



## Northlake Park Community Elementary

9055 NORTHLAKE PKWY, Orlando, FL 32827

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
33%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
62%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

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

NorthLake Park recognizes and appreciates diversity among individuals. As students enroll, parents share their culture and background on their enrollment paperwork. Teachers are required to learn more about teaching students from various cultures through professional development opportunities, such as ESOL endorsement courses. Teachers then use this knowledge to integrate and support these cultures and create a nurturing learning environment.

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

Adult supervision is provided around campus before school to welcome students into the learning environment. There are consistent expectations for behavior modeled for students and practiced throughout the school year, with visual reminders posted around the campus. We have implemented a common quiet signal school wide so we can quickly get all students' attention as needed, particularly in the case of an emergency. Students participate in the bucket-filling program, which emphasizes respect for all and a sense of community in which students build each other up. After school, additional supervision is provided to see that students are dismissed safely to their families.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

All staff is in the process of receiving the five day Kagan training to maintain student engagement through rigorous lessons. Teachers set clear expectations at the beginning of the school year and review them regularly through classroom meetings and individual conferencing. The code of conduct is reviewed with all students quarterly. The leadership team is available for support to minimize classroom disruptions and offer additional interventions to help modify behavior.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Teachers monitor day to day interactions of students and notify the office of anyone needing additional support. There is an open line of communication between teachers, staff, parents and students. Our guidance counselor/staffing specialist and dean are available to see students needing services, and provide referrals to outside counseling support. The leadership team mentors students struggling academically, emotionally or behaviorally through regular interactions. A core team

including the teacher(s), dean, administrator and guidance counselor meet to identify and discuss specific student needs.

### Early Warning Systems

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

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

To monitor attendance below 90 percent, regardless of whether an absence is excused, unexcused or a result of out-of-school suspension, the school attendance clerk uses SMS and generates letters to the parents of students with excessive absences or tardies. A meeting with the school social worker is scheduled for students who continue to accumulate absences to support the need for regular student attendance.

To monitor one or more suspensions, whether in school or out of school, data is collected by the assistant principal and interventions are put in to place to address the underlying cause of student behaviors. This may include meeting with teachers, parents and the student.

To monitor course failure in English Language Arts or mathematics, teachers report students failing a course to administration, as well as the parent, before grades are finalized. Midterm reports are sent home to notify parents of student progress, as well as communication through Progress Book, email, agendas and phone calls. Students who are struggling are also monitored by the MTSS team to provide appropriate interventions prior to failure.

To monitor a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, teachers begin by monitoring benchmark assessment scores to determine proficiency in these areas. This information, as well as previous year assessment and mini assessment information, drives tutoring groups and the reteaching of specific benchmarks.

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	11	7	4	11	3	44
One or more suspensions	0	1	1	3	3	1	9
Course failure in ELA or Math	0	0	8	9	9	30	56
Level 1 on statewide assessment	0	0	0	18	11	21	50

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	7	6	12	27

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

Students with two or more indicators are referred to the MTSS team, which includes parents, to determine appropriate intervention based on their individual needs. This may include additional academic support, a behavior plan, mentoring, counseling, and/or an EPT meeting.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### PIP Link

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

#### Description

During the 2014-2015 school year, NorthLake Park staff will use school wide curriculum events such as open house, Kindergarten orientation, science night, FSA parent night, and parent conference month to collaborate with families on new curriculum, new assessments, and individual student achievement. We are also implementing a school wide newsletter, in addition to web pages, classroom newsletters, and Connect Orange messages, to increase communication with families regarding curriculum and upcoming events.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The PIE coordinator works closely with the principal and assistant principal to understand the school needs and communicate those clearly and effectively to the community. They solicit support from area businesses and community members to provide additional resources, such as recruiting volunteers and gathering supplies to enhance instruction.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Wagner, Wendy	Principal
Griffin, Tiffany	Assistant Principal
Hanrahan, Melissa	Other
Shuman, Sally	Instructional Coach
Caballero, Janet	Other
Herrera, Elia	Guidance Counselor
Kundrick, Robin	Teacher, ESE
Laura, Sajeski	Teacher, ESE
Maneri, Brenda	Dean
Stroh, Kathleen	Psychologist

## Duties

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

Wendy Wagner, Principal-Oversees the entire MTSS process and the implementation of the School Improvement Plan; Oversees the planning process, including attending PLC meetings; Observes and evaluates teachers, providing appropriate feedback; Plans staff development

Tiffany Griffin, Assistant Principal-Works directly with MTSS team members and attends meetings for both MTSS and SIP to support implementation; Offers Tier II and III behavior support; Attends PLC meetings; Observes and evaluates teachers, providing appropriate feedback; Plans and delivers staff development

Sally Shuman, CRT-Offers Tier II and III academic support, specifically for primary grades; Serves as instructional coach, guiding new teachers; Observes teachers, providing appropriate feedback; Plans and delivers staff development

Elia Herrera, Guidance/Staffing Specialist-Supports the decision making model to determine whether ESE testing should be initiated

Janet Caballero, Curriculum Compliance Teacher-Offers input and support for ELL students; Coaches teachers on ELL strategy implementation; Delivers staff development on ELL and compliance topics

Robin Kundrick, SLD Teacher-Supports the decision making model to determine whether ESE testing should be initiated

Laura Sajeski, Speech and Language Therapist-Supports the decision making model to determine whether ESE testing should be initiated

Melissa Hanrahan, MTSS/Reading Resource Teacher-Offers Tier II and III academic and behavior support; Tracks data and meets every six weeks with classroom teachers regarding Tier II and III students; Delivers staff development on data tracking and computer based programs

Brenda Maneri, Instructional Resource Teacher-Offers Tier II and III academic and behavior support; Tutors small groups in math before and after school; Serves as dean of students

Kathleen Stroh, School Psychologist-Supports the decision making model to determine whether ESE testing should be initiated

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Tier I students will be progress monitored using state, district, school and class assessments based on core instruction. Tier II students have a Tier I graph which indicates their progress on grade level material/assessments compared to their peers. This graph is completed by the classroom teacher. They also have a Tier II graph which charts progress made in their specific Tier II Exploration group. The Tier II graphs are used to monitor a particular skill that is being taught in their Exploration group, such as sight words, fluency, comprehension, etc. All Tier III students have a Tier I graph which indicates their progress on grade level material/assessments compared to their peers. They also have a Tier II graph which charts their progress in their specific Tier II Exploration group. These students will also have a Tier III graph, which charts their progress in the Tier III small group. After the classroom teacher tracks individual student data, they will meet with the MTSS data resource teacher, staffing specialist, and/or compliance teacher to establish a plan of action. The MTSS team will support teachers through facilitating small group instruction and individual teacher coaching. Support staff will teach and assist with intervention.

NorthLake Park is not eligible for Title I, Title III, Title IV, or Title X. Title II funds are not currently available for this school year. Supplemental Academic Instruction funds will be used to fund a portion

of the Instructional Resource position. The role of this position will be to support students predicted to score below grade level on the state assessment.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Wendy Wagner	Principal
Janet Caballero	Teacher
Maria Collazo	Teacher
Brenda Fettrow	Business/Community
Amanda Francis	Teacher
Mei-Ling Hickey	Parent
Denee Hickman	Parent
Jose Martinez	Parent
Joanne Serra	Parent
Maria Tolosa	Parent
Pamela Webb	Education Support Employee

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC met and reviewed the results and based on the school wide assessment data, specifically FCAT scores, last year's school improvement plan was successful in increasing math learning gains for grades three, four and five. These learning gains increased from 61% in 2012-2013 to 89% in 2013-2014. The School Advisory Council met in September to review the data gathered from FCAT 2.0. While analyzing this data, there was discussion regarding successes from last year, such as growth in math achievement and learning gains, closing of the Hispanic achievement gap and maintaining reading proficiency scores. We also discussed room for growth in areas such as writing, for which the assessment will be changing this year, and the ESE and ELL achievement gaps. Similar and new strategies will be recommended.

*Development of this school improvement plan*

The decision was made that there needs to be a greater emphasis on increasing rigor and implementing the Florida Standards during the 2014-2015 school year, while continuing to support students that are below grade level and challenging those on and above grade level in all subject areas.

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

Ms. Wagner and the SAC reviewed the proposed budget for the upcoming school year and discussed the best use of funds to meet students' needs that align with the data-driven plan in place.

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

School improvement funds used from 2013-2014 supported the training of one teacher as a Kagan coach and four primary teachers in the use of Kagan structures in the primary classrooms. The funds used for training were \$1773. The Kagan coach will work with teachers school wide to appropriately implement the Kagan structures. The primary teachers trained will share what they learned with the kindergarten, first and second grade teachers through professional development.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Wagner, Wendy	Principal
Griffin, Tiffany	Assistant Principal
Shuman, Sally	Instructional Coach
Hanrahan, Melissa	Other
Maneri, Brenda	Dean
Alday, Amy	Instructional Media
Ewing, Megan	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

Implementation of Language Arts Florida Standards in grades K-5.  
 Ensure literacy is integrated in all core content areas.  
 Utilize K-12 literacy plan with fidelity.

**Public and Collaborative Teaching**

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

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

Teams meet weekly to collaborate on upcoming standards, review the district created Measurement Topic Plan for each unit and share resources and best practices. The teachers also use this time to build relationships while planning effective lessons and creating common assessments. Teams participate in Kagan team building structures to create stronger relationships.

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

To recruit highly qualified, certified and effective teachers, we check all references and communicate with Employee Relations if they are current or former employees of Orange County Public Schools, as well as reviewing their prior evaluations. Interview questions are focused on Marzano best practices and initiatives determined by Orange County.

To retain these teachers, we offer support and training for new and established teachers on the Marzano framework, effective planning strategies, Kagan structures, MTSS, and additional best practices.

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

New teachers are paired with experienced teachers to support their growth. The mentors are selected because of their years of experience and demonstration of mastery of high yield instructional strategies and are matched with a new teacher that has demonstrated a need in a specific area. Activities: The mentor and mentee will meet on a weekly basis as part of the Professional Learning Community Model. They will discuss best practices and evidence-based learning strategies as part of the intense focus on student achievement for all areas of the core curriculum. The mentor will also be provided with opportunities to observe the mentee's instructional techniques. The mentee will have time to observe the mentor and other highly effective teachers throughout the grade level, with a specific learning focus. Time will be provided following observations for questions, feedback, coaching and planning. The CRT and instructional support teachers will provide model lessons using reading and math strategies. The mentor and mentee will actively participate in professional development, focusing on differentiated instruction in all subject areas, assessment, MTSS, classroom management, including Marzano best practices, Kagan structures, and Florida Standards curriculum.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

We begin by using district approved resources. Teachers explore and discuss the materials to ensure that they are meeting the Florida Standards with the rigor necessary to improve student achievement. If they are not, teachers and support staff access supplemental materials to ensure that these needs are met.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Formative assessments are given to the students regularly. Based on the results of these assessments, students are grouped depending on the area of need. Students then receive additional support and reteaching of these standards. This is provided by the classroom teacher and instructional tutors using small group instruction and additionally across the grade level by resource instructional support teachers.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 2,340

NorthLake Park will host math tutoring three times a week before school through the beginning of March for students in fourth and fifth grade who scored a level 1 or 2 on FCAT math. The aim will be to reteach previous math skills to provide a strong foundation for the math Florida Standards curriculum. As other students show additional needs based on benchmark scores, the groupings may change.

**Strategy Rationale**

These students need more practice on foundational skills to be successful in the core curriculum.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Maneri, Brenda, [brenda.maneri@ocps.net](mailto:brenda.maneri@ocps.net)

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

Six-minute drills will be done biweekly and the data will be graphed regularly.

**Strategy:** After School Program

**Minutes added to school year:** 450

Math competition team meets weekly to practice problem solving strategies and higher-order thinking math problems for enrichment.

**Strategy Rationale**

Students working above grade level need extra opportunities to be challenged and spark excitement for learning.

**Strategy Purpose(s)**

- Enrichment

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

Kilp, Dagmar, [dagmar.kilp@ocps.net](mailto:dagmar.kilp@ocps.net)

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

Scores on weekly assessments are analyzed to determine which students will represent the school in the local math competition.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Documentation of students receiving MTSS support is included in their cumulative folder and follows the student to their new school.

Teachers do an informal screening for kindergarten before the start of school to help with placement and assist with the differentiation of instruction from the beginning of the school year.

In early August, the school hosts a kindergarten orientation to help parents become familiar with the school and expectations. Parents access the kindergarten readiness checklist on the school website.

### **College and Career Readiness**

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

To advance college and career awareness, NorthLake Park provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. Teachers are recognized with recognition outside of their classroom doors for their higher education degrees. There is also a college shirt day weekly in the fall where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. Third grade displays student created college pennants, identifying each student's current college goal. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, NorthLake Park has increased access to digital curriculum and access through the use of iStation, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

Virtual manipulatives and classroom experiments are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as iStation and Accelerated Reader to build academic achievement and increase motivation.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The strategies implemented at NorthLake Park for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM

activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, including quarterly recognition for students who earn high scores on the Accelerated Reader assessments.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Increase rigorous instruction through deliberate planning and delivery of high-yield instructional strategies, professional development and analysis of the Language Arts and Mathematics Florida Standards to attain higher student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase rigorous instruction through deliberate planning and delivery of high-yield instructional strategies, professional development and analysis of the Language Arts and Mathematics Florida Standards to attain higher student achievement.** 1a

G035634

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	78.0
AMO Math - SWD	57.0
Students in fifth grade exhibiting two or more EWS indicators	5.0
AMO Reading - SWD	57.0

**Resources Available to Support the Goal** 2

- Instructional support teacher
- Reading and math curriculum and manipulatives
- An attitude that every staff member in every area is responsible for the academic growth of every child
- Parental support
- Partners in Education and PTA, specifically the donation of nonconsumable science materials
- Established "Go To People" (GTP), which are designated individuals chosen by their teammates to be experts in specific subject areas, do research for their teams, and plan certain activities.
- District MTP's
- CPALMS
- IMS
- iStation
- Leadership team support
- Staff expertise on FCIM

**Targeted Barriers to Achieving the Goal** 3

- Time for collaboration, intense study of the standards and intentional planning
- Teachers are unfamiliar with changes to the Marzano framework meant to increase rigor
- Lack of assessments with response types that are similar to the state assessment
- Some students are not performing at an expected level and need additional support. These students include regular education students, students with disabilities and students identified by early warning indicators.

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

The administrator will examine lesson plans and review correlation to MTP PLC and lessons being taught in the classroom for rigor, high-yield instructional strategies and focus on content standards will be monitored closely. If progress is positive, continue to follow the current plan. If progress is questionable or poor, meet with individual teachers and/or grade levels to offer support or professional development to increase capacity.

**Person Responsible**

Wendy Wagner

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans that document rigorous instruction, high-yield strategies and appropriate standards, classroom observation, student data

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Increase rigorous instruction through deliberate planning and delivery of high-yield instructional strategies, professional development and analysis of the Language Arts and Mathematics Florida Standards to attain higher student achievement. **1**

 G035634

**G1.B1** Time for collaboration, intense study of the standards and intentional planning **2**

 B085401

**G1.B1.S1** Teams meet weekly to review MTPs and share resources to create meaningful lesson plans which are focused on the standards. **4**

 S096007

### Strategy Rationale

It is important to have a plan in advance that allows appropriate time and resources for teachers to collaborate and study the standards. This creates a dedicated time for intentional planning.

### Action Step 1 **5**

Brainstorm with teachers how to best implement collaborative planning time

#### Person Responsible

Wendy Wagner

#### Schedule

On 8/6/2014

#### Evidence of Completion

Comprehensive plan to present to teachers outlining the MTP PLC process

**Action Step 2** 5

Leadership team will avoid planning meetings and trainings on the designated PLC day

**Person Responsible**

Wendy Wagner

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

**Evidence of Completion**

School wide calendar

**Action Step 3** 5

Teams will meet weekly to collaborate and team leaders will communicate feedback to the leadership team to adjust the process as needed

**Person Responsible**

Wendy Wagner

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

**Evidence of Completion**

Notes from MTP PLC meetings

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

Will attend weekly MTP PLC meetings to provide support and as a resource for the team while they are planning

**Person Responsible**

Wendy Wagner

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

**Evidence of Completion**

Research of resources, MTP PLC notes, lesson plans

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

Will attend weekly MTP PLC meetings to provide support and as a resource for the team while they are planning

**Person Responsible**

Tiffany Griffin

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

***Evidence of Completion***

Research of resources, MTP PLC notes, lesson plans

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

Non-negotiable dedicated meeting time will be added to the school wide calendar. Successful implementation should produce consistent, structured time for teachers to collaborate and plan effective lessons. Questionable or poor implementation will produce isolated planning times, without the benefit of resources and ideas from others.

**Person Responsible**

Wendy Wagner

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

***Evidence of Completion***

School wide calendar

**G1.B2** Teachers are unfamiliar with changes to the Marzano framework meant to increase rigor **2**

 B085403

**G1.B2.S1** Provide professional development to train teachers on the updated Marzano framework. **4**

 S096008

### **Strategy Rationale**

By providing teachers with professional development to learn the updated framework, their teaching will include more rigorous instruction and best practices will enhance lessons.

### **Action Step 1** **5**

Schedule trainings as part of the professional development plan

#### **Person Responsible**

Sally Shuman

#### **Schedule**

On 8/12/2014

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

Professional Development schedule for 2014-2015

### **Action Step 2** **5**

Train new teachers on the Marzano framework

#### **Person Responsible**

Tiffany Griffin

#### **Schedule**

On 8/11/2014

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

Training materials and sign in sheet from training; classroom observations

**Action Step 3** 5

Train instructional staff on the updated Marzano framework and protocols

**Person Responsible**

Tiffany Griffin

**Schedule**

On 9/3/2014

**Evidence of Completion**

Training materials and sign in sheet from training; classroom observations

**Action Step 4** 5

Additional training for instructional staff on design questions 2, 3 and 4

**Person Responsible**

Tiffany Griffin

**Schedule**

On 11/5/2014

**Evidence of Completion**

Training materials and sign in sheet from training; classroom observations

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

Monitor that trainings are held as scheduled and cover appropriate material to enhance the current knowledge of instructional staff. Support is available from the district professional development team, as needed.

**Person Responsible**

Wendy Wagner

**Schedule**

Quarterly, from 8/11/2014 to 11/5/2014

**Evidence of Completion**

Attending professional development; collaboration with district team

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

Monitor for understanding of the Marzano framework and protocols through classroom observations, coaching and frequent feedback. Successful implementation will produce an increase in the effective use of elements, with a focus on high-yield strategies. In the case of questionable or poor implementation, teachers will be identified for additional coaching.

**Person Responsible**

Wendy Wagner

**Schedule**

Quarterly, from 8/11/2014 to 11/5/2014

**Evidence of Completion**

Teacher feedback, classroom observations

**G1.B3 Lack of assessments with response types that are similar to the state assessment 2**

 B085404

**G1.B3.S1 Create common assessments with response types that are both rigorous and with similar response types as the FSA. 4**

 S096011

**Strategy Rationale**

Students become familiar with the format and practice answering questions of a similar nature to the test.

**Action Step 1 5**

Teachers meet to plan common assessments that include response types with similar rigor and format to the state test.

**Person Responsible**

Sally Shuman

**Schedule**

Weekly, from 9/9/2014 to 6/3/2015

**Evidence of Completion**

Common assessments

## Action Step 2 5

Collaboration among selected writing teacher leaders on how to teach and assess using the Core Connections strategies

### **Person Responsible**

Sally Shuman

### **Schedule**

Quarterly, from 9/11/2014 to 6/3/2015

### **Evidence of Completion**

Writing samples

## Action Step 3 5

Teachers will meet to discuss scoring and analyze both student data and the validity of questions on common assessments.

### **Person Responsible**

Melissa Hanrahan

### **Schedule**

Weekly, from 9/10/2014 to 6/3/2015

### **Evidence of Completion**

Student data; PLC notes

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership team will attend PLC meetings to observe creation and analysis of common assessments.

### **Person Responsible**

Wendy Wagner

### **Schedule**

Monthly, from 9/10/2014 to 6/3/2015

### **Evidence of Completion**

Common assessments, PLC notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Leadership team and teachers will examine data from common assessments and benchmark tests to determine effectiveness of common assessments. Successful implementation will produce an increase in student achievement. Questionable or poor implementation may be indicated by a decrease in student achievement and will be an opportunity for additional training, support and coaching.

**Person Responsible**

Melissa Hanrahan

**Schedule**

Semiannually, from 11/12/2014 to 3/25/2015

**Evidence of Completion**

Common assessment data and benchmark data, minutes from data meetings

**G1.B4** Some students are not performing at an expected level and need additional support. These students include regular education students, students with disabilities and students identified by early warning indicators. 2

 B107109

**G1.B4.S1** Rework the MTSS process to best meet the individual needs of academically struggling students, including students in the bottom 25% to increase learning gains in reading. 4

 S118639

**Strategy Rationale**

The previous process did not specifically identify areas of instruction for Tier II students.

**Action Step 1** 5

The school wide MTSS committee will meet to discuss the structure of our MTSS groups and how students will be placed according to academic need.

**Person Responsible**

Melissa Hanrahan

**Schedule**

Quarterly, from 4/1/2014 to 6/3/2015

**Evidence of Completion**

MTSS structure, meeting minutes and agenda

**Action Step 2** 5

Identify fourth and fifth grade students in the bottom 25% for reading based on the previous year's FCAT data

**Person Responsible**

Melissa Hanrahan

**Schedule**

On 8/20/2014

***Evidence of Completion***

Student data

**Action Step 3** 5

Administer comprehensive screener to all students and group according to academic need by skill

**Person Responsible**

Melissa Hanrahan

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Student data, MTSS groups

**Action Step 4** 5

Monitor data to ensure that students are accurately placed and progressing. If the data warrants, a student may be moved to a better suited skill group

**Person Responsible**

Melissa Hanrahan

**Schedule**

Every 6 Weeks, from 9/22/2014 to 6/3/2015

***Evidence of Completion***

Student data, MTSS data meeting notes, MTSS groups

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Data meetings to review student progress

**Person Responsible**

Melissa Hanrahan

**Schedule**

Quarterly, from 9/22/2014 to 6/3/2015

**Evidence of Completion**

MTSS meeting notes, student data, MTSS groups

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Student data will be analyzed. Successful implementation will be evident through increased student achievement. Questionable or poor implementation may result in decreased student achievement, which will indicate a need to reevaluate student placement and the teacher identification process.

**Person Responsible**

Wendy Wagner

**Schedule**

Monthly, from 9/22/2014 to 6/3/2015

**Evidence of Completion**

Student data

**G1.B4.S2** Identify and support students with two or more Early Warning Indicators in an effort to improve academic performance. 4

 S118640

### Strategy Rationale

These students are at a higher risk of inadequate academic performance and would benefit from additional support at school.

### Action Step 1 5

Identify students with Early Warning Indicators

#### Person Responsible

Tiffany Griffin

#### Schedule

On 8/29/2014

#### Evidence of Completion

Early warning indicator spreadsheet

### Action Step 2 5

Assign mentors to meet with target group of students

#### Person Responsible

Tiffany Griffin

#### Schedule

Biweekly, from 9/4/2014 to 6/3/2015

#### Evidence of Completion

Mentor spreadsheet

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Communication with teachers, students, parents and mentors

**Person Responsible**

Tiffany Griffin

**Schedule**

Monthly, from 9/15/2014 to 6/3/2015

**Evidence of Completion**

Conferences, notes from leadership team meetings

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2** 7

Student data will be tracked and analyzed. Successful implementation will show a decrease in early warning indicators for the targeted students. Questionable or poor implementation may show an increase in early warning indicators for the targeted students, which will require additional intervention.

**Person Responsible**

Tiffany Griffin

**Schedule**

Quarterly, from 9/22/2014 to 6/3/2015

**Evidence of Completion**

Student attendance records, assessment data, report cards, and behavior data

**G1.B4.S3** Adjust support for students with disabilities to increase student achievement in reading and math. **4**

 S119240

**Strategy Rationale**

The achievement gap for this subgroup was not decreasing with the system that was previously in place.

**Action Step 1** **5**

Modify the schedule for students with disabilities so that their support does not interfere with the core curriculum

**Person Responsible**

Robin Kundrick

**Schedule**

On 8/29/2014

**Evidence of Completion**

ESE schedule, grade level schedules

**Action Step 2** **5**

Add additional instructional support staff for students with disabilities to best meet all students' needs

**Person Responsible**

Wendy Wagner

**Schedule**

On 8/15/2014

**Evidence of Completion**

Budget

**Action Step 3** 5

Align ESE curriculum with Florida Standards grade level curriculum, providing more intensive support and explicit skill work

**Person Responsible**

Robin Kundrick

**Schedule**

Daily, from 8/11/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, classroom observations, student data, work samples

**Plan to Monitor Fidelity of Implementation of G1.B4.S3** 6

Regular observations of ESE classroom and review of lesson plans

**Person Responsible**

Tiffany Griffin

**Schedule**

Monthly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Teacher observation, schedule, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B4.S3** 7

Successful implementation will produce student achievement for the SWD subgroup in reading and math. Questionable or poor implementation will result in no gain in student achievement in reading and math. If student data on benchmarks indicate this trend, we will vary strategies for instruction for these students to meet their specific learning needs.

**Person Responsible**

Wendy Wagner

**Schedule**

Semiannually, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Benchmark data, assessment data, iStation data

## Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Brainstorm with teachers how to best implement collaborative planning time	Wagner, Wendy	8/6/2014	Comprehensive plan to present to teachers outlining the MTP PLC process	8/6/2014 one-time
G1.B2.S1.A1	Schedule trainings as part of the professional development plan	Shuman, Sally	8/12/2014	Professional Development schedule for 2014-2015	8/12/2014 one-time
G1.B3.S1.A1	Teachers meet to plan common assessments that include response types with similar rigor and format to the state test.	Shuman, Sally	9/9/2014	Common assessments	6/3/2015 weekly
G1.B4.S1.A1	The school wide MTSS committee will meet to discuss the structure of our MTSS groups and how students will be placed according to academic need.	Hanrahan, Melissa	4/1/2014	MTSS structure, meeting minutes and agenda	6/3/2015 quarterly
G1.B4.S2.A1	Identify students with Early Warning Indicators	Griffin, Tiffany	8/25/2014	Early warning indicator spreadsheet	8/29/2014 one-time
G1.B4.S3.A1	Modify the schedule for students with disabilities so that their support does not interfere with the core curriculum	Kundrick, Robin	8/11/2014	ESE schedule, grade level schedules	8/29/2014 one-time
G1.B1.S1.A2	Leadership team will avoid planning meetings and trainings on the designated PLC day	Wagner, Wendy	8/19/2014	School wide calendar	6/2/2015 weekly
G1.B2.S1.A2	Train new teachers on the Marzano framework	Griffin, Tiffany	8/11/2014	Training materials and sign in sheet from training; classroom observations	8/11/2014 one-time
G1.B4.S2.A2	Assign mentors to meet with target group of students	Griffin, Tiffany	9/4/2014	Mentor spreadsheet	6/3/2015 biweekly
G1.B4.S1.A2	Identify fourth and fifth grade students in the bottom 25% for reading based on the previous year's FCAT data	Hanrahan, Melissa	8/20/2014	Student data	8/20/2014 one-time
G1.B4.S3.A2	Add additional instructional support staff for students with disabilities to best meet all students' needs	Wagner, Wendy	8/15/2014	Budget	8/15/2014 one-time
G1.B3.S1.A2	Collaboration among selected writing teacher leaders on how to teach and assess using the Core Connections strategies	Shuman, Sally	9/11/2014	Writing samples	6/3/2015 quarterly
G1.B1.S1.A3	Teams will meet weekly to collaborate and team leaders will communicate feedback to the leadership team to adjust the process as needed	Wagner, Wendy	8/19/2014	Notes from MTP PLC meetings	6/2/2015 weekly
G1.B3.S1.A3	Teachers will meet to discuss scoring and analyze both student data and the validity of questions on common assessments.	Hanrahan, Melissa	9/10/2014	Student data; PLC notes	6/3/2015 weekly
G1.B2.S1.A3	Train instructional staff on the updated Marzano framework and protocols	Griffin, Tiffany	9/3/2014	Training materials and sign in sheet from training; classroom observations	9/3/2014 one-time
G1.B4.S1.A3	Administer comprehensive screener to all students and group according to academic need by skill	Hanrahan, Melissa	8/18/2014	Student data, MTSS groups	6/3/2015 monthly
G1.B4.S3.A3	Align ESE curriculum with Florida Standards grade level curriculum, providing more intensive support and explicit skill work	Kundrick, Robin	8/11/2014	Lesson plans, classroom observations, student data, work samples	6/3/2015 daily
G1.B2.S1.A4	Additional training for instructional staff on design questions 2, 3 and 4	Griffin, Tiffany	11/5/2014	Training materials and sign in sheet from training; classroom observations	11/5/2014 one-time
G1.B4.S1.A4	Monitor data to ensure that students are accurately placed and progressing.	Hanrahan, Melissa	9/22/2014	Student data, MTSS data meeting notes, MTSS groups	6/3/2015 every-6-weeks

**Orange - 0771 - Northlake Park Community Elementary - 2014-15 SIP**  
*Northlake Park Community Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	If the data warrants, a student may be moved to a better suited skill group				
G1.MA1	The administrator will examine lesson plans and review correlation to MTP PLC and lessons being taught in the classroom for rigor, high-yield instructional strategies and focus on content standards will be monitored closely. If progress is positive, continue to follow the current plan. If progress is questionable or poor, meet with individual teachers and/or grade levels to offer support or professional development to increase capacity.	Wagner, Wendy	8/18/2014	Lesson plans that document rigorous instruction, high-yield strategies and appropriate standards, classroom observation, student data	6/3/2015 monthly
G1.B1.S1.MA1	Non-negotiable dedicated meeting time will be added to the school wide calendar. Successful implementation should produce consistent, structured time for teachers to collaborate and plan effective lessons. Questionable or poor implementation will produce isolated planning times, without the benefit of resources and ideas from others.	Wagner, Wendy	8/19/2014	School wide calendar	6/2/2015 weekly
G1.B1.S1.MA1	Will attend weekly MTP PLC meetings to provide support and as a resource for the team while they are planning	Wagner, Wendy	8/19/2014	Research of resources, MTP PLC notes, lesson plans	6/2/2015 weekly
G1.B1.S1.MA3	Will attend weekly MTP PLC meetings to provide support and as a resource for the team while they are planning	Griffin, Tiffany	8/19/2014	Research of resources, MTP PLC notes, lesson plans	6/2/2015 weekly
G1.B2.S1.MA1	Monitor for understanding of the Marzano framework and protocols through classroom observations, coaching and frequent feedback. Successful implementation will produce an increase in the effective use of elements, with a focus on high-yield strategies. In the case of questionable or poor implementation, teachers will be identified for additional coaching.	Wagner, Wendy	8/11/2014	Teacher feedback, classroom observations	11/5/2014 quarterly
G1.B2.S1.MA1	Monitor that trainings are held as scheduled and cover appropriate material to enhance the current knowledge of instructional staff. Support is available from the district professional development team, as needed.	Wagner, Wendy	8/11/2014	Attending professional development; collaboration with district team	11/5/2014 quarterly
G1.B3.S1.MA1	Leadership team and teachers will examine data from common assessments and benchmark tests to determine effectiveness of common assessments. Successful implementation will produce an increase in student achievement. Questionable or poor implementation may be indicated by a decrease in student achievement and will be an opportunity for additional training, support and coaching.	Hanrahan, Melissa	11/12/2014	Common assessment data and benchmark data, minutes from data meetings	3/25/2015 semiannually
G1.B3.S1.MA1	Leadership team will attend PLC meetings to observe creation and analysis of common assessments.	Wagner, Wendy	9/10/2014	Common assessments, PLC notes	6/3/2015 monthly
G1.B4.S1.MA1	Student data will be analyzed. Successful implementation will be	Wagner, Wendy	9/22/2014	Student data	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	evident through increased student achievement. Questionable or poor implementation may result in decreased student achievement, which will indicate a need to reevaluate student placement and the teacher identification process.				
G1.B4.S1.MA1	Data meetings to review student progress	Hanrahan, Melissa	9/22/2014	MTSS meeting notes, student data, MTSS groups	6/3/2015 quarterly
G1.B4.S2.MA1	Student data will be tracked and analyzed. Successful implementation will show a decrease in early warning indicators for the targeted students. Questionable or poor implementation may show an increase in early warning indicators for the targeted students, which will require additional intervention.	Griffin, Tiffany	9/22/2014	Student attendance records, assessment data, report cards, and behavior data	6/3/2015 quarterly
G1.B4.S2.MA1	Communication with teachers, students, parents and mentors	Griffin, Tiffany	9/15/2014	Conferences, notes from leadership team meetings	6/3/2015 monthly
G1.B4.S3.MA1	Successful implementation will produce student achievement for the SWD subgroup in reading and math. Questionable or poor implementation will result in no gain in student achievement in reading and math. If student data on benchmarks indicate this trend, we will vary strategies for instruction for these students to meet their specific learning needs.	Wagner, Wendy	9/2/2014	Benchmark data, assessment data, iStation data	6/3/2015 semiannually
G1.B4.S3.MA1	Regular observations of ESE classroom and review of lesson plans	Griffin, Tiffany	9/2/2014	Teacher observation, schedule, lesson plans	6/3/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Increase rigorous instruction through deliberate planning and delivery of high-yield instructional strategies, professional development and analysis of the Language Arts and Mathematics Florida Standards to attain higher student achievement.

**G1.B1** Time for collaboration, intense study of the standards and intentional planning

**G1.B1.S1** Teams meet weekly to review MTPs and share resources to create meaningful lesson plans which are focused on the standards.

### **PD Opportunity 1**

Brainstorm with teachers how to best implement collaborative planning time

#### **Facilitator**

Tiffany Griffin

#### **Participants**

Team leaders

#### **Schedule**

On 8/6/2014

**G1.B2** Teachers are unfamiliar with changes to the Marzano framework meant to increase rigor

**G1.B2.S1** Provide professional development to train teachers on the updated Marzano framework.

### **PD Opportunity 1**

Train new teachers on the Marzano framework

#### **Facilitator**

Tiffany Griffin

#### **Participants**

New teachers to NorthLake Park Community Park

#### **Schedule**

On 8/11/2014

## PD Opportunity 2

Train instructional staff on the updated Marzano framework and protocols

### Facilitator

Tiffany Griffin

### Participants

All instructional personnel

### Schedule

On 9/3/2014

## PD Opportunity 3

Additional training for instructional staff on design questions 2, 3 and 4

### Facilitator

Tiffany Griffin

### Participants

All instructional personnel

### Schedule

On 11/5/2014

## G1.B3 Lack of assessments with response types that are similar to the state assessment

**G1.B3.S1** Create common assessments with response types that are both rigorous and with similar response types as the FSA.

## PD Opportunity 1

Collaboration among selected writing teacher leaders on how to teach and assess using the Core Connections strategies

### Facilitator

Core Connections trainer

### Participants

Two selected teachers on each grade level

### Schedule

Quarterly, from 9/11/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Increase rigorous instruction through deliberate planning and delivery of high-yield instructional strategies, professional development and analysis of the Language Arts and Mathematics Florida Standards to attain higher student achievement.	26,041
<b>Grand Total</b>	<b>26,041</b>

Goal 1: Increase rigorous instruction through deliberate planning and delivery of high-yield instructional strategies, professional development and analysis of the Language Arts and Mathematics Florida Standards to attain higher student achievement.		
Description	Source	Total
<b>B2.S1.A3</b> - Updated Marzano placemats were printed and laminated for all instructional staff	General Fund	200
<b>B4.S3.A2</b> - Additional ESE paraprofessional	General Fund	25,841
<b>Total Goal 1</b>		<b>26,041</b>