

Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
7%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

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

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

OCPS Mission

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

Provide the school's vision statement

OCPS Vision

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

The staff at Rock Lake Elementary includes members from many ethnicities at all levels of employment. The texts used by the students portray a wide diversity of people and locations. As fourth grade studies Florida history and fifth grade American history, the impact of diverse cultures is emphasized. During Hispanic Heritage Month and Black History Month, our music, art, and physical education teachers include representations of many cultural themes. Our morning announcements highlight influential figures in the sciences, the arts, and entertainment. As a staff, we have a traditional southern "pot luck" luncheon where personnel of all heritages are invited to bring favorite family food. Our Black History Celebration, where students perform through voice and movement, is especially well attended by our families and community often with significant political figures. Teachers and students build relationships through class community meetings and positive relationships with families through "sunshine" telephone calls and notes.

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

Classes at Rock Lake Elementary begin at 8:15 am; however, at 7:45 am, we begin serving breakfast to our students through Plan B of the Federal Free and Reduced Lunch Program. The cafeteria is fully staffed while students enjoy their breakfast. At 8:00 am, students who are finished with their breakfast or who ate at home are escorted to either of two computer labs, the media center, or Coach's Corner (outside activities by grade level). During lunch, students work toward earning a gold star for their class which entitles them to a small reward such as popcorn. On the first day of school, and throughout the year, Principal Wassatt anchors the morning announcements reminding students of our posted (in hallways and in classrooms) school-wide rules and celebrates those who have been especially thoughtful. Dean Simmons discusses the O.C.P.S. Code of Conduct with every classroom within the first week of school and each quinmester thereafter. Additionally, Dean Simmons meets daily with specific students to discuss and tally the notes in their behavior Data Chat notebook and recognizes progress toward their goal. Both Principal Wassatt and Dean Simmons are very visible on campus throughout the day as are the other members of the administrative team. Our "Beaver Buck" store is visited every other week by students who have earned Beaver Bucks by excelling or improving academically or behaviorally. Students are encouraged to speak to any adult on campus if they feel uncomfortable in any way. Rock Lake participates in the character education series, Learning for Life, and celebrates our "Beaver of the Month". The families of one student from each class, who epitomizes that month's character trait, are invited to join us for awards and refreshments.. In the afternoon, all members of the administrative/support team have an assigned duty post and

students are dismissed through a staggered time schedule so there is an orderly exit. The last group of students dismissed are escorted to the car rider pick-up area (marked by cones) and are lined up to be personally taken to the child's car by a staff member.

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

Rock Lake Elementary follows the O.C.P.S. Student Code of Conduct and every class is visited by Dean Simmons the first week of school (and each quinmester) so she can personally explain the nuances of the rules and consequences. As a school, we have posted in the hallways and in the classroom the Beaver Way. During pre-planning Dean Simmons led professional development with the instructional staff regarding the 2014-2015 Code of Conduct with numerous examples of modifications teachers can make in their classroom prior to a Level 1 infraction. Additionally, each teacher has a merit system in their classroom (colors, points, Beaver Bucks) that is reported to the child's family daily through the school planner. Through the MTSS framework, specific students meet with Dean Simmons daily to discuss their progress toward their behavior goal. Through the City of Orlando Police Department, Officer Ross meets weekly with our fifth grade students using the Super Kids program.

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

Families in distress are referred to counselling services that meet with children on our campus. Once a week Rock Lake is visited by our school social worker, school psychologist, speech clinician, and occupational therapist who provide children and their families with needed services.

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

Rock Lake has a monthly reward system for students who have perfect attendance (seasonal charms for their school lanyard). Each Monday our social worker and I meet to look at our attendance data to ascertain if there are students who may need some type of intervention to assist them with attendance. One of our benefactors is supplying us with rewards for those individual families who we identify at risk for repeated absences.

Students with multiple suspensions are referred to Tier II or Tier III structures within the MTSS framework and, together with the MTSS team, develop a behavior goal plan which is monitored daily by our dean.

Through the State of Florida, Rock Lake has an additional hour of reading every day for all students (the exception would be students who scored a Level 5 on the spring 2014 reading portion of the FCAT). Starting mid-September, a Saturday Academy will be offered to Level 1-Level 3 third through fifth grade students in English Language Arts, math, and science.

Teachers meet weekly with principal Wassatt to review that week's ELA or math data student-by-student and decide on interventions necessary. These meetings and the differentiated methods decided upon are documented for observations and accountability.

Parents are provided with academic reports in the middle and end of each quinmester. Three times a year teachers remain after school for report card nights when they can meet with parents to discuss academic strengths and areas of concern.

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	9	11	6	9	5	5	45
One or more suspensions	1	0	0	3	2	3	9
Course failure in ELA or Math	0	0	4	4	2	8	18
Level 1 on statewide assessment	0	0	0	16	11	10	37

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	10	4	9	24

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

- 1- extra hour of reading after school every day (provided by the State of Florida)
- 2- computer labs and media center open and supervised every morning before school
- 3- Saturday Academy (ELA, math, science) beginning mid-September
- 4- implementation of the MTSS framework to identify and provide support for students to close the achievement gap and increase appropriate behaviors
- 5- weekly data meetings between the principal and teachers to discuss student achievement
- 6- teams will participate in weekly Common Planning meetings
- 7- rewards for students who have perfect or improved attendance
- 8- counseling service on campus through approved providers
- 9- services provided for families in need (food pantry, clothing closet, "Angel Fund" for bus passes or emergency money cards)
- 10- mentors are provided for those students in the lowest quartile (70 in the 2013-2014 school year)
- 11- Read 2 Succeed and Paws to Read are two ELA programs available to our hesitant readers
- 12-implementation of research-based interventions to meet the needs of the learner

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?

Yes

PIP Link

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

Description

In support of strengthening student academic achievement and parent and community involvement, Rock Lake Elementary develops jointly with, agrees on with, and distributes to parents of participating children, a written parental involvement policy that establishes the expectations for parental

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

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

Rock Lake was awarded the Golden School Award for the 2013-2014 school year for exemplary involvement of families and community. Through a site-based United Way Vista and Americorp Public Ally community members work with Rock Lake through our mentoring program. Read 2 Succeed and Paws to Read are two ELA programs available to the students at Rock Lake provided by Orlando community members. Several community partnerships include: The Buddhist Guang Ming Temple, The Orlando World Outreach Center, The Young Lawyers Association, Young Women Lawyers, Booz, Allen and Hamilton, and Orlando City Beverage support our school through in-kind donations, supplies, food, clothing, and direct funding of programs.

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
Wassatt, Lynne	Principal
Tatum, Gabrielle	Instructional Coach
Thrailkill, Patricia	Instructional Coach

Duties

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

Principal: Oversees the implementation of the different tiers of support for students within the MTSS framework and provides staff members with the professional development necessary conducts classroom walkthroughs to monitor the effectiveness of the Florida Continuous Improvement Model, meets weekly with staff to disaggregate the student data available and make modifications of service, meets weekly with the ELA and math coach to track teacher/student progress.

ELA Coach: Coaches teachers in the instruction of of the Florida Standards and MTSS framework and provides staff members with the professional development necessary (Coaching Model), classroom walkthroughs to monitor the effectiveness of the Florida Continuous Improvement Model (FCIM), meets weekly with staff to ensure effective lesson planning, supports teachers to interpret student data to drive instruction, models teaching methods with all grade levels.

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

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

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

Title I, Part A - Parental Involvement

At the beginning of the school year, Rock Lake Elementary holds its Title I Annual Meeting. We provide opportunities for parents to become more involved in their child's academic progress by holding Report Card Nights after each of the first three trimesters as well as parent conferences on an "as needed" basis. Parents are encouraged to attend PTA/SAC/PLC meetings in addition to curriculum nights (Literacy Night, Math Night, Science Night, Rock Lake Writes Night, Black History Month celebration, etc.). Parents are also given the opportunity to attend the annual Parent Involvement Conference. We encourage parents to become ADDition volunteers and welcome them into our family. Title I is also providing a school Social Worker, Mrs. Maureen Reynolds, for the 2014-2015 school year. School-to-home materials are also purchased and distributed to parents. Rock Lake extends its Media Center hours each day and has our Reading Oasis, a Community Reading Room, available before and after school.

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

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

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

- Disaggregation of Data
- Timeline Development
- Instructional Focus Calendar
- Continuous and frequent assessment
- Intervention strategies
- Tutorials
- Enrichment
- Reteach
- Maintenance
- Monitoring

Title I, Part C-Migrant

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

Title I, Part D

At Rock Lake Elementary, we believe that students need to have a positive vision of themselves in the future. We continue Friday's Destination College T shirt day and are working with our children to learn skills that will enable them to be successful students in middle school, high school, and beyond.

Title II

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

Title III

Services are provided through the district for educational materials to improve the academic acquisition of our students. As 96% of our students qualify for the Federal Free/Reduced Lunch Program, all of our children benefit from the reading (Journeys), math (Go Math), and science (Science Fusion) programs.

Title X - Homeless

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

Supplemental Academic Instruction (SAI)

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

As a Title I school students are eligible to participate in the District's Academic Tutoring Service (ATS) through the Saturday Academy beginning mid-September (ELA, math, science).

P-SELL

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lynne Wassatt	Principal
Angela Simmons	Teacher
Monica Grant	Parent
Stania Tavit	Parent
Latoya Brockett	Parent
Sabina Pierre-Louis	Parent
Sharon Warner	Business/Community

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

At our monthly SAC meetings, members discussed the School Improvement Plan with Principal Wassatt. No significant changes were made. Parents again enjoyed the "Say it with Music" program that was brought to Rock Lake through Title I parental involvement dollars.

Development of this school improvement plan

As part of our October meeting, the most recent school Improvement plan is presented to the Rock Lake community and parental input is requested. During summer months, several members of the Rock Lake staff were involved in SIP professional development through OCPS. The principal facilitated the 8 Step Problem Solving Process with the SAC and Rock Lake staff.

Preparation of the school's annual budget and plan

The school's annual budget is planned by Principal Wassatt with input from staff and the prior year's SAC members.

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

Rock Lake held after-school tutoring every Tuesday and Thursday starting November 5, 2013 and ending April 10, 2014. In addition Rock Lake held our FCAT Saturday Academy from 8:30-11:30 starting February 22, 2014 through April 12, 2014 (\$10, 850).

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

Membership and duties will be entered in the School Improvement Plan after the annual Title I meeting in September 2014.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Tatum, Gabrielle	Instructional Coach
Thraikill, Patricia	Instructional Coach
Wassatt, Lynne	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are:

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

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

- ~During "specials" time every Tuesday all teachers meet with Principal Wassatt to disaggregate the most recent data
- ~All grade levels meet weekly with their assigned a member of the Leadership Team
- ~All grade levels meet weekly as a team led by their Grade Level Chair
- ~Third through fifth grade teachers meet weekly in reading and math Common Planning led by Rock Lake's ELA/Math Coach in conjunction with the STO ELA/Math Coach
- ~All new teachers are assigned a mentor who meets with them a minimum of once per week.
- ~All new teachers meet with our Curriculum Resource Teacher no less than once a month to discuss topics of impact to the teachers' pedagogy
- ~The Leadership Team provides a "Welcome Back" breakfast, a winter holiday luncheon, Teacher Appreciation Week luncheon, pizza for staff staying for Report Card Night and Family Fun Nights, and fully participates in the Black History Southern Cooking staff luncheon and the "Golden Spoon" dessert challenge.

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

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

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

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

Mentor - mentee

Diane Pagnotti - Ronald Williams (year 2), Jalessa Andrews (year 2)

Sara Maddox - Amanda Jones (year 2)

Sara Maddox - Wuillene Paul

Jamina Luciano - Sandra Ottum

Patricia Thrailkill - Carl Fields (year 2)

Dawn Garrett - Susan Bittenbender

Rachel Reaster - Jenia Humphrey

Angela Simmons - Monika Nelson

Math Coach - Daniel Whitehurst

Starlyne Clark - Cynthia Alvarado

Angela Simmons - Shawate Jones

Lynne Wassatt - Mary Lorenz-Clark

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

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

Materials/programs in use at Rock Lake are either adopted by or approved by Orange County Public Schools. We follow the Instructional Focus Calendar (IFC) as written in all subject areas (LAFS, MFS). Our scheduling follows the mandated minutes required by the state of Florida. ELA and math intervention times are scheduled daily so teachers can give added help to students who need more time on a given strand. Teachers in grades three through five meet weekly in Common Planning with the RLE and STO ELA and math coaches to ensure that lesson plans are rigorous and that teachers are embedding elements from Dr. Marzano's framework.

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

During the first week of school all kindergarten through fifth grade students are assessed (based on their entry skills) with the PAST Phonological Assessment, CORE Phonics Survey, and/or Early Intervention in Reading (EIR). Third through fifth grade students are further grouped using the Voyager Passport assessment. Using this data, students are placed into either intervention or enrichment reading groups. Classroom teachers meet with these groups daily and third through fifth grade classes have additional instructors who "push in" to work with identified small groups. The MTSS team reviews data for all tiers on a regular basis to ensure student achievement at all tiers of instruction. The State of Florida has provided Rock Lake with a daily extra hour of reading. Student data is used to assign students into appropriate groups to meet their specific skills. Further testing is done through: FAIR, FLKRS, Benchmark, GO Math, Journeys, and P-Sell science. Each grade level meets with Principal Wassatt on Tuesdays to discuss the most recent ELA/math data and modifications that need to be made to ensure student success. Scheduling includes time every day for ELA and math intervention based on collected data. Beginning mid-September Rock Lake will begin its intermediate (3rd-5th grade) Saturday Academy for students scoring below grade level in ELA, math, or science.

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: Weekend Program

Minutes added to school year: 3,420

Beginning mid-September, all 3rd through 5th grade students were invited to attend our 3 hour Saturday Academic Academy taught by O.C.P.S. staff. Students will split their time between reading, math, and writing while 5th grade students will also participate in science activities. Students will rotate through small group instruction based on the most recent benchmark data. Enticements will be offered to students based on their attendance.

Strategy Rationale

Students who are not on grade level need more time to increase their understanding of the Florida Standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wassatt, Lynne, lynne.wassatt@ocps.net

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

Strategies and skills will be based on the Florida State Standards, OCPS Benchmark assessments, Mini-Benchmark assessments, Journeys assessments, and Go Math assessments (science - Next Generation Sunshine State Standards). The effectiveness of the Saturday Academic Academy will be the data collected from the above assessments, FAIR, and the Spring 2015 Florida Standard assessment.

Strategy: Extended School Day

Minutes added to school year: 10,800

The State of Florida provided for an extra hour of reading instruction daily during the 2014-2015 school year.

Strategy Rationale

Students who are not on grade level need more time to increase their understanding of the skills they are expected to learn.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wassatt, Lynne, lynne.wassatt@ocps.net

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

Strategies and skills will be based on the Florida State Standards, OCPS Benchmark, Mini-Benchmark, and adopted Journey curriculum. The effectiveness of the Saturday FCAT Academy will be the data collected from the above assessments, FAIR, and the Spring 2015 Florida Standard assessment.

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

Our VPK students visit our kindergarten classroom in order to become familiar with the structure and procedures prior to their enrollment.
At the end of the school year our VPK students and their families join the kindergarten classes in their "Stepping-Up" ceremony.
PreK parents receive a quarterly newsletter which supports their children in transitioning to kindergarten.
Fifth grade students visit middle schools within their feeder patterns.

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

Each Friday, staff and students participate in Destination College by wearing T shirts, jerseys, or college colors. On the morning announcements, staff acknowledge the college they are representing by sharing pertinent details of their alma mater.
Mentors are solicited from local colleges such as the University of Central Florida, Rollins College, The University of Phoenix, Valencia, and Full Sail.

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

To prepare our students for 21st century careers with technology and industry, Rock Lake has increased access to digital curriculum and access through the use of iStation Reading, iStation Math, Accelerated Reader, MyOn Reader, ST Math and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart Boards and technology integration in the classroom has been added to prepare 21st century learners for careers involving computers, virtual manipulatives, and safe searches on the internet for research projects.

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

Through a grant from the City of Orlando and Title I, STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving.

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

n/a

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.** Implement daily standards-based instruction to meet rigor/complexity levels of the Florida State Standards to increase student proficiency in all content areas.
- G2.** Implement a systematic MTSS Framework to ensure high student achievement.

Strategic Goals Detail

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

G1. Implement daily standards-based instruction to meet rigor/complexity levels of the Florida State Standards to increase student proficiency in all content areas. 1a

G038687

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	56.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Teacher's understanding of the Florida State Standards.
- Teacher's understanding of the Journeys, Go Math, and P-SELL curriculum as they relate to the Instructional Focus Calendar as they are unfamiliar to the 3rd-5th grade teachers.
- Lack of student engagement in core academic subjects.

Plan to Monitor Progress Toward G1. 8

Utilize iObservation and progress monitoring data to determine if lessons are aligned to the Florida State Standards.

Person Responsible

Lynne Wassatt

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

G2. Implement a systematic MTSS Framework to ensure high student achievement. 1a

G038688

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	56.0

Resources Available to Support the Goal 2

- MTSS Leadership Team, instructional personnel, and STO support.

Targeted Barriers to Achieving the Goal 3

- The MTSS Framework, as a systematic process, is not in place.

Plan to Monitor Progress Toward G2. 8

Within the MTSS Framework, a system of data collection and progress monitoring will be in place.

Person Responsible

Patricia Thrailkill

Schedule

Daily, from 8/18/2014 to 9/29/2014

Evidence of Completion

Meeting agenda, student data spreadsheet, and meeting notes.

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. Implement daily standards-based instruction to meet rigor/complexity levels of the Florida State Standards to increase student proficiency in all content areas. **1**

 G038687

G1.B1 Teacher's understanding of the Florida State Standards. **2**

 B092948

G1.B1.S1 (N for 3rd-5th grade) Teachers will participate in professional development (PD) on the Florida State Standards and EOC test item specifications. **4**

 S103907

Strategy Rationale

As teachers learn more about the specifics of the Florida State Standards they will be better able to emphasize those concepts with rigor and relevance.

Action Step 1 **5**

We will provide professional development (PD) in PLCs on Florida State Standards.

Person Responsible

Gabrielle Tatum

Schedule

Monthly, from 8/21/2014 to 5/29/2015

Evidence of Completion

Meeting notes, lesson plans and classroom walkthroughs.

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

Teachers will meet with the ELA, STEM and STO coaches and CRT.

Person Responsible

Lynne Wassatt

Schedule

Weekly, from 8/21/2014 to 5/29/2015

Evidence of Completion

Coaching logs, professional development agenda and sign-in sheets.

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

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

Person Responsible

Lynne Wassatt


Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

G1.B1.S2 (N) Teachers will participate in deconstruction of standards during weekly common planning with ELA, and STEM coaches. **4**

 S103908

Strategy Rationale

As teachers learn more about the specifics of the Florida State Standards they will be better able to emphasize those concepts with rigor and relevance.

Action Step 1 **5**

Teachers will participate in the deconstruction of the Florida State Standards during common planning with school-based and STO coaches.

Person Responsible

Gabrielle Tatum

Schedule

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

Evidence of Completion

Lesson plans, common planning minutes, iObservation.

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

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

Person Responsible

Lynne Wassatt

Schedule

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

Evidence of Completion

Lesson plans, common planning artifacts, and iObservation data.

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

Teacher lesson plans and instruction include deconstructed Florida Standards and are following the Instructional Focus Calendar with fidelity and rigor.

Person Responsible

Lynne Wassatt


Schedule

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

Evidence of Completion

Lesson plans, common planning artifacts, and iObservation data.

G1.B1.S3 (N) Teachers will participate in lesson planning using the Instructional Focus Calendars and Marzano Framework during weekly common planning with ELA, and STEM coaches. 4

 S103909

Strategy Rationale

As teachers learn more about the specifics of the Florida State Standards they will be better able to emphasize those concepts with rigor and relevance.

Action Step 1 5

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

Person Responsible

Gabrielle Tatum

Schedule

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

Evidence of Completion

Classroom walkthroughs, lesson plans, and common planning minutes.

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

Instructional staff will be following their subject IFC including remediation and intervention.

Person Responsible

Lynne Wassatt

Schedule

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

Evidence of Completion

Classroom walkthroughs, coaching logs, and iObservation data.

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

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

Person Responsible

Lynne Wassatt


Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Data meeting agenda and sign-in sheets.

G1.B1.S4 (N) The science teacher and fifth grade math teacher will participate in P-SELL training and follow the guidelines and practices of the P-SELL program. 4

 S103910

Strategy Rationale

As teachers learn more about the specifics of the P-SELL curriculum they will be better able to emphasize those concepts with rigor and relevance.

Action Step 1 5

Teachers will participate in P-SELL training and will implement strategies in the fifth grade science classes.

Person Responsible

Lynne Wassatt

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans and classroom walkthrough data.

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

P-SELL instruction and activities

Person Responsible

Lynne Wassatt

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthrough data, student artifacts, and student data.

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

Effectiveeducator iObservation with feedback.

Person Responsible

Lynne Wassatt

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Data from effectiveeducators.com.

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

P-SELL science instruction

Person Responsible

Lynne Wassatt


Schedule

Biweekly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Classroom walkthrough data, student artifacts, science Benchmark and Mini-Benchmark assessment data, P-SELL assessment data.

G1.B2 Teacher's understanding of the Journeys, Go Math, and P-SELL curriculum as they relate to the Instructional Focus Calendar as they are unfamiliar to the 3rd-5th grade teachers. 2

 B092949

G1.B2.S1 (N) Teachers will participate in professional development (PD) on the H/M Journeys, Go Math, and P-SELL curriculum provided initially through OCPS and throughout the school year during weekly common planning with ELA, math, and STEM coaches. 4

 S103911

Strategy Rationale

Six of the seven intermediate teachers are either new to the curriculum or the grade level.

Action Step 1 5

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

Person Responsible

Lynne Wassatt

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs.

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

Principal Wassatt, the ELA coach, and CRT will participate in professional development, training, and observe classroom instruction to ensure application of newly acquired strategies.

Person Responsible

Lynne Wassatt

Schedule

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

Evidence of Completion

Coaching logs, classroom walkthroughs, and iObservation feedback.

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

At scheduled times each week, Principal Wassatt will meet with each coach and the C.R.T. to review coaching logs, discuss teacher progress, and create the next steps.

Person Responsible

Lynne Wassatt

Schedule

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

Evidence of Completion

Coaching logs, classroom walkthroughs, iObservation, sign-in sheets, and identified next steps.

G1.B2.S2 (I) Third grade teachers will participate in Lesson Study. 4

 S103912

Strategy Rationale

Kindergarten through second grade has participated in Lesson Study over the past three years with positive results. This year we will train third grade.

Action Step 1 5

Teachers will participate in lesson study.

Person Responsible

Lynne Wassatt

Schedule

On 5/1/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

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

Person Responsible

Lynne Wassatt

Schedule

On 5/1/2015

Evidence of Completion

Lesson plan, artifacts, and review by participants.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The principal will monitor classroom instruction.

Person Responsible

Lynne Wassatt

Schedule

On 5/1/2015

Evidence of Completion

Feedback in iObservation.

G1.B3 Lack of student engagement in core academic subjects. 2

B092950

G1.B3.S1 (N) Professional development will be provided for the SMART technology in each classroom to ensure that the SMART technology will be used to enhance student engagement (Marzano & Haystead, 2009). 4

S103913

Strategy Rationale

Students who are more engaged in a lesson which included various technological advances (real-time classroom field trips, action-packed lessons, student activated pieces of the lesson) will learn more about the state standard being taught.

Action Step 1 5

Teachers will participate in professional development on the use of interactive whiteboards.

Person Responsible

Patricia Thrailkill

Schedule

Semiannually, from 9/15/2014 to 5/29/2015

Evidence of Completion

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

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

Participate in the professional development, review exit slips, and sign-in sheets.

Person Responsible

Patricia Thrailkill

Schedule

Semiannually, from 9/15/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, exit slips, lesson plans, and classroom walkthrough data.

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

Observe classroom instruction to see if classroom teachers are utilizing the SMART technology.

Person Responsible

Lynne Wassatt


Schedule

Semiannually, from 10/31/2014 to 5/1/2015

Evidence of Completion

iObservation data.


G2. Implement a systematic MTSS Framework to ensure high student achievement. 1

 G038688

G2.B1 The MTSS Framework, as a systematic process, is not in place. 2

 B092951

G2.B1.S1 The MTSS team will develop sequential steps: data reflection, collaboration, intervention plans. 4

 S103914

Strategy Rationale

Sequential steps were not fully in place.

Action Step 1 5

The MTSS team will develop sequential steps.

Person Responsible

Patricia Thraikill

Schedule

On 9/29/2014

Evidence of Completion

Established MTSS Framework procedures, roles, and responsibilities (document).

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

Sequential steps and data will be reviewed.

Person Responsible

Patricia Thrailkill

Schedule

On 9/29/2014

Evidence of Completion

Student data at all tiers.

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

The sequence of the MTSS Framework needs to meet the needs students.

Person Responsible

Patricia Thrailkill


Schedule

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

Evidence of Completion

Minutes of meeting and student data.

G2.B1.S2 The MTSS team will progress monitor the student data. 4

 S103915

Strategy Rationale

The MTSS team will ensure that the intervention plans are working.

Action Step 1 5

Documents for progress monitoring that had been created need to be modified.

Person Responsible

Patricia Thrailkill

Schedule

On 9/29/2014

Evidence of Completion

MTSS framework embedded data.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Documents need to meet the needs of all students.

Person Responsible

Patricia Thrailkill

Schedule

On 9/29/2014

Evidence of Completion

MTSS framework will be followed for all students.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Effective use of data collection.

Person Responsible

Patricia Thrailkill


Schedule

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

Evidence of Completion

Based on meeting notes, documentation will be completed correctly, needed data will be easily recorded, and MTSS Tier II and III students will have the resources necessary for them to be successful.

G2.B1.S3 Teachers will participate in professional development on the MTSS Framework. 4

 S103916

Strategy Rationale

Nine of the seventeen instructional staff members have less than two years experience at Rock Lake.

Action Step 1 5

Teachers will participate in professional development.

Person Responsible

Patricia Thrailkill

Schedule

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

Evidence of Completion

Sign-in sheet and PowerPoint.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Professional development will be presented to instructional staff.

Person Responsible

Patricia Thrailkill

Schedule

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

Evidence of Completion

Sign-in sheet, PowerPoint, and student progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

The instructional staff is able to follow the MTSS framework.

Person Responsible

Patricia Thrailkill


Schedule

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

Evidence of Completion

Data collection by the teachers.

G2.B1.S4 A calendar of MTSS Leadership Team meetings throughout the school year was created. 4

 S103917

Strategy Rationale

MTSS meetings must be scheduled to be seen as a priority.

Action Step 1 5

MTSS Leadership team will meet to determine meeting days and times for the 2014-2015 school year.

Person Responsible

Patricia Thrailkill

Schedule

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

Evidence of Completion

Calendar and minutes.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

MTSS Leadership meetings will be held no less than monthly.

Person Responsible

Patricia Thrailkill

Schedule

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

Evidence of Completion

Minutes, sign-in sheets, and student progress.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Tier II and Tier III student progress will be monitored, modifications will be made based on current data, recommendations will be implemented in the classroom.

Person Responsible

Patricia Thrailkill

Schedule

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

Evidence of Completion

Student data and classwork.

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	We will provide professional development (PD) in PLCs on Florida State Standards.	Tatum, Gabrielle	8/21/2014	Meeting notes, lesson plans and classroom walkthroughs.	5/29/2015 monthly
G1.B1.S2.A1	Teachers will participate in the deconstruction of the Florida State Standards during common planning with school-based and STO coaches.	Tatum, Gabrielle	8/18/2014	Lesson plans, common planning minutes, iObservation.	5/29/2015 weekly
G1.B1.S3.A1	Teachers will meet during common planning to discuss the IFC, lesson plans, and rigorous strategies to be used in the classroom.	Tatum, Gabrielle	8/18/2014	Classroom walkthroughs, lesson plans, and common planning minutes.	5/29/2015 weekly
G1.B1.S4.A1	Teachers will participate in P-SELL training and will implement strategies in the fifth grade science classes.	Wassatt, Lynne	8/18/2014	Lesson plans and classroom walkthrough data.	5/29/2015 every-2-months
G1.B2.S1.A1	Teachers will meet during weekly common planning meetings to discuss the Journeys, Go Math, and science curriculum.	Wassatt, Lynne	8/18/2014	Lesson plans, classroom walkthroughs.	5/29/2015 weekly
G1.B2.S2.A1	Teachers will participate in lesson study.	Wassatt, Lynne	4/27/2015	Lesson plans, comments, and artifacts from the observed lesson and planning.	5/1/2015 one-time
G1.B3.S1.A1	Teachers will participate in professional development on the use of interactive whiteboards.	Thrailkill, Patricia	9/15/2014	SMART Technology in each classroom and observation of student engagement, lesson plans indicating how the SMART technology will be used.	5/29/2015 semiannually
G2.B1.S1.A1	The MTSS team will develop sequential steps.	Thrailkill, Patricia	8/18/2014	Established MTSS Framework procedures, roles, and responsibilities (document).	9/29/2014 one-time
G2.B1.S2.A1	Documents for progress monitoring that had been created need to be modified.	Thrailkill, Patricia	8/18/2014	MTSS framework embedded data.	9/29/2014 one-time
G2.B1.S3.A1	Teachers will participate in professional development.	Thrailkill, Patricia	8/18/2014	Sign-in sheet and PowerPoint.	5/29/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S4.A1	MTSS Leadership team will meet to determine meeting days and times for the 2014-2015 school year.	Thrailkill, Patricia	8/18/2014	Calendar and minutes.	5/29/2015 monthly
G1.MA1	Utilize iObservation and progress monitoring data to determine if lessons are aligned to the Florida State Standards.	Wassatt, Lynne	9/2/2014	Lesson plans, PLC minutes, common planning minutes, coaching logs, classroom walkthroughs, student data from Benchmark and Mini-Benchmark tests.	5/29/2015 weekly
G1.B1.S1.MA1	Classroom walkthroughs of whole group and teacher led small group instruction of identified students with immediate teacher feedback.	Wassatt, Lynne	9/2/2014	Marzano iObservation, student data from Benchmark and Mini-Benchmark tests.	5/29/2015 weekly
G1.B1.S1.MA1	Teachers will meet with the ELA, STEM and STO coaches and CRT.	Wassatt, Lynne	8/21/2014	Coaching logs, professional development agenda and sign-in sheets.	5/29/2015 weekly
G1.B2.S1.MA1	At scheduled times each week, Principal Wassatt will meet with each coach and the C.R.T. to review coaching logs, discuss teacher progress, and create the next steps.	Wassatt, Lynne	8/18/2014	Coaching logs, classroom walkthroughs, iObservation, sign-in sheets, and identified next steps.	5/29/2015 weekly
G1.B2.S1.MA1	Principal Wassatt, the ELA coach, and CRT will participate in professional development, training, and observe classroom instruction to ensure application of newly acquired strategies.	Wassatt, Lynne	8/18/2014	Coaching logs, classroom walkthroughs, and iObservation feedback.	5/29/2015 weekly
G1.B3.S1.MA1	Observe classroom instruction to see if classroom teachers are utilizing the SMART technology.	Wassatt, Lynne	10/31/2014	iObservation data.	5/1/2015 semiannually
G1.B3.S1.MA1	Participate in the professional development, review exit slips, and sign-in sheets.	Thrailkill, Patricia	9/15/2014	Sign-in sheets, exit slips, lesson plans, and classroom walkthrough data.	5/29/2015 semiannually
G1.B1.S2.MA1	Teacher lesson plans and instruction include deconstructed Florida Standards and are following the Instructional Focus Calendar with fidelity and rigor.	Wassatt, Lynne	8/18/2014	Lesson plans, common planning artifacts, and iObservation data.	5/29/2015 weekly
G1.B1.S2.MA1	Lesson plans and classroom instruction are standards-based and meet the rigor/complexity level of the standard.	Wassatt, Lynne	8/18/2014	Lesson plans, common planning artifacts, and iObservation data.	5/29/2015 weekly
G1.B2.S2.MA1	The principal will monitor classroom instruction.	Wassatt, Lynne	4/27/2015	Feedback in iObservation.	5/1/2015 one-time
G1.B2.S2.MA1	Review the lesson plans created and the results of the observed lesson (teacher anecdotal notes).	Wassatt, Lynne	4/27/2015	Lesson plan, artifacts, and review by participants.	5/1/2015 one-time
G1.B1.S3.MA1	Principal Wassatt will meet with classroom teachers to discuss the most current data available and the remediation or intervention necessary for student success.	Wassatt, Lynne	9/9/2014	Data meeting agenda and sign-in sheets.	5/29/2015 weekly
G1.B1.S3.MA1	Instructional staff will be following their subject IFC including remediation and intervention.	Wassatt, Lynne	8/18/2014	Classroom walkthroughs, coaching logs, and iObservation data.	5/29/2015 weekly
G1.B1.S4.MA1	P-SELL science instruction	Wassatt, Lynne	9/22/2014	Classroom walkthrough data, student artifacts, science Benchmark and Mini-Benchmark assessment data, P-SELL assessment data.	5/29/2015 biweekly
G1.B1.S4.MA1	P-SELL instruction and activities	Wassatt, Lynne	8/18/2014	Lesson plans, classroom walkthrough data, student artifacts, and student data.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.MA3	Effective educator iObservation with feedback.	Wassatt, Lynne	9/22/2014	Data from effectiveeducators.com.	5/29/2015 biweekly
G2.MA1	Within the MTSS Framework, a system of data collection and progress monitoring will be in place.	Thrailkill, Patricia	8/18/2014	Meeting agenda, student data spreadsheet, and meeting notes.	9/29/2014 daily
G2.B1.S1.MA1	The sequence of the MTSS Framework needs to meet the needs students.	Thrailkill, Patricia	8/18/2014	Minutes of meeting and student data.	5/29/2015 monthly
G2.B1.S1.MA1	Sequential steps and data will be reviewed.	Thrailkill, Patricia	8/18/2014	Student data at all tiers.	9/29/2014 one-time
G2.B1.S2.MA1	Effective use of data collection.	Thrailkill, Patricia	8/18/2014	Based on meeting notes, documentation will be completed correctly, needed data will be easily recorded, and MTSS Tier II and III students will have the resources necessary for them to be successful.	5/29/2015 monthly
G2.B1.S2.MA1	Documents need to meet the needs of all students.	Thrailkill, Patricia	8/18/2014	MTSS framework will be followed for all students.	9/29/2014 one-time
G2.B1.S3.MA1	The instructional staff is able to follow the MTSS framework.	Thrailkill, Patricia	8/18/2014	Data collection by the teachers.	5/29/2015 monthly
G2.B1.S3.MA1	Professional development will be presented to instructional staff.	Thrailkill, Patricia	8/18/2014	Sign-in sheet, PowerPoint, and student progress monitoring data.	5/29/2015 quarterly
G2.B1.S4.MA1	Tier II and Tier III student progress will be monitored, modifications will be made based on current data, recommendations will be implemented in the classroom.	Thrailkill, Patricia	8/18/2014	Student data and classwork.	5/29/2015 monthly
G2.B1.S4.MA1	MTSS Leadership meetings will be held no less than monthly.	Thrailkill, Patricia	8/18/2014	Minutes, sign-in sheets, and student progress.	5/29/2015 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. Implement daily standards-based instruction to meet rigor/complexity levels of the Florida State Standards to increase student proficiency in all content areas.

G1.B1 Teacher's understanding of the Florida State Standards.

G1.B1.S1 (N for 3rd-5th grade) Teachers will participate in professional development (PD) on the Florida State Standards and EOC test item specifications.

PD Opportunity 1

We will provide professional development (PD) in PLCs on Florida State Standards.

Facilitator

CRT, ELA coach, and STO coaches.

Participants

ELA coach, CRT, and instructional staff.

Schedule

Monthly, from 8/21/2014 to 5/29/2015

G1.B1.S2 (N) Teachers will participate in deconstruction of standards during weekly common planning with ELA, and STEM coaches.

PD Opportunity 1

Teachers will participate in the deconstruction of the Florida State Standards during common planning with school-based and STO coaches.

Facilitator

Coaches

Participants

Instructional Staff

Schedule

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

G1.B1.S3 (N) Teachers will participate in lesson planning using the Instructional Focus Calendars and Marzano Framework during weekly common planning with ELA, and STEM coaches.

PD Opportunity 1

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

Facilitator

CRT, Rock Lake, and STO coaching team

Participants

ELA, math, STEM coaches and classroom teachers

Schedule

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

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

PD Opportunity 1

Teachers will participate in P-SELL training and will implement strategies in the fifth grade science classes.

Facilitator

OCPS P-SELL facilitator

Participants

Science teacher and fifth grade math teacher.

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

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

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

PD Opportunity 1

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

Facilitator

ELA and STO coaches, CRT, and OCPS P-SELL coordinator.

Participants

Instructional staff.

Schedule

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

G1.B2.S2 (I) Third grade teachers will participate in Lesson Study.

PD Opportunity 1

Teachers will participate in lesson study.

Facilitator

Janet Ludwig

Participants

Third grade instructional staff with Rock Lake's Lesson Study facilitator, Janet Ludwig.

Schedule

On 5/1/2015

G1.B3 Lack of student engagement in core academic subjects.

G1.B3.S1 (N) Professional development will be provided for the SMART technology in each classroom to ensure that the SMART technology will be used to enhance student engagement (Marzano & Haystead, 2009).

PD Opportunity 1

Teachers will participate in professional development on the use of interactive whiteboards.

Facilitator

SMART/OCPS

Participants

Principal Wassatt, instructional coaches, and teachers.

Schedule

Semiannually, from 9/15/2014 to 5/29/2015

G2. Implement a systematic MTSS Framework to ensure high student achievement.

G2.B1 The MTSS Framework, as a systematic process, is not in place.

G2.B1.S1 The MTSS team will develop sequential steps: data reflection, collaboration, intervention plans.

PD Opportunity 1

The MTSS team will develop sequential steps.

Facilitator

P. Thrailkill

Participants

Instructional Staff

Schedule

On 9/29/2014

G2.B1.S3 Teachers will participate in professional development on the MTSS Framework.

PD Opportunity 1

Teachers will participate in professional development.

Facilitator

P. Thrailkill

Participants

Instructional staff.

Schedule

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

Budget Rollup

Summary	
Description	Total
Goal 1: Implement daily standards-based instruction to meet rigor/complexity levels of the Florida State Standards to increase student proficiency in all content areas.	1,400
Grand Total	1,400

Goal 1: Implement daily standards-based instruction to meet rigor/complexity levels of the Florida State Standards to increase student proficiency in all content areas.		
Description	Source	Total
B1.S4.A1 - Substitutes for the science and math teacher for 3 days each.	General Fund	700
B2.S2.A1 - Substitutes for 3 teachers for 2 days.	General Fund	700
Total Goal 1		1,400