

2013-2014 SCHOOL IMPROVEMENT PLAN

Rock Lake Elementary
408 N TAMPA AVE
Orlando, FL 32805
407-245-1880

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 7%
Alternative/ESE Center No	Charter School No	Minority Rate 95%

School Grades History

2013-14 C	2012-13 D	2011-12 D	2010-11 C
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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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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

Rock Lake Elementary

Principal

Lynne Wassatt

School Advisory Council chair

Charles Whiting

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

Name	Title
Kenya Williams	Curriculum Resource Teacher
Starlyne Clark	English Language Arts Coach
Hope Joy	Math Coach

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

Charles Whiting - Chair and Community Representative

Debi Rumph - Ad Hoc Committee Chair

Lynne Wassatt - School Principal

Involvement of the SAC in the development of the SIP

On Friday, June 14, 2013, Rock Lake's SAC met for an all-day retreat at the Offices of our Community Representative, Chip Whiting. During this meeting the School Improvement Plan (SIP) was discussed, suggestions were made, and the Parental Involvement Plan (PIP) was approved at the Title I annual meeting discussion on September 19, 2013.

Activities of the SAC for the upcoming school year

The SAC will meet the second Monday of every month starting September 9, 2013.

9/9/13 - SAC meeting

10/14/13 - SAC meeting

- 11/11/13 - SAC meeting
- 12/9/13 - SAC meeting
- 1/13/14 - SAC meeting
- 2/10/13 - SAC meeting
- 3/10/14 - SAC meeting
- 4/14/14 - SAC meeting
- 5/12/14 - SAC meeting

The SAC will revise and update the SIP and PIP on an on-going basis. The SAC will also provide input with regard to the Parental Involvement portion of the Title I budget.

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

The final decision for allocation will be determined by the SAC committee following the initial meeting on November 11, 2013.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lynne Wassatt

Principal

Years as Administrator: 13

Years at Current School: 4

Credentials

Masters of Science in Education.

Professional Educator's Certificate: Elementary Education (1-6), General Science (5-9), School Principal (all levels).

Performance Record

Based on the state INDV accountability file of students who are included in the school grade calculation comparing the FCAT Spring 2012 to FCAT Spring 2013:
 3rd grade reading increased from 18% to 40% (up 22%) and 3rd grade math increased from 20% to 31% (up 11%),
 4th grade reading increased from 32% to 50% (up 18% - the highest 4th grade increase in OCPS) and math increased from 74% to 75% on grade level,
 5th grade reading decreased from 52% to 22% and math decreased from 30% to 13%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Starlyne Clark

Full-time / School-based

Years as Coach: 10

Years at Current School: 27

Areas

Reading/Literacy

Credentials

Masters of Science in Education
 Professional Educator's Certificate: Elementary Education (1-6),
 English for Speakers of Other Languages (K-12), Reading
 Endorsement

Performance Record

Based on the state INDV accountability file of students who are included in the school grade calculation comparing the FCAT Spring 2012 to FCAT Spring 2013:
 3rd grade reading increased from 18% to 40% (up 22%) and 3rd grade math increased from 20% to 31% (up 11%),
 4th grade reading increased from 32% to 50% (up 18% - the highest 4th grade increase in OCPS) and math increased from 74% to 75% on grade level,
 5th grade reading decreased from 52% to 22% and math decreased from 30% to 13%

Hope Joy

Part-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Mathematics

Credentials

Bachelors of Science in Education.
 Professional Educator's Certificate: Elementary Education (1-6),
 English for Speakers of Other Languages (K-12).

Performance Record

As a fifth grade teacher at a Title I school Ms. Joy's Spring 2013 FCAT math results: Learning Gains - 85%, 53% of the students were on grade level compared to 29% on the 4th grade FCAT, and 59% moved up at least 1 FCAT level.

Classroom Teachers

of classroom teachers

22

receiving effective rating or higher

18, 82%

Highly Qualified Teachers

100%

certified in-field

22, 100%

ESOL endorsed

12, 55%

reading endorsed

4, 18%

with advanced degrees

11, 50%

National Board Certified

0, 0%

first-year teachers

4, 18%

with 1-5 years of experience

6, 27%

with 6-14 years of experience

8, 36%

with 15 or more years of experience

4, 18%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

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

Interview and hire "Highly Qualified" teachers (Principal). Recognize teachers who meet or surpass data targets (AMO) (Administrative Staff). Provide support, professional development, and mentoring to new teachers (2 years or less) to meet the needs of individual teachers (Kenya Williams and teacher mentors). Provide instructional support for curriculum being taught in the classroom: Starlyne Clark - ELA, Hope Joy - Math, and OCPS district personnel from the School Transformation Office.

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

Each of the new teachers on staff (with less than 2 years experience) are assigned a mentor based on the grade level/subject area taught and/or proven record of success. Mentor/mentee meetings occur no less than weekly to discuss topics of individual teacher concerns including: lesson planning, class discipline, Marzano Design Questions and their implementation in the classroom, Common Board Configuration (CBC), Common Planning Time (CPT), Webb's Depth of Knowledge, etc. Our CRT, Kenya Williams, meets with the mentors/mentees no less than once a month to discuss major topics of "Best Practices".

Mentor - mentee

Diane Pagnotti - Ronald Williams

Shawneequa Brown - Isauris Bravo

Sara Maddox - Amanda Jones

Wilma Gibbs-Lawrence - Carl Fields

Dawn Garrett - Lenaye Brown

Rachel Reaster - Sandra Dorval

Abena Bosia - Deanna Applewhaite

The topics are as follows: August (OCPS Lesson Plan, IMS, Common Core overview, Discipline), September (Deliberate Practice, Marzano Design Questions, Teacher Evaluation System, Classroom Observations), October ("How To" parent conferences, MTSS, ProgressBook, Field Trips, Professional Networking, Beginning Teacher Portfolio), November (ESOL Endorsement, Code of Ethics Review, Evidence-based strategies), December (Survey first half of year and "open forum"), January (Deliberate Practice, Marzano & Best Practices), March (Certification Update, "open forum"), April (In-service Records, Beginning Teacher Portfolios / Competencies), May (End-of-Year survey, Beginning Teacher Portfolios / Competencies, "open forum").

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

Plan-Do-Check-Act (Florida Continuous Improvement Model - FCIM):

- 1) Establish a baseline of student data (CORE Phonics/Journeys Reading Screening Assessment/Go Math Diagnostic Assessment/OCPS Benchmark tests and Mini-Benchmark tests) and set individual and school goals (AMO).
- 2) Implement actions to meet the goals: follow Instructional Focus Calendar (IFC) provided by the School Transformation Office.
Tier I and Tier II students will have remediation and/or intervention with their regular classroom teacher while Tier III students will have additional support from the ESE teacher (Kamla Sharma), ESOL teacher (Janet Ludwig), reading intervention teacher (Pat Thrailkill), ELA coach (Starlyne Clark), math coach (Hope Joy), and CRT (Kenya Williams).
- 3) Monitor and measure the specific skills: Journey/Go Math/ OCPS Benchmark assessments.
If the Tier II and Tier III remediation/intervention has not been successful additional support will be given to the student based on that child's specific needs using district approved resources.
- 4) Evaluate the teaching strategies and modify/enhance as needed: classroom walkthroughs by Rock Lake and OCPS coaches and administrators (Marzano for teacher assessment).

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

Principal: oversees the implementation of the Tier II and III support for students and provides staff members with the professional development necessary. Classroom walkthroughs to monitor the effectiveness of the Florida Continuous Improvement Model. Meets bi-monthly with staff to disaggregate the student data available. Meets weekly with the ELA and Math coach to track teacher/student progress.

ELA Coach: coaches teachers in the implementation of the Tier II and III support for students and provides staff members with the professional development necessary (Coaching Model). Classroom walkthroughs to monitor the effectiveness of the Florida Continuous Improvement Model (FCIM). Meets weekly with staff to disaggregate the student data available and consults with all grade levels during their common planning time.

MTSS coordinator: organizes MTSS meetings, invites appropriate staff/family members, provides necessary student data, manages and prioritizes the Tier II and Tier III student meetings.

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

Data sources: C.O.R.E, FAIR, FLKRS, Gates McGinite, Journey Reading, Go Math, CELLA, SuccessMaker, SMS, Orange County Writes, and FCAT.

Data Management Systems: Performance Matters, Education Data Warehouse (EDW), Information Measurement System (IMS).

Teachers meet in their PLCs with the ELA and math coach weekly. ELA and Math Coaches meet with the principal weekly to discuss the Coaching Model progress with each teacher. Each teacher compiles data into their Rock Lake Data Notebook. Data is discussed bi-monthly (FCIM) by grade level PLCs led by our Curriculum Resouce Teacher, Kenya Williams and/or Principal Wassatt.

Our ESE teacher, Kamla Sharma, meets with her MTSS Team a minimum of once per month and as necessary to discuss specific students and their possible need for support. Additional meetings are held by the MTSS Team with classroom teachers to address their students' needs as they occur.

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

Data sources: CORE Phonics Survey, FAIR, FLKRS, Gates McGinite, Journey Reading weekly assessments, Go Math weekly assessments, CELLA, SuccessMaker, SMS, Orange County Writes, OCPS Benchmark Assessments, OCPS mini-assessments, and FCAT.

Data Management Systems: Performance Matters, Education Data Warehouse (EDW), Information Measurement System (IMS).

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

Kamla Sharma and her MTSS Team will present/review MTSS at the October 9, 2013 faculty meeting. New teachers will learn more about MTSS at their October New Teacher meeting with our CRT Kenya Williams. Parents with students under "Beaver Watch" (Tier II and Tier III) will be contacted by the classroom teacher and/or staffing specialist to explain the MTSS process and ask for thier participation.

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: Weekend Program**Minutes added to school year:** 1,260

Beginning March 1, 2014, all 3rd through 5th grade students will be invited to attend our 3.5 hour Saturday FCAT Academy taught by Rock Lake staff. Third and 4th grade students will split their time between reading and math with FCAT-style activities (Florida Ready, FCAT Explorer) while 5th grade students will have 3 sessions (reading, math and science). Students will rotate through small group instruction based on the most recent benchmark data. Enticements will be offered to students based on their attendance.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Strategies and skills will be based on OCPS Benchmark, Mini-Benchmark, Journey, and Go Math assessments. The effectiveness of the Saturday FCAT Academy will be the data collected from the above assessments and the Spring 2014 FCAT.

Who is responsible for monitoring implementation of this strategy?

Principal Wassatt will oversee the Saturday FCAT Academy but the program will be supervised by a to be determined member of the administrative team. ELA and Math Coaches will discuss lessons, data, and work samples with the classroom teachers. The CRT will discuss the data with the grade levels at their monthly FCIM Data meetings.

Strategy: Before or After School Program**Minutes added to school year:** 1,650

Third through fifth grade Level I and Level II students will be invited to participate in after school tutoring beginning September 30, 2013. Students will rotate through three academic sessions (Early Intervention in Reading, Florida Ready reading and math, SuccessMaker and ST Math computer lab).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student data will be collected through OCPS Benchmark assessments and mini-assessments.

Who is responsible for monitoring implementation of this strategy?

The after school coordinator, Mrs. Simmons, is responsible for monitoring student data and conferring with the teachers, students, and their parents about student achievement.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Starlyne Clark	ELA Coach
Lynne Wassatt	Principal
Kenya Williams	CRT
Dawn Garrett	Kindergarten Teacher
Charles Maise	Media Clerk
Rachel Reaster	Third Grade Teacher
Pat Thrailkill	Reading Intervention Teacher
Sara Maddox	Second Grade Teacher

How the school-based LLT functions

The purpose of LLT is to increase the rate of student acquisition of literacy skills across subject areas and to support teachers as they meet the needs of individual students (differentiation). The LLT meets no less than once a month but, based on student/staff needs, may meet more frequently. Principal Wassatt provides "One Vision-One Voice" to Rock Lake parents and staff as to the importance and function of the LLT as well as ensuring protected time for the meetings. ELA Coach, Starlyne Clark, organizes the members of the LLT, surveys the staff regarding their needs, schedules and coordinates the LLT.

Major initiatives of the LLT

The major initiatives of the LLT this year are:

- ~assist the 1st and 2nd grade teachers to fully participate in the Book Trust Grant
- ~assist the 3rd through 5th grade teachers in implementing the Common Core and the crosswalk between CC and FCAT 2.0
- ~assist the kindergarten through 2nd grade teachers as they continue to teach the Common Core Standards
- ~work with the MTSS team to provide data and insight into Tier II and Tier III student needs
- ~coordinate the annual Reading and Writing Family Fun Nights
- ~arrange for two annual Scholastic Book Fairs and seek benefactors which will allow each child to select and to take home at least one book
- ~assess and monitor the success of Tier II and Tier III students

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

Our VPK students visit our kindergarten classroom in order to become familiar with the structure and procedures prior to their enrollment.

At the end of the school year our VPK students and their families join the kindergarten classes in their "Stepping-Up" ceremony.

PreK parents receive a quarterly newsletter which supports their children in transitioning to kindergarten.

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	48%	37%	No	53%
American Indian				
Asian				
Black/African American	45%	36%	No	51%
Hispanic				
White				
English language learners				
Students with disabilities	28%	30%	Yes	36%
Economically disadvantaged	46%	37%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	21%	30%
Students scoring at or above Achievement Level 4	15	16%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	44	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	20	70%	75%

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)	12	50%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		13%

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	16	57%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	48%	38%	No	54%
American Indian				
Asian				
Black/African American	47%	36%	No	52%
Hispanic				
White				
English language learners				
Students with disabilities	28%	30%	Yes	36%
Economically disadvantaged	48%	38%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	20%	42%
Students scoring at or above Achievement Level 4	17	18%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	38	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	62%	70%

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	[data excluded for privacy reasons]		32%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	3		6
Participation in STEM-related experiences provided for students	137	44%	66%

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	98	39%	20%
Students retained, pursuant to s. 1008.25, F.S.	20	8%	5%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	3%	3%

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

In support of strengthening student academic achievement and parent and community involvement, Rock Lake Elementary develops jointly with, agrees on with, and distributes to parents of participating

children, a written parental involvement policy that establishes the expectations for parental involvement and describes how Rock Lake Elementary will implement a number of specific parental involvement activities, and is incorporated into the school-wide Title I/School Improvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Involve the parents in decisions about how Title I funds reserved for parental involvement are spent (Title I Annual Meeting)	18	14%	20%
Provide a flexible number of meetings at flexible times (Report Card Conference Nights, monthly Academic Family Fun Nights, PTA/SAC meetings, Honor Roll celebrations, Beaver of the Month celebrations, Parent activities at District P.I.R.C., UCF Family Book Festival, Grandparents' Tea, Muffins with Mom, Doughnuts with Dad)	14	41%	50%

Area 10: Additional Targets

Additional targets for the school

Increase the percentage of students who qualify for the "Gifted" program.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of students who qualify for the "Gifted" program.	2	2%	10%
Decrease the number of students with less than 90% average daily attendance	76	23%	12%

Goals Summary

- G1.** Increase daily standards-based instruction to meet rigor/complexity levels of the standards.
- G2.** Implement a systematic MTSS process.

Goals Detail

G1. Increase daily standards-based instruction to meet rigor/complexity levels of the standards.

Targets Supported

- Reading (AMO's, FCAT2.0, 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
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Rock Lake ELA, math, and STEM coaches
- District School Transformation Office support
- Journeys, Go Math, and P-SELL curriculum
- schedule that includes time for PLCs to meet with ELA, math, and STEM coach weekly during common planning
- schedule that includes time for Reading and Math remediation and intervention daily

Targeted Barriers to Achieving the Goal

- teacher's understanding of NGSSS (math/science) and the Common Core.
- teacher's understanding of the Journeys, Go Math, and P-SELL curriculum as they relate to the Instructional Focus Calendar as they are unfamiliar to the 3rd-5th grade teachers.
- lack of student engagement in core academic subjects

Plan to Monitor Progress Toward the Goal

Common Core evident in classroom lessons as well as remediation, intervention, and rigor as prescribed by the deconstruction of the standards and the Instructional Focus Calendar.

Person or Persons Responsible

Principal Wassatt and support personnel

Target Dates or Schedule:

weekly

Evidence of Completion:

lesson plans, PLC minutes, common planning minutes, coaching logs, classroom walkthroughs, student data from Benchmark and Mini-Benchmark tests

G2. Implement a systematic MTSS process.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- MTSS Leadership Team, instructional personnel, and STO support

Targeted Barriers to Achieving the Goal

- MTSS systematic process is not in place

Plan to Monitor Progress Toward the Goal

systematic system of referral is in place

Person or Persons Responsible

Principal Wassatt.

Target Dates or Schedule:

twice a month

Evidence of Completion:

completed forms, meeting agenda, and notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase daily standards-based instruction to meet rigor/complexity levels of the standards.

G1.B1 teacher's understanding of NGSSS (math/science) and the Common Core.

G1.B1.S1 (N for 3rd-5th grade) teachers will participate in professional development (PD) on the Common Core and FCAT 2.0 test item specifications

Action Step 1

professional development (PD) in PLCs on Common Core

Person or Persons Responsible

ELA and math coach, CRT, and instructional staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walkthroughs

Facilitator:

CRT, ELA coach, and math coach

Participants:

ELA and Math Coach, CRT, and instructional staff

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

meeting with ELA, math, and STEM coach and CRT

Person or Persons Responsible

Principal Wassatt

Target Dates or Schedule

weekly

Evidence of Completion

coaching logs, professional development agenda and sign-in sheets

Plan to Monitor Effectiveness of G1.B1.S1

classroom walkthroughs of whole group and teacher led small group instruction of identified students with immediate teacher feedback

Person or Persons Responsible

Admin. Team

Target Dates or Schedule

weekly

Evidence of Completion

Marzano iObservation, student data from Benchmark and Mini-Benchmark tests

G1.B1.S2 (N) teachers will participate in the Deconstruction of Standards during weekly common planning with ELA, math, and STEM coaches

Action Step 1

teachers will participate in the deconstruction of the Common Core standards

Person or Persons Responsible

classroom teachers, ELA, math and STEM coaches, with School Transformation Office support staff

Target Dates or Schedule

weekly during common planning

Evidence of Completion

lesson plans, common planning minutes, iObservation

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

lesson plans and classroom instruction are standards-based and meet the rigor/complexity level of the standard

Person or Persons Responsible

Principal Wassatt, School Transformation Office support staff, instructional coaches, CRT

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, common planning artifacts, iObservation

Plan to Monitor Effectiveness of G1.B1.S2

teacher lesson plans and instruction include deconstructed Common Core Standards and are following the Instructional Focus Calendar with fidelity and rigor

Person or Persons Responsible

Principal Wassatt, teachers, instructional coaches, and CRT

Target Dates or Schedule

weely

Evidence of Completion

lesson plans, common planning artifacts, iObservation

G1.B1.S3 (N) teachers will participate in lesson planning using the Instructional Focus Calendars and Marzano Design Questions one through nine during weekly common planning with ELA, math, and STEM coaches

Action Step 1

will meet during common planning to discuss the IFC, lesson plans, and rigorous strategies to be used in the classroom

Person or Persons Responsible

ELA, math, STEM coaches and classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs, lesson plans, and common planning minutes

Facilitator:

CRT and Rock Lake coaching team

Participants:

ELA, math, STEM coaches and classroom teachers

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

instructional staff will be following their subject IFC including remediation and intervention

Person or Persons Responsible

Principal Wassatt

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs, coaching logs, iObservation

Plan to Monitor Effectiveness of G1.B1.S3

will meet with classroom teachers to discuss the most current data available and the remediation or intervention necessary for student success

Person or Persons Responsible

Principal Wassatt and school coaching team

Target Dates or Schedule

twice a month

Evidence of Completion

data meeting agenda and sign-in sheets

G1.B1.S4 (N) the science teacher and fifth grade math teacher will participate in P-SELL training and follow the guidelines and practices of the P-SELL program

Action Step 1

P-SELL training and implementation in the fifth grade science classes

Person or Persons Responsible

science teacher and fifth grade math teacher

Target Dates or Schedule

training during the 2013-2014 school year as dictated by the grant, P-SELL activities three times per week for 45 minutes

Evidence of Completion

lesson plans and classroom walkthrough

Facilitator:

OCPS P-SELL facilitator

Participants:

science teacher and fifth grade math teacher

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

P-SELL instruction and activities

Person or Persons Responsible

science teacher, Mr. Fields

Target Dates or Schedule

three times a week for 45 minutes each

Evidence of Completion

lesson plans, classroom walkthrough, student artifacts

Plan to Monitor Effectiveness of G1.B1.S4

P-SELL science instruction

Person or Persons Responsible

Principal Wassatt and support personnel

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthrough, student artifacts, science Benchmark and Mini-Benchmark assessments, FCAT

G1.B2 teacher's understanding of the Journeys, Go Math, and P-SELL curriculum as they relate to the Instructional Focus Calendar as they are unfamiliar to the 3rd-5th grade teachers.

G1.B2.S1 (N) teachers will participate in professional development (PD) on the H/M Journeys, Go Math, and P-SELL curriculum provided initially through OCPS and throughout the school year during weekly common planning with ELA, math, and STEM coaches.

Action Step 1

meet during weekly common planning meetings to discuss the Journeys, Go Math, and science curriculum

Person or Persons Responsible

ELA and math coaches with instructional staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, classroom walkthroughs

Facilitator:

ELA and math coaches and CRT

Participants:

ELA and math coaches with instructional staff

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

Principal Wassatt, the ELA and math coaches and CRT will discuss their Coaching Cycle, professional development, and the specific strategies being modeled for each teacher

Person or Persons Responsible

ELA coach, math coach, CRT, and Principal Wassatt

Target Dates or Schedule

weekly

Evidence of Completion

coaching logs, classroom walkthroughs, iObservation

Plan to Monitor Effectiveness of G1.B2.S1

at scheduled times each week Principal Wassatt will meet with each coach and the C.R.T. to discuss strategies and coaching cycle/logs that are being implemented for teacher professional development

Person or Persons Responsible

Principal Wassatt, instructional coaches and CRT

Target Dates or Schedule

weekly

Evidence of Completion

coaching logs, classroom walkthroughs, iObservation, sign-in sheets

G1.B2.S2 (I) teachers will participate in Lesson Study updates and activities for 1st through 3rd grade teachers

Action Step 1

review of Lesson Study and application, introduction for new teachers

Person or Persons Responsible

1st through 3rd grade instructional staff with Rock Lake's Lesson Study facilitator, Janet Ludwig

Target Dates or Schedule

prior to January 2014

Evidence of Completion

lesson plans, comments, and artifacts from the observed lesson and planning

Facilitator:

Janet Ludwig

Participants:

1st through 3rd grade instructional staff with Rock Lake's Lesson Study facilitator, Janet Ludwig

Plan to Monitor Fidelity of Implementation of G1.B2.S2

review the lesson plans created and the results of the observed lesson (teacher anecdotal notes)

Person or Persons Responsible

Principal Wassatt and Lesson Study facilitator

Target Dates or Schedule

Prior to January 2014

Evidence of Completion

lesson plan, artifacts, and review by participants

Plan to Monitor Effectiveness of G1.B2.S2

observe components of the Lesson Study model

Person or Persons Responsible

Principal Wassatt, ELA and math coaches

Target Dates or Schedule

prior to January 2014

Evidence of Completion

completion of the grade level's lesson plans, instruction, and debriefing

G1.B3 lack of student engagement in core academic subjects

G1.B3.S1 (N) SMART technology will be installed in each classroom and staff will be provided with professional development to insure that the SMART technology will be used to enhance student engagement (Marzano & Haystead, 2009)

Action Step 1

SMART Technology will be installed in each classroom and professional development will be provided twice during the school year

Person or Persons Responsible

Principal Wassatt

Target Dates or Schedule

October 2, 2013 and winter 2013

Evidence of Completion

SMART Technology in each classroom and observation of student engagement, lesson plans indicating how the SMART technology will be used

Facilitator:

SMART/AVI

Participants:

Principal Wassatt, instructional coaches, and teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Secure SMART technology and schedule professional development through AVI and OCPS trainers

Person or Persons Responsible

Principal Wassatt

Target Dates or Schedule

October 2, 2013 and winter 2013

Evidence of Completion

sign-in sheets, lesson plans, and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B3.S1

survey students and their acquisition of SMART technology skills

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

each quinmester

Evidence of Completion

observations and student survey results

G2. Implement a systematic MTSS process.

G2.B1 MTSS systematic process is not in place

G2.B1.S1 (N) developed sequential steps: referral, collaboration, plan of action, documentation, Plan-Do-Check-Act

Action Step 1

sequential steps created for students who are Tier Level II and III

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

established MTSS procedures, roles, and responsibilities (document)

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

sequential steps and appropriate forms are developed

Person or Persons Responsible

Principal Wassatt, MTSS Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

forms

Plan to Monitor Effectiveness of G2.B1.S1

the sequence of the MTSS process and the forms created meet the needs of the Tier II and III students and the referring staff member.

Person or Persons Responsible

MTSS Leadership Team.

Target Dates or Schedule

twice a month.

Evidence of Completion

minutes of meeting.

G2.B1.S2 (N) developed documents for referral and progress monitoring

Action Step 1

Documents for referral and progress monitoring are created.

Person or Persons Responsible

Principal Wassatt, MTSS Leadership Team, STO support team.

Target Dates or Schedule

September 2013.

Evidence of Completion

Finalized forms: referral form, MTSS Student Tracking form, MTSS Procedures, Roles, and Responsibility, Progress Monitoring form, Problem Solving form (Plan-Do-Check-Act).

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

Documents meet the needs of the referral process and progress monitoring.

Person or Persons Responsible

MTSS Leadership Team.

Target Dates or Schedule

Twice a month.

Evidence of Completion

Document directions are clear so they can be completed correctly, record student data easily, and MTSS Tier II and III students are becoming more successful.

Plan to Monitor Effectiveness of G2.B1.S2

Effectiveness of documentation.

Person or Persons Responsible

MTSS Leadership Team, instructional staff.

Target Dates or Schedule

Twice a month.

Evidence of Completion

Based on meeting notes documentation is being completed correctly, needed data is easily recorded, and MTSS Tier II and III students are becoming more successful.

G2.B1.S3 (N) professional development for instructional staff of the MTSS process

Action Step 1

professional development provided for instructional staff.

Person or Persons Responsible

K. Sharma

Target Dates or Schedule

October 2013.

Evidence of Completion

sign-in sheet and PowerPoint.

Facilitator:

K. Sharma

Participants:

instructional staff.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

professional development was presented to instructional staff

Person or Persons Responsible

Principal Wassatt

Target Dates or Schedule

October 2013

Evidence of Completion

sign-in sheet and PowerPoint

Plan to Monitor Effectiveness of G2.B1.S3

instructional staff is able to follow the MTSS process as outlined by the MTSS Leadership Team

Person or Persons Responsible

Principal Wassatt and K. Sharma

Target Dates or Schedule

monthly

Evidence of Completion

documentation completed by referring staff member

G2.B1.S4 (N) created a calendar of MTSS Leadership Team meetings throughout the school year

Action Step 1

MTSS Leadership team met to determine meeting days and times for the 2013-2014 school year

Person or Persons Responsible

MTSS Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

calendar

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

MTSS Leadership meetings are held twice a month

Person or Persons Responsible

Principal Wassatt and K. Sharma

Target Dates or Schedule

twice a month

Evidence of Completion

minutes and sign-in sheets

Plan to Monitor Effectiveness of G2.B1.S4

Tier II and Tier III student progress is reviewed, modifications are made based on current data, recommendations are implemented in the classroom

Person or Persons Responsible

MTSS Leadership Team and classroom teacher

Target Dates or Schedule

twice a month

Evidence of Completion

student data and classroom artifacts

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

Title I, Part A - Parental Involvement

At the beginning of the school year Rock Lake Elementary holds its Title I Annual Meeting. We provide opportunities for parents to become more involved in their child's academic progress by holding Report Card Nights after each of the first three trimesters as well as parent conferences on an "as needed" basis. Parents are encouraged to attend PTA/SAC/PLC meetings in addition to curriculum nights (Literacy Night, Math Night, Science Night, Rock Lake Writes Night, Black History Month celebration, etc.). Parents are also given the opportunity to attend the annual Parent Involvement Conference. We encourage parents to become ADDition volunteers and welcome them into our family. Title I is also providing a school Social Worker, Mrs. Maureen Reynolds, for the 2013-2014 school year. School-to-home materials are also purchased and distributed to parents.

This year Rock Lake is extending its Media Center hours one hour, four days a week and is opening its Community Reading Room at the Title I September meeting.

At Rock Lake we supply food to our neediest of families: 1.) The Love Pantry, supported by the Christian Service Center (food staples and resources to parents), and 2.) each Friday, every child with parent permission will take home a variety of nonperishable food items purchased largely through Second Harvest Food Bank. We are also in the process of opening a clothing closet to supply socks, underwear, T-shirts, hats and gloves.

We provide information to our parents through monthly newsletters, Connect Orange, our marquee, student planners and individual telephone calls.

Rock Lake Elementary follows the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. Implementation includes the following components of the Plan-Do-Check-Act model.

Disaggregation of Data

Timeline Development

Instructional Focus

Continuous and frequent assessment

Intervention strategies

Tutorials

Enrichment

Reteach

Maintenance

Monitoring

Title I, Part C-Migrant

At this time, Rock Lake Elementary has no students who are designated as "migrant."

Title I, Part D

At Rock Lake Elementary we believe that students need to have a positive vision of themselves in the future. We are in Year III of Destination College and are working with our children to learn skills that will enable them to be successful students in middle school, high school, and beyond.

Title II

Differentiated instruction is the cornerstone of a quality education. Honing teacher skills to understand which child needs which method at which time is an ongoing process. Title II assesses Rock Lake Elementary in teacher training throughout the school year. This year we are having a faculty study of The Art and Science of Teaching by Robert Marzano, Lesson Study, as well as topics specific to each teacher's Deliberate Practice Plan.

Title III

Services are provided through the district for educational materials to improve the academic acquisition of our students. As 96% of our students qualify for the Federal Free/Reduced Lunch Program, all of our

children benefit from the reading (Journeys), math (Go Math), and science (Science Fusion) programs.

Title X - Homeless

Title X assists our students with clothing, school supplies, school field trips, social service referrals, and school bus transportation for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Our school Parent Liaison, Mrs. Janet Ludwig, regularly communicates with our parents to assist with the distribution of resources and educational materials.

Supplemental Academic Instruction (SAI)

SAI funds will be used to partially support the Reading Coach position at Rock Lake.

As a Title I school students are eligible to participate in SES (Supplementary Education Services) after school. Students may also be selected to participate in grant funded tutorial services for reading, math, science, or writing instruction.

P-SELL

Rock Lake is in our second year of participation in P-SELL (Promoting Science among English Language Learners) with our fifth grade students. Through this grant Rock Lake's science teacher and fifth grade math teacher participate in P-SELL training which highlights a standards-based and inquiry approach to science teaching and learning. Fifth grade students are taught P-SELL lessons three times a week for 45 minutes per period co-taught by both the science and math teachers.

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. Increase daily standards-based instruction to meet rigor/complexity levels of the standards.

G1.B1 teacher's understanding of NGSSS (math/science) and the Common Core.

G1.B1.S1 (N for 3rd-5th grade) teachers will participate in professional development (PD) on the Common Core and FCAT 2.0 test item specifications

PD Opportunity 1

professional development (PD) in PLCs on Common Core

Facilitator

CRT, ELA coach, and math coach

Participants

ELA and Math Coach, CRT, and instructional staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom walkthroughs

G1.B1.S3 (N) teachers will participate in lesson planning using the Instructional Focus Calendars and Marzano Design Questions one through nine during weekly common planning with ELA, math, and STEM coaches

PD Opportunity 1

will meet during common planning to discuss the IFC, lesson plans, and rigorous strategies to be used in the classroom

Facilitator

CRT and Rock Lake coaching team

Participants

ELA, math, STEM coaches and classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs, lesson plans, and common planning minutes

G1.B1.S4 (N) the science teacher and fifth grade math teacher will participate in P-SELL training and follow the guidelines and practices of the P-SELL program

PD Opportunity 1

P-SELL training and implementation in the fifth grade science classes

Facilitator

OCPS P-SELL facilitator

Participants

science teacher and fifth grade math teacher

Target Dates or Schedule

training during the 2013-2014 school year as dictated by the grant, P-SELL activities three times per week for 45 minutes

Evidence of Completion

lesson plans and classroom walkthrough

G1.B2 teacher's understanding of the Journeys, Go Math, and P-SELL curriculum as they relate to the Instructional Focus Calendar as they are unfamiliar to the 3rd-5th grade teachers.

G1.B2.S1 (N) teachers will participate in professional development (PD) on the H/M Journeys, Go Math, and P-SELL curriculum provided initially through OCPS and throughout the school year during weekly common planning with ELA, math, and STEM coaches.

PD Opportunity 1

meet during weekly common planning meetings to discuss the Journeys, Go Math, and science curriculum

Facilitator

ELA and math coaches and CRT

Participants

ELA and math coaches with instructional staff

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, classroom walkthroughs

G1.B2.S2 (I) teachers will participate in Lesson Study updates and activities for 1st through 3rd grade teachers

PD Opportunity 1

review of Lesson Study and application, introduction for new teachers

Facilitator

Janet Ludwig

Participants

1st through 3rd grade instructional staff with Rock Lake's Lesson Study facilitator, Janet Ludwig

Target Dates or Schedule

prior to January 2014

Evidence of Completion

lesson plans, comments, and artifacts from the observed lesson and planning

G1.B3 lack of student engagement in core academic subjects

G1.B3.S1 (N) SMART technology will be installed in each classroom and staff will be provided with professional development to insure that the SMART technology will be used to enhance student engagement (Marzano & Haystead, 2009)

PD Opportunity 1

SMART Technology will be installed in each classroom and professional development will be provided twice during the school year

Facilitator

SMART/AVI

Participants

Principal Wassatt, instructional coaches, and teachers

Target Dates or Schedule

October 2, 2013 and winter 2013

Evidence of Completion

SMART Technology in each classroom and observation of student engagement, lesson plans indicating how the SMART technology will be used

G2. Implement a systematic MTSS process.

G2.B1 MTSS systematic process is not in place

G2.B1.S3 (N) professional development for instructional staff of the MTSS process

PD Opportunity 1

professional development provided for instructional staff.

Facilitator

K. Sharma

Participants

instructional staff.

Target Dates or Schedule

October 2013.

Evidence of Completion

sign-in sheet and PowerPoint.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase daily standards-based instruction to meet rigor/complexity levels of the standards.	\$10,800
Total		\$10,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Personnel	Total
Title I and school budget	\$4,800	\$0	\$0	\$4,800
Title I	\$2,000	\$4,000	\$0	\$6,000
n/a	\$0	\$0	\$0	\$0
Total	\$6,800	\$4,000	\$0	\$10,800

Budget Details

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

G1. Increase daily standards-based instruction to meet rigor/complexity levels of the standards.

G1.B1 teacher's understanding of NGSSS (math/science) and the Common Core.

G1.B1.S3 (N) teachers will participate in lesson planning using the Instructional Focus Calendars and Marzano Design Questions one through nine during weekly common planning with ELA, math, and STEM coaches

Action Step 1

will meet during common planning to discuss the IFC, lesson plans, and rigorous strategies to be used in the classroom

Resource Type

Personnel

Resource

ELA, math and STEM coaches and School Transformation Office support staff

Funding Source

n/a

Amount Needed

G1.B2 teacher's understanding of the Journeys, Go Math, and P-SELL curriculum as they relate to the Instructional Focus Calendar as they are unfamiliar to the 3rd-5th grade teachers.

G1.B2.S1 (N) teachers will participate in professional development (PD) on the H/M Journeys, Go Math, and P-SELL curriculum provided initially through OCPS and throughout the school year during weekly common planning with ELA, math, and STEM coaches.

Action Step 1

meet during weekly common planning meetings to discuss the Journeys, Go Math, and science curriculum

Resource Type

Evidence-Based Program

Resource

substitutes for teachers to attend training and vertical alignment twice during the school year

Funding Source

Title I and school budget

Amount Needed

\$4,800

G1.B2.S2 (I) teachers will participate in Lesson Study updates and activities for 1st through 3rd grade teachers

Action Step 1

review of Lesson Study and application, introduction for new teachers

Resource Type

Evidence-Based Program

Resource

substitutes and materials necessary for Lesson Study for 9 teachers

Funding Source

Title I

Amount Needed

\$2,000

G1.B3 lack of student engagement in core academic subjects

G1.B3.S1 (N) SMART technology will be installed in each classroom and staff will be provided with professional development to insure that the SMART technology will be used to enhance student engagement (Marzano & Haystead, 2009)

Action Step 1

SMART Technology will be installed in each classroom and professional development will be provided twice during the school year

Resource Type

Professional Development

Resource

substitutes for instructional staff to attend SMART technology training twice during the school year and ancillary SMART materials

Funding Source

Title I

Amount Needed

\$4,000