teachers will be provided in-house training and material tours with their grade level and the ELA Literacy Coach.

Action Step 1

A professional development day for each grade level will be planned. Substitutes will be provided. The ELA Literacy Coach will go over various components of Reading Street and help grade levels plan for better implementation of the program.

Resource Type

Professional Development

Resource

Substitutes to allow teachers to plan and work through the Reading Street Materials

Funding Source

Professional Development

Amount Needed

$2,166

G1.B4 lack of understanding of cooperative learning strategies

G1.B4.S1 Teachers will participate in Kagan cooperative learning training.

Action Step 1

Selected time will be dedicated to training on Kagan cooperative learning strategies

Resource Type

Professional Development

Resource

Outside training from Kagan

Funding Source

Professional Development

Amount Needed

$3,973

G1.B5 lack of understanding of the Common Core State Standards

G1.B5.S1 Regularly schedule PLC's and various Wednesday afternoon professional development sessions will be scheduled addressing the Common Core State Standards.

Action Step 1

Wednesday afternoon PD opportunities addressing the CCSS

Resource Type

Other

Resource

Supplies for Teaching the CCSS

Funding Source

School Improvement

Amount Needed

$705