

Lake Como Elementary



2014-15 School Improvement Plan

Lake Como Elementary

901 S BUMBY AVE, Orlando, FL 32806

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

64%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	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
Focus	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 the 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

Our school is a safe and welcoming environment for all students. Positive relationships are fostered from the first day a child is enrolled in our school. All parents complete a document that shares information about the child, the family and future aspirations. During the summer, a play date is conducted for incoming Kindergarten students and their families. Kindergarten teachers, the principal, school secretary, guidance counselor, and our Parent Teacher Association host the event. This enables us to get acquainted with the families and share valuable information about our goals and our resources. Our upcoming third graders from our sister school are invited to share a day at our school prior to entering Lake Como Elementary . They visit all third grade classes and have a tour of the campus. Guidelines for success are discussed with all of our students and documents are sent home that will help our personnel become familiar with our students. Throughout the school year, we host activities for entire families that build strong relationships between school and family, such as our Cocoa, Cookies and Crafts nights. It enables our teachers, students and their families to participate in activities that foster positive relationships.

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

Our students are greeted from the moment they set foot on our campus. All school personnel have been trained to ensure that all children are supervised before, during and after school. Procedures and processes are taught to students and all staff and student safety is everyone's responsibility. There are specific procedures to ensure student safety during rainy days and cold days.

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

Lake Como Elementary has a school wide Behavior Leadership Team. The team developed a plan and has implemented it successfully for the past eight years. There are guidelines that specify the behaviors that are necessary to be successful at Lake Como Elementary. There are rules, procedures and processes in place for common areas and classrooms. All school personnel are responsible for teaching the behaviors that are deemed necessary to be successful at our school. The acronym REACH encompasses the essence of the behaviors that are expected within our school grounds.

R-Respect everyone

E-Excercise mind and body.

- A-Act responsibly
- C-Cooperate with others
- H-Have high expectations

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

Lake Como Elementary has a full time guidance counselor, part time social worker and psychologist that are instrumental in sharing ideas that enable us to help our students and their families. Through our referral Multi Tiered System of Supports process, teachers and other school personnel can refer a student or their family for support. Our school has a food pantry that has allowed us to provide groceries for students and families in need. We have a uniform closet for students who need uniforms.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

On the second Wednesday of every month, our Behavior Specialist will monitor attendance and suspensions. Our CRT and Principal will monitor student course and test data.

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	23	16	15	20	19	14	107
One or more suspensions	3	2	3	5	6	10	29
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	12	5	10	27

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	2	6	3	3	15

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

Students with low attendance receive a visit by the social worker, a school meeting is scheduled and resources are made available to parents in order to ensure attendance. School buses are routed to

provide transportation and resources from the McKinney-Vento office are offered to homeless students.

Students receiving suspensions- Students with multiple suspensions are assisted by diagnosing root causes of their behavior. A meeting is conducted with teachers, administration, parents and the behavior specialist. A plan is developed to reduce the number of incidences. Classroom alternatives are explored in lieu of school suspension. Many of the suspensions are issued on the bus. A plan was developed by the bus drivers and the school team that included assigned seating, seat belt requirement and meeting with parents about bus expectations.

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

Parental participation has increased in recent years at our school. Provisions have been made to provide transportation to and from school events. The list isn't exhaustive and as funds become available we continue to increase the events for which transportation is provided. The Comet Courier, our school newsletter, is a consistent source of communication and shared information with parents. Our School Advisory Committee is a vehicle where the school's mission and vision is communicated and the School Improvement Plan developed and revised with parents and community members. Teachers establish regular contact with parents through newsletters, planners, phone calls and Progress Book to keep them informed of their child's progress.

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

Our Parent Teacher Association works at building strong partnerships with the local community that support student programs and events, sometimes involving their places of employment. Our Partner in Education Coordinator initiates and sustains relationships with our community businesses securing donations and services, and our Literacy Leadership Team works closely with Junior Achievement University of Central Florida groups as they work with our local businesses to raise funds for our special events. Several area churches help us to stock our food pantry and give needed school supplies to students, and our Guidance Counselor coordinates those efforts.

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
	Principal
Lagatta, Martha	Instructional Coach
Koziara, Barbara	Instructional Coach
Wallace, Cathleen	Dean
Amaya, Paola	Guidance Counselor

Duties

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

All members of the school leadership team play an active role in assuring that the academic and behavioral needs of all students are met. The team member's responsibilities are as follows:
 Principal - provides vision and direction for the problem-solving processes, and reviews the fidelity of and adherence to the process via classroom walk throughs and observations, data meetings, and Multi-Tiered System of Supports (MTSS) meetings;

Instructional coaches - provides expertise in specific content areas through coaching of effective strategies, identification of appropriate intervention materials and resources, screening and assessment of identified students, and hands-on support for identified students (small group and differentiated instruction);

The Curriculum Resource Teacher provides guidance on the K-12 plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning

The Literacy Coach spearheads all literacy initiatives in the school and serves as the facilitator of the Literacy Leadership Team. She provides expertise in specific content areas through coaching of effective strategies, identification of appropriate intervention materials and resources, screening and assessment of identified students, and hands-on support for identified students (small group and differentiated instruction);

Guidance Counselor - provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in The team works collaboratively to monitor student progress and program effectiveness. Our Literacy Coach conducts all MTSS meetings and ensures that the process is implemented effectively.

Guidance Counselor - assists with testing of Language Enriched Pupils (LEP) at all grade levels. She assists in the collection of ESE data and LEP data and shares with teachers to ensure effective strategies are being used with students. She also provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in MTSS meetings, and assisting in the creation of MTSS behavior action and support plans;

Behavior Specialist - helps Exceptional Student Education (ESE) teachers develop and implement Behavior Intervention Plans (BIP). She works as a school-wide resource helping teachers monitor student behavior for the MTSS process and the effectiveness of classroom management plans. She spearheads our school's Behavior Leadership Team (BLT), which is responsible for the creation of our guidelines for success, procedures and processes for our school's common areas.

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

The following steps are outlined to identify, implement, and monitor the effectiveness of the school's MTSS and School Improvement Plan (SIP) structures:

- 1) Identification of student(s), based on below grade level performance on school/district/state benchmark assessments (by teacher or MTSS team), or at the request of a parent/guardian.
 - 2) A meeting is scheduled with parent/guardian, teacher(s), and MTSS team members to review data of identified student to determine severity of skills deficits and determine the level of support which the student will receive (Tier II or Tier III).
 - 3) An action plan will be created, based on the data reviewed and analyzed in Step 2. The student's skills deficits will be analyzed to determine cause and identify specific skills in need of support/intervention. Based on the support needed and level of tier identified, intervention and progress monitoring will commence
 - 4) Research-based interventions and supports will be provided to the identified students, and curriculum-based measurements will be utilized to assess the progress of the student (progress monitoring). The progress monitoring process will occur for 4-6 weeks, allowing time to collect a minimum of 3 data points,
 - 5) After the 4-6 week intervention cycle and/or 3 data points are collected, the data will be analyzed to determine modification of support.
 - 6) If growth is minimal or non-existent, additional interventions will be implemented and/or the intensity of interventions will be increased (dependent on data from prior interventions).
- Concurrently, the implementation of the core curriculum will be done with fidelity in all classrooms. Classroom walk throughs and teacher observations will occur to ensure the fidelity of instruction. Small group support, individual support, and additional resources (human and instructional) will be identified and provided, as needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Isolda Antonio Fisher	Principal
Alan Ellis	Teacher
Molly Lagatta	Teacher
Barbara Koziara	Teacher
Courtney Sampson	Teacher
Brenda Munoz	Teacher

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 2013-2014 school improvement plan was reviewed in conjunction with review of FCAT performance data. Based on the review of the data, the goals and barriers of the 2013-2014 SIP were shared with stakeholders in order to determine next steps, revisions, and recommendations. The recommendations and revisions that were discussed were taken into and the information was utilized to create the 2014-2015 school improvement plan.

Development of this school improvement plan

The committee was presented with the 2013-2014 school data. The data was based on results from the Florida Comprehensive Assessment Test 2.0. There was discussion about the areas of strengths and the areas of weakness and the outcomes of our student achievement gaps. Based on the findings, the SAC was asked to share improvements that could enhance learning and teaching. The input was collected and classified into two categories, goals or action steps. This information was used to write the School Improvement Plan.

The School Improvement Plan is then regularly reviewed through the SAC/Parent Leadership Council (PLC) meetings, with staff using SharePoint and through discussions in staff meetings. It is shared with parents and community through our school website and also by providing a copy in our front office. Parents are notified of the existence of the plan and where they can view it through our Comet Courier newsletter.

Preparation of the school's annual budget and plan

During the SAC monthly meetings from the 2013-2014 school year, academic programs and resources used and needed are discussed and reviewed. Prior to the start of the new school year, the academic needs and priorities of the school are discussed, in terms of staffing, programs, technology etc., and priorities are identified for the upcoming year. The input and feedback received at the meetings is used to set priorities for the upcoming year's budget. Once the budget is complete, outcomes are shared with the committee and discussions are conducted to ensure consensus and understanding.

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

Our funding is from these sources: 1) The General Fund, which is used to purchase positions and instructional resources. 2) The SAI fund- \$9,800.00- were used for extension of learning. The after school program is tailored for students that scored a level 1 in reading. Last year our targeted students were 4th and 5th graders in the lowest quartile.

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
Fisher, Isolda	Principal
Koziara, Barbara	Instructional Coach
Lagatta, Martha	Instructional Coach
Dennis, Barbara	Instructional Media
Zukauskas, Alexa	Teacher, K-12
Yonchik, Mary	Teacher, K-12
Wingo, Ashley	Teacher, K-12
Broessel, Jessica	Teacher, K-12
Munoz, Brenda	Teacher, K-12
Edwards, Jean	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the committee this year will be fostering school-wide implementation and successful use of Renaissance Place for Accelerated Reader, and creating celebrations that will occur quarterly for students that meet their goal. The LLT will also spearhead an initiative with the current Sunshine State books. We are committed to providing Family Literacy Nights that will support our new Language Arts Florida Standards and rigorous instruction in a fun and informative format. During Celebrate Literacy week will activities for all students and staff to participate in planned by the LLT. Finally, the LLT will serve as a vehicle to inform teachers of strategies and information for our new Language Arts Florida Standards. It provides a forum for addressing interventions and resources that address areas of deficit in reading and areas for enrichment.

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

Lake Como Elementary encourages positive working relationships between teachers, instructional leaders, and administration through collegial planning and assessment teams. Three days per week, a 50-minute block of time is designated for each grade level to collaboratively plan instruction of the Florida ELA, Math, Science, Social Studies and Writing Standards with the school's Instructional Coach; During these collaborative sessions, teachers and coaches work to deconstruct the reading and math standards (LAFS and MAFS), create lesson plans and common assessments, and review student data. In addition to collaborative planning sessions, Professional Learning Community meeting time is set aside one day per week to continue construction of common assessments, discuss common assessment data, and discuss instructional strategies and practices (Marzano framework). The school principal and instructional coaches meet biweekly with grade level teams to discuss student data and strategies for maximizing student and teacher performance. Teachers are also encouraged to conduct peer observations and collaborate with one another to support professional growth and learning.

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

In order to recruit and retain highly qualified teachers, Lake Como Elementary collaborates with and through local universities and colleges, and uses district criterion for highly qualified teachers, continually. Lake Como Elementary also actively participates in the placement of student-teacher

interns during the fall and spring semesters. Additionally, teacher mentors are assigned to new and beginning teachers, and those identified as needing additional support. The school leadership team monitors the ongoing professional development, training, coaching, mentoring, and progress of those teachers. All teachers participate in Professional Learning Communities, peer shadowing and observations, professional learning opportunities focused on school-based needs and initiatives, and common planning. The coaching cycle is actively utilized at Lake Como Elementary, where Instructional coaches provide pre- and post-observation conferences with teachers, and model effective teaching strategies. The individuals responsible for recruiting and retaining highly qualified staff are the principal, Curriculum Resource Teacher/Instructional Coach, and teacher mentors.

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

In order to retain highly qualified teachers (beginning and new to school or district), the following activities and opportunities are provided:

New Teacher Orientation (school-based, prior to start of school year)

Ongoing professional development opportunities (school-based, district, and web-based workshops/training)

Participation in Professional Learning Communities (grade level and topic-focused)

Opportunities to participate in peer observations or instructional rounds (observing master teachers and reflecting on practices)

Mentoring from highly qualified and effective teachers

New/Beginning teacher meetings (monthly)

Opportunities to participate in the coaching cycle (modeling of effective practices and observations by content-area coaches)

Professional development materials and resources, eLearning, etc.)

Mentees are paired with mentors based on the mentee's current grade level, previous experience, strengths and weaknesses, and common interests.

Mentees will participate in the aforementioned activities throughout the school year, beginning in the weeks prior to the start of the school year. In addition to the activities previously stated, mentees will participate in biweekly data meetings (twice per month), and will receive frequent feedback from the principal and instructional coaches on instructional strategies, classroom management, and lesson planning.

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

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

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

Lake Como Elementary uses the data from a variety of sources to provide effective and timely instruction for all students, and to differentiate instruction in order to meet the varying needs of students (behaviorally and academically). Through the MTSS process, school staff focuses on student progress and student achievement, analyzing intervention data for both academics and behavior, and making revisions to the intervention plan, as needed. A student performing significantly below grade level performance in reading (Tier III), for example, is identified through and tracked via the MTSS process, and instructional interventions are identified and utilized in the classroom. Academic data is collected as interventions are implemented, and a MTSS meeting is held to discuss the progress of the student. If there is an increase in the student's performance data, the intervention utilized is continued, and another meeting to track progress is scheduled 3 weeks from the meeting being held. At the next 3-week update meeting, the student's academic progress is reviewed and proficiency in the identified skill or strand is determined, and new goals are set.

Biweekly data meetings are facilitated by the school principal and academic coaches to provide teachers the opportunities to discuss grade level performance data in correlation to district and state benchmarks. During these sessions, students not meeting proficiency are discussed and instructional strategies and interventions are prescribed or revised. Some interventions prescribed might include additional tier III instruction outside of the state mandated 90-minute reading block and 30 minutes of reading intervention, a specific instructional program, such as iReady, to support students that meet specific criteria for participation in one-on-one support in specific skills and benchmarks, before and/or after school tutoring, and more.

Additionally, the Florida Continuous Improvement Model (FCIM) is utilized to plan effective instruction,

instruct the standards with fidelity, assess the skills and standards being taught, and revise instruction based on the assessment data. Teachers teach the standards based on a monthly instructional focus calendar, and common assessments (formative and summative) are scheduled to provide timely and useful data to inform instructional practices. The common assessments utilized to track student performance are aligned to the Florida Standards, and teachers rely on the test item specifications to create the assessments. The data from the assessments are also used to revise instructional focus calendars.

Data from classroom observations are used to determine the level of support needed throughout the school, by grade level, department, and/or teacher. Based on the trends and commonalities being observed, the school principal and instructional coaches strategically plan the support provided to instructional staff members and determine professional development needs for the school.

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

Strategy: After School Program

Minutes added to school year: 4,700

Lake Como Elementary will use our SAI funds for after school tutoring in reading for FCAT Level 1 and Level 2 students. Through the weekly after school tutoring program, students are provided with 180 additional minutes of instruction per week in mathematics and English language arts. Research-based resources and instructional materials, along with computer-assisted instruction, is utilized in the after school program to assist students in the mastery of Florida Standards assessed on the Florida Standards Assessment (FSA). Brain-based strategies and rigorous activities are incorporated into the after school program to engage students in meaningful learning experiences. Computer-based programs that target individual and specific deficient skills of students are incorporated into the after school tutoring. Student instructional groups will consist of no more than 10 students per group, in an effort to maintain a small group setting.

Strategy Rationale

Additional minutes outside of the school day are needed to support students that have not attained proficiency in standards, and/or have minimal background knowledge in content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fisher, Isolda, isolda.antoniofisher@ocps.net

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

A data matrix will be maintained for all students participating in the after school tutoring and enrichment programs. Tutors and enrichment teachers will be responsible for collecting the data and maintaining the data matrices, and the tutoring coordinator along with the Instructional Coach will monitor the data on a weekly basis. The data matrix will track benchmark, mini-, common assessments and iReady data taken during the school day, in addition to assessments taken by students during the after school programs. The progress of students participating in the tutoring program will be monitored to determine growth or regression, and necessary adjustments will be made to interventions during tutoring hours, as needed. Attendance and discipline data will also be collected and analyzed to determine effectiveness of student interventions and teacher strategies.

Strategy: After School Program

Minutes added to school year: 4,700

The after school academic enrichment program provide students with 90 additional minutes of instruction per week in cross-curricular activities that incorporate the application of mathematics, science, English language arts, and social studies. The enrichment program are designed to engage students in ways that promote higher order thinking skills through rigorous, project-based learning and experiences. The after school academic enrichment program will consist of classes in science, math, technology, and reading/English language arts. During the school day, targeted 3rd, 4th and 5th grade students participate in enrichment small groups, four days per week, for 60 minutes each day. Students are highly engaged in cognitively demanding tasks that focus on reading, language arts, and communication skills.

Strategy Rationale

Additional minutes outside of the school day are needed to support students that have attained proficiency in standards to advance them and provide them with more enrichment opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lagatta, Martha, martha.lagatta@ocps.net

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

A data matrix will be maintained for all students participating in the after school enrichment program. Enrichment teachers will be responsible for collecting the data and maintaining the data matrices, and the tutoring coordinator along with the Instructional Coach will monitor the data on a weekly basis. The data matrix will track benchmark, mini-, common assessments and iReady data taken during the school day, in addition to assessments taken by students during the after school programs. The progress of students participating in the tutoring program will be monitored to determine growth or regression, and necessary adjustments will be made to interventions during tutoring hours, as needed. Attendance and discipline data will also be collected and analyzed to determine effectiveness of student interventions and teacher strategies.

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

Each year, VE Pre-K classes participate in a "Moving Forward" activity, in which the students visit kindergarten classes prior to the end of the current school year. The "Kindergarten Round Up" program/event is promoted by the district and the school, in an effort to orient parents to the rigors and expectations of kindergarten. Parents are also encouraged to bring their child(ren) to the "Meet the Teacher" event held prior to the start of every new school year, as well as the annual Open House event. Additional classroom support is provided to all kindergarten teachers at the start of the new

school year to assist new students with the transition from pre-school and early childhood programs to kindergarten.

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

NA

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

NA

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

NA

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

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.** Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.

- G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports.

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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices. 1a

G038079

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - SWD	63.0
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

- iReady for computerized reading and math differentiated instruction
- Accelerated Reader Incentive Program
- C.A.M.P. (Comets Attaining Meaningful Practice) Intervention/Enrichment Program
- Small group instructional sequence document
- LSI (Learning Sciences International) Training and Support
- Florida Standards and Test Item Specifications
- Progress Monitoring and assessment data
- Marzano Instructional Framework
- Deconstructed Standards
- "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education

Targeted Barriers to Achieving the Goal 3

- Teachers limited knowledge of and experience in teaching the Florida Standards

Plan to Monitor Progress Toward G1. 8

Biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), and teacher observation trend and data analysis.

Person Responsible

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Data meetings agendas and sign in sheets, data matrices, teacher observation data

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports. **1a**

 G038080

Targets Supported **1b**

Indicator	Annual Target
Level 1 - All Grades	18.0
Students exhibiting two or more EWS indicators (Total)	0.0

Resources Available to Support the Goal **2**

- Florida Standards and Test Item Specifications
- Progress Monitoring and assessment data
- Instructional staff and Instructional Leadership team (Principal, CRT/Instructional Coaches, and School Psychologist)
- Research-based intervention resources and materials (Voyager, iReady)
- IMS MTSS Resources
- MTSS 10-15 day cycle

Targeted Barriers to Achieving the Goal **3**

- Teachers' limited knowledge of and experience with the MTSS process
- Teachers' limited knowledge of an experience in differentiating instruction for students

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

Administration will participate in biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), and MTSS professional development activities as outlined in the action steps the School Improvement Plan.

Person Responsible

Schedule

Biweekly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Data meeting agendas and sign-in sheets, data matrices, MTSS agendas and meeting notes, student progress monitoring 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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices. **1**

 G038079

G1.B1 Teachers limited knowledge of and experience in teaching the Florida Standards **2**

 B091561

G1.B1.S1 Provide professional development to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), connection of Florida Standards to Marzano's Instructional Framework, etc.). **4**

 S102448

Strategy Rationale

Teachers must learn how to effectively deconstruct the standards in order to be able to teach the standards with fidelity.

Action Step 1 **5**

Provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the standards.

Person Responsible

Martha Lagatta

Schedule

Weekly, from 8/12/2014 to 1/30/2015

Evidence of Completion

Sign in sheets, grade level lesson plans, common planning sessions and session resources

Action Step 2 5

Modeling and coaching of effective instructional practices in teaching of the Florida Standards

Person Responsible

Martha Lagatta

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Coaching logs, informal observations, teacher reflections and coaching feedback forms

Action Step 3 5

Teachers will implement effective lessons that are based on the Florida Standards.

Person Responsible

Martha Lagatta

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom observational data, student achievement data

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

Administration will participate in professional development and complete classroom observations to ensure the delivery of standards-based instruction.

Person Responsible

Schedule

Biweekly, from 8/18/2014 to 4/30/2015

Evidence of Completion

Lesson plans and observations with feedback recorded on iObservation

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

Administration will monitor reading and math Benchmark assessments, Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS), and mini assessments through data meetings.

Person Responsible

Martha Lagatta

Schedule

Quarterly, from 8/20/2014 to 8/20/2014

Evidence of Completion

Student achievement data

G1.B1.S2 Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement. 4

 S104456

Strategy Rationale

Instructional staff need continuous support in making instructional shifts, standards-based planning, and the deconstruction of standards in order to create more rigorous and cognitively demanding lessons and student tasks.

Action Step 1 5

Provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.

Person Responsible

Martha Lagatta

Schedule

Semiannually, from 9/10/2014 to 1/30/2015

Evidence of Completion

Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources.

Action Step 2 5

Provide opportunities for instructional staff to observe their peers and instructional coaches will model implementation of rigorous instructional lessons and activities, and be observed implementing rigorous lessons.

Person Responsible

Martha Lagatta

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Coaching logs, teacher reflections, coaching observation forms (feedback)

Action Step 3 5

Teachers will implement rigorous instructional lessons and activities.

Person Responsible

Isolda Fisher

Schedule

Biweekly, from 9/15/2014 to 6/10/2015

Evidence of Completion

Classroom observations, lesson plans, student achievement data

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

Classroom teachers participation in professional development and teachers receiving actionable feedback from classroom observations.

Person Responsible

Isolda Fisher

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

iObservation data, lesson plans, professional development agendas

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

Leadership team will review student achievement data to include mini assessments and district-created benchmark assessments

Person Responsible

Martha Lagatta

Schedule

Biweekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student achievement data

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports. 1

 G038080

G2.B1 Teachers' limited knowledge of and experience with the MTSS process 2

 B091563

G2.B1.S1 Provide professional development to instructional staff on the MTSS cycle and process. 4

 S102450

Strategy Rationale

Instructional and administrative staff must have a working knowledge of the MTSS process in order to effectively support students that are less than proficient academically and behaviorally.

Action Step 1 5

Professional development for the MTSS process and forms

Person Responsible

Barbara Koziara

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, agendas and session resources (PowerPoints), exit slips, and teacher reflections/surveys

Action Step 2 5

Assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity

Person Responsible

Barbara Koziara

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins

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

Administration will participate in all professional development opportunities and all other aspects of the MTSS cycle

Person Responsible

Barbara Koziara

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Agenda and meeting notes, teacher reflection exit slips, MTSS data tracking forms

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

On-going analyzing of results from Benchmark testing, i-Ready, and mini assessment testing; monitor behavior referrals. Data is being collected, reviewed and graphs posted and monitored on SharePoint.

Person Responsible

Schedule

Biweekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Student achievement data

G2.B2 Teachers' limited knowledge of an experience in differentiating instruction for students **2**

 B091564

G2.B2.S1 Provide professional development to teachers on differentiated instructional strategies. **4**

 S102451

Strategy Rationale

Instructional staff must have the appropriate knowledge to effectively provide intervention and differentiated instruction for students that are not demonstrating proficiency in academics and/or behavior.

Action Step 1 **5**

Provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Person Responsible

Barbara Koziara

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, SharePoint, data collected, data meeting notes

Action Step 2 **5**

Teachers will participate in modeling of lessons and co-teaching with the support of district and school-based coaches.

Person Responsible

Isolda Fisher

Schedule

Biweekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Classroom observations, classroom peer logs and lesson plans

Action Step 3 5

Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

Person Responsible

Barbara Koziara

Schedule

Weekly, from 9/22/2014 to 6/10/2015

Evidence of Completion

Classroom observations and lesson plans

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

The MTSS Coach will document individual meetings with teachers 3 times per year, graphs will be on SharePoint, forms will be shared at meetings, data will be present.

Person Responsible

Barbara Koziara

Schedule

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

Evidence of Completion

SharePoint graphs, data shared at meetings

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

Benchmark testing, FAIR testing, mini assessment testing, Journeys and Go Math assessments, in- program assessments, and iReady reports will all be analyzed to show effectiveness of implementation. Data will be reviewed during grade level data meetings.

Person Responsible

Barbara Koziara

Schedule

On 6/3/2015

Evidence of Completion

Student achievement 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	Provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the standards.	Lagatta, Martha	8/12/2014	Sign in sheets, grade level lesson plans, common planning sessions and session resources	1/30/2015 weekly
G2.B1.S1.A1	Professional development for the MTSS process and forms	Koziara, Barbara	8/19/2014	Sign-in sheets, agendas and session resources (PowerPoints), exit slips, and teacher reflections/surveys	5/29/2015 monthly
G2.B2.S1.A1	Provide professional development to instructional staff on differentiated instructional practices and research-based programs.	Koziara, Barbara	9/10/2014	Sign in sheets, SharePoint, data collected, data meeting notes	5/29/2015 monthly
G1.B1.S2.A1	Provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.	Lagatta, Martha	9/10/2014	Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources.	1/30/2015 semiannually
G1.B1.S1.A2	Modeling and coaching of effective instructional practices in teaching of the Florida Standards	Lagatta, Martha	8/18/2014	Coaching logs, informal observations, teacher reflections and coaching feedback forms	5/29/2015 weekly
G1.B1.S2.A2	Provide opportunities for instructional staff to observe their peers and instructional coaches will model implementation of rigorous instructional lessons and activities, and be observed implementing rigorous lessons.	Lagatta, Martha	9/17/2014	Coaching logs, teacher reflections, coaching observation forms (feedback)	5/29/2015 monthly
G2.B1.S1.A2	Assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity	Koziara, Barbara	8/18/2014	Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins	5/29/2015 monthly
G2.B2.S1.A2	Teachers will participate in modeling of lessons and co-teaching with the support of district and school-based coaches.	Fisher, Isolda	8/18/2014	Classroom observations, classroom peer logs and lesson plans	6/10/2015 biweekly
G1.B1.S1.A3	Teachers will implement effective lessons that are based on the Florida Standards.	Lagatta, Martha	8/11/2014	Lesson plans, classroom observational data, student achievement data	5/29/2015 weekly
G2.B2.S1.A3	Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.	Koziara, Barbara	9/22/2014	Classroom observations and lesson plans	6/10/2015 weekly
G1.B1.S2.A3	Teachers will implement rigorous instructional lessons and activities.	Fisher, Isolda	9/15/2014	Classroom observations, lesson plans, student achievement data	6/10/2015 biweekly
G1.MA1	Biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), and teacher observation trend and data analysis.		9/30/2014	Data meetings agendas and sign in sheets, data matrices, teacher observation data	5/29/2015 biweekly
G1.B1.S1.MA1	Administration will monitor reading and math Benchmark assessments, Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS), and mini assessments through data meetings.	Lagatta, Martha	8/20/2014	Student achievement data	8/20/2014 quarterly
G1.B1.S1.MA1	Administration will participate in professional development and complete classroom observations to ensure the delivery of standards-based instruction.		8/18/2014	Lesson plans and observations with feedback recorded on iObservation	4/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Leadership team will review student achievement data to include mini assessments and district-created benchmark assessments	Lagatta, Martha	9/30/2014	Student achievement data	5/29/2015 biweekly
G1.B1.S2.MA1	Classroom teachers participation in professional development and teachers receiving actionable feedback from classroom observations.	Fisher, Isolda	9/30/2014	iObservation data, lesson plans, professional development agendas	5/29/2015 monthly
G2.MA1	Administration will participate in biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), and MTSS professional development activities as outlined in the action steps the School Improvement Plan.		9/30/2014	Data meeting agendas and sign-in sheets, data matrices, MTSS agendas and meeting notes, student progress monitoring data	6/3/2015 biweekly
G2.B1.S1.MA1	On-going analyzing of results from Benchmark testing, i-Ready, and mini assessment testing; monitor behavior referrals. Data is being collected, reviewed and graphs posted and monitored on SharePoint.		8/19/2014	Student achievement data	5/29/2015 biweekly
G2.B1.S1.MA1	Administration will participate in all professional development opportunities and all other aspects of the MTSS cycle	Koziara, Barbara	8/19/2014	Agenda and meeting notes, teacher reflection exit slips, MTSS data tracking forms	5/29/2015 weekly
G2.B2.S1.MA1	Benchmark testing, FAIR testing, mini assessment testing, Journeys and Go Math assessments, in- program assessments, and iReady reports will all be analyzed to show effectiveness of implementation. Data will be reviewed during grade level data meetings.	Koziara, Barbara	8/18/2014	Student achievement data	6/3/2015 one-time
G2.B2.S1.MA1	The MTSS Coach will document individual meetings with teachers 3 times per year, graphs will be on SharePoint, forms will be shared at meetings, data will be present.	Koziara, Barbara	8/18/2014	SharePoint graphs, data shared at meetings	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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.

G1.B1 Teachers limited knowledge of and experience in teaching the Florida Standards

G1.B1.S1 Provide professional development to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), connection of Florida Standards to Marzano's Instructional Framework, etc.).

PD Opportunity 1

Provide professional development opportunities for teachers on the Florida Standards, and the English language arts (ELA) and mathematical instructional shifts involved in teaching the standards.

Facilitator

Martha Lagatta, District Instructional Coach

Participants

Instructional Staff and Administration

Schedule

Weekly, from 8/12/2014 to 1/30/2015

PD Opportunity 2

Modeling and coaching of effective instructional practices in teaching of the Florida Standards

Facilitator

Martha Lagatta, District Instructional Coach

Participants

Instructional Staff and Administration

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G1.B1.S2 Provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement.

PD Opportunity 1

Provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.

Facilitator

Martha Lagatta, District Instructional Coach

Participants

Teachers

Schedule

Semiannually, from 9/10/2014 to 1/30/2015

PD Opportunity 2

Provide opportunities for instructional staff to observe their peers and instructional coaches will model implementation of rigorous instructional lessons and activities, and be observed implementing rigorous lessons.

Facilitator

Martha Lagatta, District Instructional Coach

Participants

Teachers

Schedule

Monthly, from 9/17/2014 to 5/29/2015

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress monitored and provided with timely interventions and supports.

G2.B1 Teachers' limited knowledge of and experience with the MTSS process

G2.B1.S1 Provide professional development to instructional staff on the MTSS cycle and process.

PD Opportunity 1

Professional development for the MTSS process and forms

Facilitator

Barbara Koziara

Participants

K-5 classroom teachers

Schedule

Monthly, from 8/19/2014 to 5/29/2015

G2.B2 Teachers' limited knowledge of an experience in differentiating instruction for students

G2.B2.S1 Provide professional development to teachers on differentiated instructional strategies.

PD Opportunity 1

Provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Facilitator

Koziara, Barbara

Participants

All instructional staff K-5

Schedule

Monthly, from 9/10/2014 to 5/29/2015

PD Opportunity 2

Teachers will participate in modeling of lessons and co-teaching with the support of district and school-based coaches.

Facilitator

Martha Lagatta, District Instructional Coach

Participants

Teachers

Schedule

Biweekly, from 8/18/2014 to 6/10/2015

PD Opportunity 3

Support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

Facilitator

Barbara Koziara

Participants

Teachers

Schedule

Weekly, from 9/22/2014 to 6/10/2015

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: Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.	24,415
Grand Total	24,415

Goal 1: Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.		
Description	Source	Total
B1.S1.A1 - Funding is for trainer to train on campus three days during 2014-2015.	General Fund	13,000
B1.S2.A1 - Three hour training sessions for two days for all staff K-5.	General Fund	11,415
Total Goal 1		24,415