

Vista Lakes Elementary



2014-15 School Improvement Plan

Vista Lakes Elementary

6050 LAKE CHAMPLAIN DR, Orlando, FL 32829

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
50%

Alternative/ESE Center
No

Charter School
No

Minority
79%

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	Ella Thompson
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

Vista Lakes Elementary School is proud to serve students from more than 35 different countries and 16 languages with staff members that represent more than 17 countries. The positive relationships are built each day through weaving the importance of celebrating similarities and differences into lessons, conversations, and celebrations of diversity. In addition, the Vista Lakes PTA supports, engages in, and funds an Annual Multicultural Celebration. Each teacher also helps better understand the needs of students from different backgrounds and develops the skills necessary to ensure that these culturally diverse students succeed and flourish in our educational system by attending the required 300 hours of ESOL staff development sessions.

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

The school creates an environment where students feel safe and respected before, during and after school by providing constant and continuous supervision. Each student is always in a safe and orderly school environment and each student knows that they can approach each teacher, staff member, or administrator whenever needed. In addition, the school is very fortunate to have volunteers and mentors that provide positive support for our students. Before and after care is provided by the YMCA. Supervision starting at 7:00AM is offered by the YMCA and on-campus supervision for all students begins at 8:15AM. After-school care is also provided by the YMCA at school, plus several organizations offer after-school high quality, interesting, and creative programs.

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

The Behavior Support Team has developed school-wide behavior expectations and a cafeteria management plan for our school. The team will continue to work on activities to enhance our school-wide behavior plan. Each team/grade level is represented on the Behavior Support Team that meets monthly. Staff members are encouraged to provide input to their representative as we continue to address school-wide behavior.

All staff members are expected to teach and reinforce the School-Wide SHINE Expectations. Lesson plans have been provided for teaching these expectations during the first two weeks of school. All classroom teachers are expected to utilize these lesson plans to ensure consistency throughout the campus.

Vista Lakes Elementary School-Wide SHINE Expectations:

Safety First: Students and staff remain free of injury and danger.

Have Respect: Student and staff behavior demonstrates care and concern for the feelings of others. Behaviors encourage people to feel calm, safe, cooperative and friendly.

I Am Responsible: Students and staff come to school with what is needed to be successful. Everyone is on time and dressed appropriately, with materials ready. We will make positive, helpful choices that benefit our school community.

Nice to Others: Student and staff behavior will demonstrate kindness to all, while valuing diverse viewpoints.

Eager to Learn: Students and staff display a positive attitude that expands their ability to grow academically and socially.

Posters are displayed throughout the building to reinforce the SHINE Expectations. Teachers are expected to display the Classroom, Dismissal, Bus, Hallway and Let's Shine posters in their classrooms to continuously teach and reinforce appropriate behavior.

In addition to our school-wide expectations, teachers must maintain a classroom management plan unique to his/her own personality, teaching style and students' needs. Through classroom discussions, student input and modeling, each teacher develops the expectations for their classroom. A system for reinforcing/rewarding positive student behavior as well as age-appropriate consequences designed to re-teach expectations and modify student behavior should be part of the classroom management plan. Classroom expectations, consequences and rewards are posted in each classroom and every teacher has their classroom management plan uploaded to the school collaboration site.

Unfortunately, some students may not always adhere to our expectations and disciplinary action is needed. Often, classroom consequences (as outlined in teacher's classroom management plan) correct the problem behavior. However, if students do not respond to classroom interventions and/or consequences, the following procedures have been established:

Students should not be sent to the office for disciplinary reasons or for not completing work. Faculty and staff members with a student discipline problem call the office for assistance. The administrator or designee will come to the classroom or other area to remove the student. A discipline referral is written for students who must be removed from class or other areas.

Level 1 offenses (verbal warning, counseling, parent contact, calm down area), as outlined in the OCPS Code of Student Conduct, should be handled by the teacher in charge with interventions and/or classroom consequences. Level 2 or higher infractions are referred to an administrator for further action. The administrator decides on further action based on OCPS Code of Student Conduct.

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

Social-emotional needs of our students are being met in a variety of ways. Vista Lakes is a member of the longest-running mentoring program in the state of Florida-COMPACT. Many of our teachers, parents, and community members provide one-on-one and group mentoring for our youngsters. Along with the mentoring program, we have a certified counselor on staff and when appropriate, referrals are made to public and private counseling agencies. Other pupil services that support and enhance our students' education are Learning for Life, (the federally funded award-winning character education program) and services offered by our School Resource Officer.

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

Vista Lakes Elementary uses a variety of resources in our early warning system. Attendance is monitored through classroom teachers, the leadership team, our registrar, and our school social

worker. Our registrar regularly runs reports on attendance and works closely with the teachers and social worker to address attendance issues with the parents before a student reaches attendance percentages below 90%. All students with suspensions participate in the school-wide PBS MTSS program. Students with struggling behaviors are provided with interventions, support and monitoring on a daily basis. They also work closely with our Assistant Principal, Behavior Specialist and mentors from the Compact Mentoring Program.

The MTSS Leadership team, teachers, and grade level PLC's work together to monitor ELA, math, and science data from a variety of state, county, district, and school-level assessments. As a part of the MTSS process, students working below grade level are monitored bi-weekly or weekly. If the student does not make adequate progress in three data points, the teacher will meet with the MTSS coach to discuss student progress and determine possible interventions and future meetings. These discussions are in addition to the three MTSS meetings that are held on every student each year. Parents also receive MTSS information at the beginning of the year during parent conferences and in report cards and progress reports.

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	12	8	6	6	3	9	44
One or more suspensions	0	1	0	1	2	0	4
Course failure in ELA or Math	0	0	8	21	14	24	67
Level 1 on statewide assessment	0	0	0	24	17	19	60

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	13	8	12	34

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

Vista Lakes uses the MTSS process to involve the leadership team, teachers, students, and parents in intervention strategies for both academics and behavior. Data collected for behavior and academics are discussed regularly and in a variety of capacities. Teachers meet weekly at PLC's to discuss student progress, student data, and interventions. The leadership team meets with grade level PLC's once a month as a team and as needed on an individual basis. Teachers further analyze data when they meet with the MTSS coach to discuss individual student interventions three times a year. Parent and teacher conferences are held throughout the year to keep parents informed of student progress and to inform parents of strategies to apply at home. Vista Lakes' behavior specialist observes students and meets with teachers to discuss behavior interventions strategies. Once behavior strategies are in place, she will work with the teacher to collect data daily. Teachers may also receive support and intervention strategies from our school psychologist, social worker, CRT, MTSS coach, staffing specialist, SLP's, and occupational therapist. Support and interventions are based on student growth using the MTSS process to follow student progress through graphs and a data matrix. Our data matrix is another outlet used to sort student data to assist in identification of students that exhibit early warning indicators.

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

Parents at Vista Lakes Elementary School participate in a wide variety of activities and events, such as:

- Committees (PTA, SAC, PLC)
- ADDitions Volunteers (classroom volunteers, field trip chaperones)
- Mentoring
- Attend events (Awards Programs, Music Performances, Science Fair, Book Fair, etc.)
- Curriculum Nights (Open House, Writing Night, Assessment Night, etc.)
- PTA Events (Movie Nights, Carnival, Valentine Bingo, Holiday Extravaganza, etc.)

Last year and continuing this year, 4th grade teachers developed a Writing Night for their parents in an effort to educate parents on the writing requirements in 4th grade. The teachers taught parents the various components of writing, how to score writing using a rubric and how to support their children at home. The parents became the students for a night and participated in the same writing activities that their children participate in during the school day. Feedback from the parents in attendance indicated that they learned a lot about the 4th grade writing expectations and how they could help their children become better writers. We will add focus on the new Florida Standards in Reading and Math as well as the FSA for this coming year. With increased parental participation, more of our students would receive specific support at home; therefore, increasing achievement.

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

Vista Lakes Elementary School builds and sustains partnerships with the local community for the purpose of serving and utilizing resources to support the school and student achievement by encouraging parents to be active and contributing members of PTA (Parent Teacher Association); SAC (School Advisory Council); PLC (Parent Leadership Council); COMPACT mentoring program and ADDitions Volunteers. The Partners-in Education (PIE) connects individuals and businesses with schools and builds relationships between organizations that enhance student learning and promote school improvement. Included are role models, resources and positive, meaningful relationships. Programs, such as writing nights, math nights, curriculum nights, awards programs, music programs, science fairs, book fairs, Open House, Meet the Teacher, Carnival, Movie Nights, Valentine Bingo, and Winter Wonderland (Holiday Extravaganza) are also held at Vista Lakes and are designed for families and community members to participate in. All of these programs combine students, families, and community members to work together to enrich, enhance, and support our students to reach success.

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
Bias, Kimberly	Principal
Cintron, Ivelise	Instructional Coach
Drayton, Cynthia	Assistant Principal
Englert, Cathy	Instructional Coach
Griffith, Jennifer	Instructional Media
Moberg, Stacey	Instructional Coach
Sprysenski, Breri	Instructional Coach
Wood, Jamie	Instructional Coach

Duties

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

The Leadership team consists of the principal, assistant principal, CRT, CCT, MTSS Coach, Staffing Specialist, Behavior Specialist and Media Specialist. Weekly leadership team meetings are scheduled to stay abreast of successes and challenges in the school and share in problem-solving techniques for school-wide concerns. The principal oversees the total school operation. The Assistant Principal is the discipline designee along with the Behavior Specialist. She also serves as the point of contact for all facilities and conducts observations of school personnel along with the principal. The CRT serves as the contact for all state and district assessments and is the textbook manager. The MTSS Coach conferences with teachers on struggling students and monitors progress through graphs and data charts. Other staff members join the MTSS team, as needed, depending on the individual needs of the student(s) and or teacher. By involving other staff members with different areas of expertise, the MTSS team is able to improve the behavioral and academic success of our students through the analysis of student data in all subgroups. This problem-solving team consistently reviews and monitors students' intervention plans to determine their efficacy and adjust plans as needed. The CCT and Staffing Specialist also monitor errors and compliance with all ESE and ESOL plans and testing. The Media Specialist provides additional resources for teachers to support instruction in the classroom and monitors technology programs.

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

Vista Lakes utilizes the MTSS Decision Making Rubric to identify the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. Using this rubric, teachers and administrators identify trends in student achievement data to determine which students are struggling with the core instruction. If more than 20% of the students in a given classroom or grade level are struggling, PLCs work together to develop group intervention and examine the instruction, curriculum, and environment for needed adaptations; adjustments are made to the core, or Tier 1, instruction. If 5-20% of the students are struggling, teachers develop small group, or Tier 2, interventions. For the 5% or fewer students who are struggling, teachers implement both Tier 2 and Tier 3 interventions to target the individual needs of the students. In essence, the problem-solving rubric identifies the effectiveness of Tier 1, 2 and 3 instruction so that appropriate

supports may be put in place to increase student achievement.

State, district benchmark, and school-based assessments are used to monitor the effectiveness of core, supplemental and intensive instruction, as well as positive behavior support. Data is analyzed through weekly PLC meetings, additional planning meetings, and school-wide faculty meetings. Professional development, the allocation of resources (funding and staffing) and additional support are based on student achievement data and the needs of teachers. Funds are allocated to provide additional resources, such as Tier 2 and Tier 3 research-based interventions, a Tier 2/3 Reading Intervention Teacher and grade level paraprofessionals. Resource Teachers and an ESOL paraprofessional also provide additional assistance with the implementation of Tier 2 and 3 interventions. Frequent progress monitoring of Tier 2 and 3 interventions are monitored through the use of consistent data analysis; groups are fluid so that as students' needs change, the instruction they receive also changes.

At the beginning of the school year, each teacher meets individually with the MTSS Coach to review individual student data for previously identified struggling students. The MTSS Coach and teacher discuss the previous interventions and progress monitoring data to better inform his/her current instruction. During this meeting, teachers also identify new students who are struggling and an MTSS plan is developed. All teachers meet with the MTSS Coach again at mid-year and the end of the year to review progress monitoring data for their students identified for the MTSS process.

As teachers become concerned about a student's lack of progress, he/she reviews the previous year's MTSS data (if available), begins to collect new data, implements interventions, progress monitor, graphs data, and has a parent conference to discuss the academic and/or behavioral concerns. If a teacher determines that the interventions are not working, the teacher completes a MTSS Meeting Request Form. Upon receipt of this form, the MTSS Coach meets with the teacher to review the current data. Based on the results of that meeting, one of the following may occur: (1) the teacher may be advised to implement additional interventions and collect more data; (2) a MTSS meeting with the parent will be scheduled to review the data or (3) an EPT will be scheduled with additional school personnel and the parent to discuss a plan of action. This may include referring the student for further evaluation, determining eligibility for ESE services based on the implementation of additional interventions.

The MTSS process is embedded into the culture of Vista Lakes Elementary and is an avenue of support for both teachers and students. Over the past few years, the staff has learned to use the MTSS process to monitor the achievement of our struggling students. The implementation and monitoring of Tier 2 and Tier 3 instruction is systematic and designed to meet individual students' needs. Teachers and administrators will continue to monitor Tier 2 and 3 instruction; however, additional focus will be placed on monitoring Tier 1 instruction through more consistent and intentional PLC discussions of data from core assessments and using that data to develop more specific lesson plans to address the needs of all students.

Grant monies have already been secured for providing substitutes for teachers for instructional rounds and lesson development around the new Florida Standards.

District-level Title X funds are distributed to our school through the Homeless Liaison. When students at our school are identified as homeless, the liaison contacts the district Title X coordinator to secure items such as backpacks, clothing, hygiene products, and school supplies for our families. Bus transportation is also set up through the district coordinator.

Supplemental Academic Instruction (SAI) is allocated based on the number of students scoring a level 1 on FCAT during the previous school year. At Vista Lakes Elementary, SAI funds are used to provide free before/after school tutoring for struggling 3rd, 4th and 5th graders in Reading and Math. Students are divided into small groups, based on their needs, and receive additional instructional support. Tutoring groups are taught by certified teachers. The computer lab is open in the morning for struggling students and provides 30 minutes of Istation which is a computer adaptive program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kimberly Bias	Principal
Marilyn Redick	Teacher
Jessica Santos	Parent
Mike Arsuaga	Parent
Daisy Cruz	Parent
Komal Gada	Parent
Janak Gada	Parent
Heidi Ramirez	Parent
Elizabeth Dehalt	Parent
Amber Hampton	Parent
Ria Archibold	Parent
Lisa Nalbone	Parent
Chad Uhrick	Parent
Jodi Uhrick	Parent
Edgar Lee	Parent
Kismet Davis	Parent
Jennifer Capitano	Teacher
Erica Parris	Teacher
Justina Morgan	Teacher
Venus Baker	Education Support Employee
Nicole Houghton	Business/Community
Greff Wiederer	Education Support Employee
Teresa Sprague	Teacher
Richard Molano	Teacher
Ive Cintron	Teacher
Rubi Ortiz	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

SAC Roster pending a vote at October 2014 meeting.

During the 2013-2014 school year the school improvement plan template required only one comprehensive goal as compared to years past. The Vista Lakes School Advisory Council (SAC) decided the goal would be to increase reading achievement across all subgroups. The SAC brainstormed strategies for achieving this goal. Some of the strategies were to provide professional development to teachers on the district's literacy plan, Journeys core reading program, common core standards, and guided reading. The principal found resources for carrying out these strategies and delivered monthly progress reports to the SAC. All strategies for achieving the goal were met.

Development of this school improvement plan

During the previous school year, the SAC discussed the school's progress towards that year's SIP goals, the results of a parent survey and Common Core State Standards. Feedback from the membership during those meetings was taken into consideration in the development of this year's SIP, as well as current student achievement data.

This year, the principal of Vista Lakes Elementary will give a Powerpoint presentation to the School Advisory Council regarding the school's grade. After the presentation is shared, the SAC will discuss potential goals for the school improvement plan.

Preparation of the school's annual budget and plan

The annual budget is prepared and shared with SAC members. Information on FTE and allocations is also shared with SAC members so they have an understanding of the how the budget is created for each school.

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

School improvement funds have not been allocated for this school year.

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
Bias, Kimberly	Principal
Englert, Cathy	Instructional Coach
Griffith, Jennifer	Instructional Media
Sprysenski, Breri	Instructional Coach
Cintron, Ivelise	Instructional Coach
Drayton, Cynthia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to accelerate the school's momentum of increasing the percentage of students scoring at levels 3-5 and increasing learning gains, as well as provide additional support to the grade level PLCs for lesson planning, Marzano, and increased use of technology in delivery of instruction. The LLT will work with each PLC to facilitate collaboration, attention to rigor and relevance. relationships, and the use of data to drive instruction. An expectation of all weekly PLC meetings is to discuss student achievement data and plan instruction collaboratively. The LLT will assist PLCs in focusing additional attention on the use of consistent measures of core instruction and using Tier 1 data to monitor and adapt classroom instruction.

The Literacy Leadership Team promotes school-wide literacy awareness through curriculum, programs, and promotion. All grades focus on ELA Florida Standards and use literacy rich resources.

The curriculum resources include but are not limited to Journeys basals, trade books, magazines, web based media, and websites. All classrooms maintain organized and inviting classroom libraries and students have access to the media center at least once a week. Other programs that students are involved in are STAR reading, Accelerated Reader, Florida Reading Association Reading, Sunshine State Reading, and iStation. Teachers encourage the connection of reading and home by providing reading logs or nightly reading responses. Primary grades use the Book-It reading incentive program. Second-5th grade classes all promote reading by setting individualized reading goals each 9 weeks. Reading awards and reading celebrations are given to all reading achievers each 9 weeks.

The LLT will continue to support implementation of the Journeys core reading program and assist teachers with a developing a standards based curriculum with formative and programmatic assessments to monitor instruction and achievement. The LLT will follow-up with teachers throughout the school year during PLC meetings.

The LLT will be involved in the development and presentation of monthly, school-based professional development, including the implementation of Deliberate Practice and the Marzano Design Questions with an emphasis on the Essential 11 and Florida Standards.

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

Teachers are provided with a common planning time during the school day for collaborative planning. Once per week, these meetings are designed around student assessment data for review and planning purposes and teachers work together to plan instruction accordingly. This sense of collaboration enables our teachers to learn together and form strong professional relationships that ultimately make them better teachers. Additionally, members of the school leadership team attend these meetings, monthly, to provide resources and guidance to the PLC members. The members of the school leadership team are often sought out by individual teachers to provide guidance and additional resources.

New teachers are assigned mentors by the school's instructional coach and they meet monthly to discuss strategies and address issues that may arise during a teacher's professional development. Many of our staff development meetings are led by teachers who have shown excellence with a particular strategy or resource. This process of building capacity from within and developing leaders shows that everyone's knowledge and skills are valued as they seek to maintain and build on our focus on student achievement.

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

The principal and assistant principal hire all teachers in accordance with the school district's policies and procedures. When interviewing candidates, particular qualities and/or experience are weighed heavily, such as: positive attitude, knowledge of effective teaching strategies, evidence of data driven instruction, quality of relationships with students and parents, perceptions of collaborative teaming, past performance record, evidence of participation in professional development, and willingness to commit to continuous professional growth. Newly hired teachers, whether experienced or not, are aligned with a mentor and Professional Learning Community (PLC). The Leadership Team (administrators and resource teachers) weigh in with new hires frequently to gauge their level of success and provide assistance as needed. New hires are designated as "Shining Stars" and meet monthly with the Instructional Coach to discuss school-wide policies, procedures and activities, as well as instruction, assessment, the teacher evaluation model, and any other questions/concerns.

All teachers at Vista Lakes meet weekly with their PLC for collaborative planning, based on their students' needs. Current student achievement data is reviewed during PLC meetings and teachers work

together to plan instruction accordingly. This sense of collaboration enables our teachers to learn together and form strong professional relationships that ultimately make them better teachers. Faculty Meetings are held on the third Wednesday of each month. The purpose of these meetings is to provide school-based professional development focused on a school initiative, such as Deliberate Practice, the Marzano Design Questions, MTSS and Florida Standards. The first Wednesday of each month has been reserved for additional school-based professional development focused on school improvement and technology and the fourth Wednesday for collaborative lesson planning with common assessments. The majority of these sessions will be planned and presented by our own teachers and focus on such topics as behavior interventions, technology integration, cross curricular lesson planning, rigor in the classroom, relationship building, closing the achievement gap, meaningful literacy stations, and differentiated instruction. In addition to these professional development opportunities, teachers are periodically released from class for collaborative planning days, instructional rounds, and other school-based professional development.

Through mentorship, collaborative PLC's, ongoing school-based professional development, and an overall school environment that is focused on excellence, teachers at Vista Lakes are open to new learning and readily participate in professional growth. True collaboration and professional learning occurs at Vista Lakes Elementary. By building capacity among our teachers, we are developing more effective teachers who are focused on student achievement and meeting the individual needs of their students.

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

Newly hired teachers, whether experienced or not, are aligned with a mentor and Professional Learning Community (PLC). Each "new" teacher is paired with a mentor on their PLC. Mentors are chosen based on their previous performance record with similar students and their attitudes towards teaching and learning. Teachers new to Vista Lakes participate in coaching activities throughout the school year with their mentor, resource teachers, administrators and/or other members of their PLC. When needed, new teachers are released to observe in their colleagues' classrooms. New hires are designated as "Shining Stars" and meet monthly with the Instructional Coach to discuss school-wide policies, procedures and activities, as well as instruction, assessment, the teacher evaluation model and any other questions/ concerns. All teachers participate in monthly school-based professional development and weekly PLC meetings.

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

Vista Lakes ensures that its core instructional programs and materials are aligned to Florida's Standards in two ways. First, our school uses only OCPS adopted materials for all instruction in the classroom. Second, our staff (instructional and administrative) is familiar with the new standards and is able to access them along with resource materials to support them from the State Department of Education web site. Further professional development will be provided to all staff during the school year to deepen our understanding of what these new standards will require from both the students and the teachers. Through this knowledge of the state standards, teachers will be able to analyze materials to see if they are meeting all the requirements and will be able to search out additional resources, as needed, to align with the Florida Standards Assessment.

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

Our school uses the MTSS Decision Making Rubric to identify the effectiveness of core instruction along with small group and individual instruction. Using this rubric, under the guidance of a full time MTSS coach, teachers and administrators identify trends in student achievement data to determine which students are not meeting expectations and then to make decisions regarding additional support and reteaching. PLC's meet regularly to develop group interventions based on this data, making adjustments to the members of the group and/or the focus of the instruction. Teachers use the MTSS process of Tier 2 and Tier 3 interventions with district-approved materials. The problem solving rubric identifies the effectiveness of Tier 1, 2 and 3 instruction so that appropriate supports may be put in place to increase student achievement. Frequent progress monitoring of Tier 2 and 3 interventions are monitored through the use of consistent data analysis; groups are fluid so that as students' needs change, the instruction they receive also changes.

An example of this process is the progress monitoring that occurs after district and school-based assessments. Teachers identify their students who are not meeting expectations and meet with the MTSS coach to discuss previous interventions and progress monitoring data to better inform current instruction and an MTSS plan is implemented. Data collection then begins, interventions are put in place, and progress monitoring graphs are developed. If a teacher determines that the interventions are not working, a meeting is scheduled with the MTSS coach to review the current data. Based on the results of that meeting, the teacher may be advised to implement additional interventions such as smaller group size, different instructional materials, etc., and collect more data, a parent conference may be scheduled to review data with the parent, or an EPT may be scheduled to discuss a plan of action. At regular intervals throughout the year, teachers meet with the MTSS coach to monitor each student's progress toward their goals and plans are adjusted based on assessment data. At the end of the school year, the individual student MTSS data is collected and then distributed to the new teacher at the beginning of the next school year so that the process continues seamlessly.

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: 4,800

We provide free before-school tutoring for 3rd, 4th and 5th graders who have been identified as struggling in the area of reading. Students participate in 30 minutes of computer based instruction with Istation. Students identified in a Tier 3 attend 3 days a week and students in a Tier 2 attend 2 days a week to work on individualized skills.

Strategy Rationale

Students work on individualized skills to close their achievement gap. The lowest 30% in 4th and 5th grade based on FCAT results are extended an invite. ISIP and STAR results are used to identify the lowest quartile of students in 3rd grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Englert, Cathy, catherine.englert@ocps.net

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

Reading Benchmark Assessments, Istation and STAR results, along with Reading programmatic assessments are used to monitor students' progress.

Strategy: After School Program

Minutes added to school year: 2,400

We provide free after-school tutoring 2 days a week for 3rd, 4th and 5th graders who have been identified as struggling in the areas of math and reading. Teachers use research-based materials to reteach grade level standards with more support using the gradual release (I do, we do, you do) method. Groups are kept small, 6 students or less, in order to provide the most support.

Strategy Rationale

Extending learning opportunities to master grade level standards will help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Englert, Cathy, catherine.englert@ocps.net

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

Reading and Math Benchmark Assessments, Istation and STAR results, along with Reading and Math programmatic assessments are used to monitor students' progress.

Strategy: Extended School Day

Minutes added to school year: 5,400

Students enrolled in the YMCA after care program participate in supervised homework sessions each day for 30 minutes. YMCA counselors are available to assist students who need help completing homework.

Strategy Rationale

This helps parents, students, and teachers accomplish the important task of homework practice on skills learned during the school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Drayton, Cynthia, cynthia.drayton@ocps.net

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

Classroom teachers monitor students' homework; they also keep in contact with the YMCA counselors if students enrolled in the program are not turning in homework.

Strategy: Extended School Day

Minutes added to school year: 0

Our school contracts with several companies to offer after school art, piano, guitar, golf, karate and soccer lessons, on a paid basis. Parents choose whether or not to enroll their child in one of these after school programs offered on our campus.

Strategy Rationale

Students enjoy participating in a variety of after-school activities to balance their academic and personal lives. Many of these programs build teamwork skills and self-esteem for our students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Drayton, Cynthia, cynthia.drayton@ocps.net

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

The number of students enrolled in a program determines whether or not it is offered in the future.

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

To provide a smooth transition for parents and new kindergarten students, we invite Vista Lakes families to a Kindergarten Orientation each May. During this orientation, the principal explains district and school policies, as well as behavioral and academic expectations. The incoming kindergarten students visit a kindergarten classroom to participate in a special activity. This helps the incoming students acquire a feel of the classroom environment. Toward the end of the orientation, members of the Leadership Team take parents on a tour of the school campus to capture a glimpse of the daily routines. Working together with our families and the community has had a positive impact on academic achievement at Vista Lakes.

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

Vista Lakes provides emphasizes high quality instruction so that elementary students demonstrate proficiency and meet the requirements for college and career readiness. Vista Lakes has invited individuals and businesses to participate in Teach In so that young students can experience a variety of career and focus on the preparation needed to be successful.

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

At the present time, there are no industry certifications available for elementary schools in OCPs. However, a variety of interventions have been developed so that all students can be successful and develop proficiency needed for success. There is an ongoing focus on literacy, math and science standards that emphasize the integration of reading and writing. The technology plan has been updated this year, so students have increased access to technology experiences. Keyboarding is encouraged and expected, in anticipation of college and career needs.

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

Vista Lakes focuses on 21st century skills to prepare students for careers within technology and industry. Vista Lakes has increased access to digital curriculum and access through the use of i-Ready, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. There is an ongoing commitment to developing collaboration skills, critical thinking skills, effective oral and written communication skills, and accessing and analyzing information. Teachers collaborate to develop lessons that use effective instructional strategies that emphasize rigorous standards.

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

Vista Lakes has a proven record of success in developing academy proficiency in students. There is a continued focus on developing rigorous instruction to improve student achievement so that all students will be prepared for postsecondary success.

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.** Teacher knowledge of the Florida Standards and Marzano Instructional Framework will increase reading achievement and rigor in the classroom.

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. Teacher knowledge of the Florida Standards and Marzano Instructional Framework will increase reading achievement and rigor in the classroom. 1a

G036199

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Core Reading Program - Journeys

Targeted Barriers to Achieving the Goal 3

- Teachers are learning the new Florida Standards and FSA test specifications to develop appropriate learning goal/targets with evidence based scales and determine which resources align with the standard. Not only are teachers learning the new standards but how to use the daily materials efficiently while incorporating more digital resources. They are learning how to monitor their students' progress within the core reading materials and develop aligned assessments.

Plan to Monitor Progress Toward G1. 8

Reading achievement data will be reviewed, disaggregated, and analyzed on an ongoing basis throughout the school year. Changes in instruction will occur throughout the year as indicated by current data. Teachers and the Leadership Team will engage in discussions surrounding achievement data and the implementation of the Florida Standards on an ongoing basis, making adjustments and adaptations as needed.

Person Responsible

Kimberly Bias

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

FAIR, Benchmark Assessments, Journeys Benchmark Assessments, FSA Results, STAR, ISIP

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. Teacher knowledge of the Florida Standards and Marzano Instructional Framework will increase reading achievement and rigor in the classroom. **1**

 G036199

G1.B1 Teachers are learning the new Florida Standards and FSA test specifications to develop appropriate learning goal/targets with evidence based scales and determine which resources align with the standard. Not only are teachers learning the new standards but how to use the daily materials efficiently while incorporating more digital resources. They are learning how to monitor their students' progress within the core reading materials and develop aligned assessments. **2**

 B086695

G1.B1.S1 Provide ongoing coaching and support to teachers as they implement the new Florida Standards. **4**

 S097385

Strategy Rationale

Coaching and support will provide a common language of understanding.

Action Step 1 **5**

Ongoing coaching and support to teachers as they implement as they implement the new Florida Standards.

Person Responsible

Kimberly Bias

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Meeting Notes, Professional Development Agendas/Sign-In Sheets

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

As the Leadership Team meets weekly, discussion will include the previous week's coaching opportunities, need for further support for individual or groups of teachers and any professional development opportunities.

Person Responsible

Kimberly Bias

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development Sign In-Sheets, Classroom Observation Data

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

Coaching opportunities, extra support and professional development opportunities will be documented.

Person Responsible

Cathy Englert

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development Agendas/Sign-In Sheets, PLC Meeting Notes

G1.B1.S2 Professional Development on deconstructing the new Florida Standards. 4

S097386

Strategy Rationale

The key to understanding curriculum and assessments is to understand the standards.

Action Step 1 5

Teachers will attend a professional development on deconstructing standards and then have a full day for instructional rounds and lesson planning. They will focus on grouping standards for units and then deconstruct to select daily targets with an evidence based scale. The Leadership Team will facilitate this collaborative planning day.

Person Responsible

Ivelise Cintron

Schedule

On 9/16/2014

Evidence of Completion

Professional Development Agenda and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Leadership Team will collaboratively plan the professional development day. The team will work together to present information and facilitate discussions with each grade level PLC.

Person Responsible

Ivelise Cintron

Schedule

On 9/16/2014

Evidence of Completion

Professional Development Agenda and Sign-In Sheets, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Based on classroom observations and discussions during grade level PLC Meetings, the Leadership Team will monitor the fidelity of implementation and provide support to individual and/or groups of teachers, as needed.

Person Responsible

Ivelise Cintron

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Classroom Observation Evidence (teacher evaluation), PLC Meeting Notes

G1.B1.S3 Disaggregate and analyze reading achievement data to monitor progress. 4

 S097387

Strategy Rationale

Analyzing data often will ensure movement in the right direction or the need to change direction by informing our instruction.

Action Step 1 5

Teachers will disaggregate and analyze reading achievement data during PLC Meetings. Collaborative planning, based on the data, will enable teachers to make adjustments and adaptations to core instruction in order to meet the needs of their students.

Person Responsible

Breri Sprysenski

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

PLC Meeting Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Members of the Leadership Team will attend grade level PLC Meetings to provide support and assistance. Leadership Team members will provide the additional support themselves or seek the appropriate support for the PLC. Teachers will complete their progress monitoring graphs and matrix.

Person Responsible

Breri Sprysenski

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Meeting Notes, MTSS Notes, Data Matrix

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will monitor reading achievement using benchmark assessments, FAIR, STAR, ISIP and Journeys programmatic assessments. During PLC Meetings, teachers will discuss their reading data and work together to make adjustments/adaptations to instruction. When changes in instruction or grouping are made, teachers will discuss the resulting changes in achievement during subsequent PLC Meetings.

Person Responsible

Breri Sprysenski

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Meeting Notes, MTSS Notes, Data Matrix

G1.B1.S4 Teachers will use the ELA Florida Standards to develop lessons that are rigorous and focused on the standards. **4**

 S097388

Strategy Rationale

In order to show students are proficient in their learning, rigorous instruction must be aligned to the appropriate depth of knowledge of the standard and assessment.

Action Step 1 **5**

All teachers will delve deeper into the new Florida Standards and their implications for instruction and learning. Collaborative lesson planning and professional development will facilitate this process. Lesson plans will be uploaded to SharePoint weekly for view by administration to determine level of rigor in addition to observations.

Person Responsible

Cynthia Drayton

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Classroom Observation Data

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Through collaborative planning, teachers will utilize the district lesson plan template to plan lessons based on the Florida Standards. Planning occurs during weekly PLC Meetings. Opportunities for school-based professional development will also be provided.

Person Responsible

Cynthia Drayton

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Meeting Notes, Professional Development Agendas/Sign-In Sheets, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Successful implementation will result in rigorous reading instruction in all classrooms, focused on deconstructed Florida Standards and Marzano Instructional Framework. Rigorous lesson plans, positive and/or improving classroom observation data and student achievement data will be indicators of success.

Person Responsible

Cynthia Drayton

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Observation Data, Lesson Plans, Student Achievement Data

G1.B1.S5 Professional Development on the Essential 11 Marzano Strategies. 4

 S117663

Strategy Rationale

Teachers will understand the importance of moving content through design question 2-4 and develop rigor in their lesson moving from teacher to student directed.

Action Step 1 5

Teachers will attend school based Professional Development monthly to deepen their understanding the 11 Essential Marzano strategies and apply in their classrooms to achieve the desired effect.

Person Responsible

Cathy Englert

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Professional Development Agenda and Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Teachers will attend monthly Professional Development specifically for Marzano. The Leadership Team will collaboratively plan for the Essential 11 Strategies and highlight 2 per month.

Person Responsible

Cathy Englert

Schedule

Monthly, from 9/24/2014 to 2/18/2015

Evidence of Completion

Professional Development Agenda and Sign In Sheet, Classroom Observation Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Based on classroom observations, the Leadership Team will monitor the effectiveness of the Professional Development provided monthly to ensure teachers understanding and effective implementation of each strategy.

Person Responsible

Kimberly Bias

Schedule

Weekly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Classroom Observation 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	Ongoing coaching and support to teachers as they implement as they implement the new Florida Standards.	Bias, Kimberly	8/18/2014	PLC Meeting Notes, Professional Development Agendas/Sign-In Sheets	6/5/2015 monthly
G1.B1.S2.A1	Teachers will attend a professional development on deconstructing standards and then have a full day for instructional rounds and lesson planning. They will focus on grouping standards for units and then deconstruct to select daily targets with an evidence based scale. The Leadership Team will facilitate this collaborative planning day.	Cintron, Ivelise	9/8/2014	Professional Development Agenda and Sign-In Sheets	9/16/2014 one-time

Orange - 1752 - Vista Lakes Elementary - 2014-15 SIP
Vista Lakes Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Teachers will disaggregate and analyze reading achievement data during PLC Meetings. Collaborative planning, based on the data, will enable teachers to make adjustments and adaptations to core instruction in order to meet the needs of their students.	Sprysenski, Breri	8/18/2014	PLC Meeting Notes	8/18/2014 monthly
G1.B1.S4.A1	All teachers will delve deeper into the new Florida Standards and their implications for instruction and learning. Collaborative lesson planning and professional development will facilitate this process. Lesson plans will be uploaded to SharePoint weekly for view by administration to determine level of rigor in addition to observations.	Drayton, Cynthia	8/18/2014	Lesson Plans, PLC Meeting Notes, Classroom Observation Data	6/5/2015 weekly
G1.B1.S5.A1	Teachers will attend school based Professional Development monthly to deepen their understanding the 11 Essential Marzano strategies and apply in their classrooms to achieve the desired effect.	Englert, Cathy	8/18/2014	Professional Development Agenda and Sign-In Sheets	6/5/2015 monthly
G1.MA1	Reading achievement data will be reviewed, disaggregated, and analyzed on an ongoing basis throughout the school year. Changes in instruction will occur throughout the year as indicated by current data. Teachers and the Leadership Team will engage in discussions surrounding achievement data and the implementation of the Florida Standards on an ongoing basis, making adjustments and adaptations as needed.	Bias, Kimberly	8/18/2014	FAIR, Benchmark Assessments, Journeys Benchmark Assessments, FSA Results, STAR, ISIP	6/5/2015 monthly
G1.B1.S1.MA1	Coaching opportunities, extra support and professional development opportunities will be documented.	Englert, Cathy	8/18/2014	Professional Development Agendas/ Sign-In Sheets, PLC Meeting Notes	6/5/2015 monthly
G1.B1.S1.MA1	As the Leadership Team meets weekly, discussion will include the previous week's coaching opportunities, need for further support for individual or groups of teachers and any professional development opportunities.	Bias, Kimberly	8/18/2014	Professional Development Sign In-Sheets, Classroom Observation Data	6/5/2015 weekly
G1.B1.S2.MA1	Based on classroom observations and discussions during grade level PLC Meetings, the Leadership Team will monitor the fidelity of implementation and provide support to individual and/or groups of teachers, as needed.	Cintron, Ivelise	9/8/2014	Classroom Observation Evidence (teacher evaluation), PLC Meeting Notes	6/5/2015 monthly
G1.B1.S2.MA1	The Leadership Team will collaboratively plan the professional development day. The team will work together to present information and facilitate discussions with each grade level PLC.	Cintron, Ivelise	9/8/2014	Professional Development Agenda and Sign-In Sheets, Lesson Plans	9/16/2014 one-time
G1.B1.S3.MA1	Teachers will monitor reading achievement using benchmark assessments, FAIR, STAR, ISIP and Journeys programmatic assessments. During PLC Meetings, teachers will discuss their reading data and work together to make adjustments/ adaptations to instruction. When changes in instruction or grouping are	Sprysenski, Breri	8/18/2014	PLC Meeting Notes, MTSS Notes, Data Matrix	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	made, teachers will discuss the resulting changes in achievement during subsequent PLC Meetings.				
G1.B1.S3.MA1	Members of the Leadership Team will attend grade level PLC Meetings to provide support and assistance. Leadership Team members will provide the additional support themselves or seek the appropriate support for the PLC. Teachers will complete their progress monitoring graphs and matrix.	Sprysenski, Breri	8/18/2014	PLC Meeting Notes, MTSS Notes, Data Matrix	6/5/2015 monthly
G1.B1.S4.MA1	Successful implementation will result in rigorous reading instruction in all classrooms, focused on deconstructed Florida Standards and Marzano Instructional Framework. Rigorous lesson plans, positive and/or improving classroom observation data and student achievement data will be indicators of success.	Drayton, Cynthia	8/18/2014	Classroom Observation Data, Lesson Plans, Student Achievement Data	6/5/2015 monthly
G1.B1.S4.MA1	Through collaborative planning, teachers will utilize the district lesson plan template to plan lessons based on the Florida Standards. Planning occurs during weekly PLC Meetings. Opportunities for school-based professional development will also be provided.	Drayton, Cynthia	8/18/2014	PLC Meeting Notes, Professional Development Agendas/Sign-In Sheets, Lesson Plans	6/5/2015 monthly
G1.B1.S5.MA1	Based on classroom observations, the Leadership Team will monitor the effectiveness of the Professional Development provided monthly to ensure teachers understanding and effective implementation of each strategy.	Bias, Kimberly	9/8/2014	Classroom Observation Data	5/1/2015 weekly
G1.B1.S5.MA1	Teachers will attend monthly Professional Development specifically for Marzano. The Leadership Team will collaboratively plan for the Essential 11 Strategies and highlight 2 per month.	Englert, Cathy	9/24/2014	Professional Development Agenda and Sign In Sheet, Classroom Observation Data	2/18/2015 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. Teacher knowledge of the Florida Standards and Marzano Instructional Framework will increase reading achievement and rigor in the classroom.

G1.B1 Teachers are learning the new Florida Standards and FSA test specifications to develop appropriate learning goal/targets with evidence based scales and determine which resources align with the standard. Not only are teachers learning the new standards but how to use the daily materials efficiently while incorporating more digital resources. They are learning how to monitor their students' progress within the core reading materials and develop aligned assessments.

G1.B1.S1 Provide ongoing coaching and support to teachers as they implement the new Florida Standards.

PD Opportunity 1

Ongoing coaching and support to teachers as they implement as they implement the new Florida Standards.

Facilitator

Leadership Team

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G1.B1.S2 Professional Development on deconstructing the new Florida Standards.

PD Opportunity 1

Teachers will attend a professional development on deconstructing standards and then have a full day for instructional rounds and lesson planning. They will focus on grouping standards for units and then deconstruct to select daily targets with an evidence based scale. The Leadership Team will facilitate this collaborative planning day.

Facilitator

District Marzano Coach, Ive Cintron

Participants

All Teachers

Schedule

On 9/16/2014

G1.B1.S3 Disaggregate and analyze reading achievement data to monitor progress.

PD Opportunity 1

Teachers will disaggregate and analyze reading achievement data during PLC Meetings. Collaborative planning, based on the data, will enable teachers to make adjustments and adaptations to core instruction in order to meet the needs of their students.

Facilitator

Principal, Curriculum Resource Teacher, MTSS Coach

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 8/18/2014

G1.B1.S4 Teachers will use the ELA Florida Standards to develop lessons that are rigorous and focused on the standards.

PD Opportunity 1

All teachers will delve deeper into the new Florida Standards and their implications for instruction and learning. Collaborative lesson planning and professional development will facilitate this process. Lesson plans will be uploaded to SharePoint weekly for view by administration to determine level of rigor in addition to observations.

Facilitator

Leadership Team

Participants

All Teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B1.S5 Professional Development on the Essential 11 Marzano Strategies.

PD Opportunity 1

Teachers will attend school based Professional Development monthly to deepen their understanding the 11 Essential Marzano strategies and apply in their classrooms to achieve the desired effect.

Facilitator

Admin Team

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teacher knowledge of the Florida Standards and Marzano Instructional Framework will increase reading achievement and rigor in the classroom.	0
Grand Total	0

Goal 1: Teacher knowledge of the Florida Standards and Marzano Instructional Framework will increase reading achievement and rigor in the classroom.		
Description	Source	Total
B1.S1.A1		0
Total Goal 1		0