

Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

<http://schools.polk-fl.net/lenavista>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk County School Board.

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

The mission of Lena Vista Elementary is to provide students a positive, challenging learning experience within a safe, nurturing environment so that children will reach their learning potential and become responsible, productive citizens with the support of their school, their families and their community.

Provide the school's vision statement

Lena Vista Elementary will be a caring community of learners with all staff and students actively involved in the learning process. It will be a place where everyone makes progress towards mastering the skills, knowledge, concepts and processes that will be necessary if our children are to be positive, contributing members of society.

School Environment

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

Many teachers at the school have grown up and now live in the community. The school organizes events to foster the relationship between teachers and students. Open House and grade level family nights are held in the first few weeks of school so teachers can meet their students and their parents. Teachers participate with students in the monthly reward program, teach team building lessons, and spend time talking to students.

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

Students are monitored at all times while on campus both before and after school. Students are assigned an area of the campus to gather before the bell rings in the morning. School personnel are assigned to these areas to monitor the students. In the afternoon, kindergarten students are constantly under adult supervision during dismissal. Anti-Bullying lessons are taught in every classroom at the beginning of every school year. Lena Vista Elementary adheres to the monthly Keys to Character program and timeline. Teachers are given lessons plans which incorporate the Key across the curriculum. A monthly character key is highlighted in the monthly school newsletter along with suggested activities for the home. Teachers are provided "Caught Ya" tickets to give to students who display behaviors modeling the monthly key.

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

Lena Vista is proud to be a Positive Behavior Support school. The school-wide expectations are posted throughout the campus and in each individual classroom. The mantra "Be Nice", "Be Neat" and "Work Hard" is not only displayed, but is repeated every morning during announcements. Students can earn three tickets a day, which they save for an end of the month reward. Teachers track singular behaviors on the discipline form enabling students with numerous opportunities to improve their behavior. Teachers develop behavior interventions to be used in the classroom.

Students who are not successful with the PBS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team and parents are involved in developing a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent permission. A functional behavior assessment is conducted for 10 school days. The results are analyzed to determine if further intervention is needed. Teachers are annually trained in the MTSS process.

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

Lena Vista uses our school-wide PBS plan and Keys to Character to meet the social-emotional needs of all students. Students who require further intervention in this area may receive a daily check-in/ check-out intervention at the Tier 2 level of support. Students requiring more intervention will receive Tier 3 level of support, which could lead to possible Exceptional Student Education services (ESE). ESE students and 504 students are eligible for mental health counseling.

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

Each month Lena Vista receives a report that lists the students who have been absent or tardy for more than 10% of the school year. This list is sent to classroom teachers and the attendance manager who contact parents. Once a student has missed 5 unexcused days, a letter is generated and sent home to the parent. Once a student misses 10 days, a letter is generated and sent home to the parent along with a date for the parent to meet with the school social worker at the school. Grades are reviewed by teachers and administration after each quarter. If a student is failing a course, a parent conference is held and the student's name is brought to the MTSS meeting. Students receiving a level 1 on FCAT are targeted for additional support in the classroom and/or after school tutoring.

Students who receive out of school suspension discipline are identified by the MTSS team to determine if student needs additional support.

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	4	36	20	23	16	19	118
One or more suspensions	2	1	3	5	2	15	28
Course failure in ELA or Math	9	8	7	6	6	2	38
Level 1 on statewide assessment	0	0	0	20	42	38	100

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	2	3	4	9	16	36

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

Interventions Include: PBS Rewards, Tutoring by the interventionists, Parent meetings with the MTSS team, Parent meetings with the school social worker, Students checking in and out with mentor each day, Behavior plans written, Students placed on Tier II and Tier III

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53562>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Lena Vista includes business partners as part of our School Advisory Committee. We encourage the partners to participate in monthly meetings where various school issues are discussed and voted upon. These include but are not limited to: approval of the School Improvement Plan, analysis of school data and annual performance, voting on lottery fund expenditures, as well as reviews of the District Strategic Plan and the Parent Involvement Plan. Business Partners are highlighted on the school marquee and always included in the school newsletter, providing advertisement for their businesses.

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
RUTENBAR, CHERYL	Principal
Wickersheim, Suzanne	Assistant Principal
Allen, Eva	Teacher, K-12
Larson-Pease, Erin	Teacher, K-12
Stinson, Roberta	Teacher, K-12
Thomas, Kristin	Guidance Counselor
Palmer, Sharon	Instructional Media
Williams, Patricia	Other

Duties

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

Members of the RtI Leadership Team assist with the development of the SIP. The team provides strategies, academic data, social/emotional data and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction (Rigor, Relevance, and Relationship). Information is used to understand barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.

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

Baseline Data: FAIR, Quarterly Assessments, FSA, Classroom Assessments

Progress Monitoring: FAIR, Quarterly Assessments Tier II and Tier III progress Monitoring Tools (Math Probes, Extended Passages, Wonders Assessments, Behavior Charts, etc.)

Midyear: FAIR, Quarterly Assessment

End of year: FAIR, Quarterly Assessment, FSA

Frequency of Data Days: FAIR-3 times a year, Quarterly Assessments-4 times a year, FSA-Yearly, Tier II and Tier III (As Defined by Intervention Plan)

Title I, Part A, funds school-wide services to Lena Vista. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, Interventionists, a network manager, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lena Vista will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate

placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Lena Vista are used to purchase additional professional development in the areas of math, language arts, science, and technology.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

SAI unit(s) provided to Lena Vista enhances student achievement by providing summer school for Level 1 readers.

Lena Vista provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Students with housing needs are referred to the Homeless Student Advocate.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cheryl Rutenbar	Principal
Roberta Stinson	Teacher
Cynthia Bencz	Education Support Employee
Amelia Jacobo	Education Support Employee
Teresa Durbin	Business/Community
Christine Odom	Business/Community
Sherry Rodriguez	Business/Community
Jessie Rodriguez	Business/Community
Tammy Robinson	Parent
Lynette Gaviola	Parent
Carmon Leach	Parent
Mike Townsend	Parent
Simone Bowman	Parent
Robin Mesmer	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed last year's SIP and recommended that we continue to build on the goals that were set in 2013-2014, as improvements were made in the areas of math, reading, science and writing.

Development of this school improvement plan

- ? Operate within the boundaries of School Board policy and State legislation
- ? Assist in developing and reviewing school vision statement, goals and objectives
- ? Analyze School Grade and AMO Reports
- ? Solicit input from peer groups regarding school improvement
- ? Vote on the expenditure of SAC Allocation Funds, School Recognition Funds and 5 Star School Award
- ? Review all funds reported in School Improvement Plan
- ? Support school improvement implementation
- ? Provide ongoing evaluations of school improvement progress

Preparation of the school's annual budget and plan

The SAC reviewed and provided input on the annual school budget and plan.

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

N/A

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
Allen, Eva	Teacher, K-12
Larson-Pease, Erin	Teacher, K-12
Palmer, Sharon	Instructional Media
RUTENBAR, CHERYL	Principal
Stinson, Roberta	Teacher, K-12
Thomas, Kristin	Guidance Counselor
Wickersheim, Suzanne	Assistant Principal
Williams, Patricia	Other

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will focus on curriculum needs as the new Florida Standards are fully implemented. Members of the team will serve as tutors in classrooms serving students who scored in the lowest 25%. Members of the LLT will participate in district led professional development and in turn train teachers and staff on district directives. Attendance issues will be addressed with the leadership team. Interventions are in place for teachers to track chronic absenteeism in students, allowing them to communicate with families in an attempt to change the patterns. The social worker will serve as a support system for cases needing further intervention.

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

Grade levels have a common planning time. Through the use of OneDrive or Google Docs all teachers at the grade level are able to input information into the lesson plan template at the same time. Grade levels meet with the reading coach once a week to ensure teachers and grade levels are planning collaboratively.

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

Attend job fairs (Administration and Leadership Team Members)
Provide on-going professional development (Reading Coach, Administration)
Provide mentor teachers (Grade chairs, Administration, Interventionists)
Provide instructional support through the use of Interventionists, Paraprofessionals, ESE Inclusion Teachers

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

Teachers will be assigned mentor teachers based on expertise and grade level to help with planning and curriculum delivery. Weekly meetings are held in order to review instructional success and areas in need of support. Reading Coach and Interventionists also serve as mentors in order to provide support that is available throughout the day.

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

Lena Vista ensures its core instructional programs and materials are aligned to Florida's Standards by utilizing the standards in all aspects of professional development, resource management and instructional practices. Teachers/grade levels follow the district curriculum maps which are based on the Florida Standards. During grade level planning standards, content specifications, assessment limits and resources are reviewed to ensure that the standards are being taught to full capacity in each grade level/classroom. The reading coach provides on-going training/review of standards during the lesson planning sessions. Vertical discussions are included in planning meetings to communicate expectations before and after each grade level. Lesson plans are reviewed a week prior to instructional delivery so that administration, leadership, interventionists and resource teachers are aware of standards being taught and to what extent the assessment will measure proficiency.

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

Lena Vista uses data to drive academic instruction. Students who score in the bottom 25% of a grade level are placed in small groups for increased instruction. Tier 2 students are served daily for 30

minutes and progress monitored every two weeks. Students at the Tier 3 level receive an additional 60 minutes a week. Teachers use in-class assessments to determine flexible groups depending upon needed skills. Interventionists work with flexible groups as determined by data and teacher input. These 20 minute sessions utilize leveled resources from district adopted reading series as well as other research based materials.

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: 2,280

After school tutoring for targeted students
After school tutoring for ELL students

Strategy Rationale

To provide struggling students and ELL students with additional instructional support

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stinson, Roberta, roberta.stinson@polk-fl.net

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

FAIR, Quarterly Assessments and ongoing classroom assessments
Students scores from assessments will be analyzed to look for trends

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

Lena Vista Elementary has numerous activities to assist students in their transition to elementary school. Our school provides two Exceptional Student Education classes and two Early Intervention Pre-K units. Throughout the course of the year, Pre-Kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. Using Title 1 funds and materials from United Way, kindergarten round-up will include packets for families, a campus tour, and a school orientation delivered by administration, the reading coach and kindergarten teachers. Materials from Title I and Success by Six will be distributed to provide parents with information and practical strategies for children from birth to six years of age. Local day cares and other Pre-K programs are invited through the local media, Title 1 newsletters and SchoolMessenger will advertise all transition activities. Pre-K teachers use various techniques (observation, assessment, parent feedback), in monitoring the students' readiness. Before students are placed in a kindergarten classroom, administrators or teachers meet with the incoming kindergarten students to evaluate readiness. FLKRS is administered at the onset of the school year. The data is desegregated and the results aid in creating a target list of students who are labeled as high risk. Students who are found to have low readiness rates, are

monitored and evaluated carefully. The district provides support personnel to model best practices, work with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assisting in the constant monitoring of students' progress. Parent feedback is another tool used in evaluating the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills.

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

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

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

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.** If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.
- G2.** If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.

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. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide. **1a**

G038779

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	67.0
Math Gains	72.0
Math Lowest 25% Gains	72.0
FAA Writing Proficiency	100.0
ELA/Reading Gains	64.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Lowest 25% Gains	87.0
AMO Reading - All Students	62.0

Resources Available to Support the Goal **2**

- District Reading, Math, Science Coaches Reading Coach Interventionists Florida Standards

Targeted Barriers to Achieving the Goal **3**

- New Standards and state assessments

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

FAIR
 Quarterly Assessments
 Classroom Assessments
 Students' Grade Reports

Person Responsible
 CHERYL RUTENBAR

Schedule
 Quarterly, from 10/22/2014 to 6/1/2015

Evidence of Completion
 Grade level assessments Student Artifacts Lesson Plans

G2. If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide. **1a**

G038780

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	67.0
Math Gains	72.0
Math Lowest 25% Gains	72.0
ELA/Reading Gains	64.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Lowest 25% Gains	87.0
AMO Reading - All Students	62.0

Resources Available to Support the Goal **2**

- Interventionists Reading Coach District Coaches
- Reading Wonders Series Reading Works Go Math Series CPalms Accelerated Reader Time for Kid Florida Standards
- FAIR Quarterly Assessments STAR Classroom Assessments

Targeted Barriers to Achieving the Goal **3**

- Inconsistent instructional delivery and implementation of the Florida Standards from teacher to teacher.

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

FAIR
 Quarterly Assessments
 Classroom Assessments

Person Responsible
 CHERYL RUTENBAR

Schedule
 Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion
 Sign In Sheets to PD FAIR STAR Grade Level Assessments Report Card Grades Journey 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. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide. **1**

 G038779

G1.B1 New Standards and state assessments **2**

 B093149

G1.B1.S1 Unpack each standard before planning the lesson **4**

 S104145

Strategy Rationale

The teacher must know and understand the new Florida Standards in order to present the correct grade level curriculum.

Action Step 1 **5**

Assist teachers with identifying and teaching the Florida Standards.

Person Responsible

Gail Hulsey

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets

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

Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as weekly reviews of lesson plans which follow grade level planning sessions.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

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

Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.

Person Responsible

CHERYL RUTENBAR


Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Quarterly Assessments Benchmark Assessments

G1.B1.S2 Plan lessons with the end in mind 4

 S104146

Strategy Rationale

Teachers must know the content specifications and assessment limits before planning the lesson.

Action Step 1 5

The teachers will plan using the Florida Standards, item specifications, and assessment limits.

Person Responsible

Gail Hulsey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Student Artifacts Observations

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

Administration and Reading Coach will conduct weekly planning sessions with grade levels.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans Observations Student Artifacts

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

Teachers will utilize the Florida Standards, grade level content specifications and assessment limits during each planning session to ensure that planning with the full depth of each specified state standard is reached. Teachers will plan together as a grade level and review plans with the reading coach and administration.

Person Responsible

Gail Hulsey

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Anecdotal Records Observations Student Artifacts

G1.B1.S3 Hire Interventionists to work with struggling students. 4

 S145183

Strategy Rationale

Struggling students need additional support to filling in any gaps in their learning.

Action Step 1 5

Students at each grade level will be ranked by either previous FCAT or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.

Person Responsible

CHERYL RUTENBAR

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Daily Logs FAIR Data FCAT Scores

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

The interventionists will collect assessment data as they work with students to ensure students are progressing.

Person Responsible

Eva Allen

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Daily Logs FAIR Data

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

FAIR data and classroom assessment data will be pulled to ensure that students are making progress.

Person Responsible

Eva Allen

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

FAIR Data Student Report Cards MTSS Check Sheets

G2. If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide. **1**

G038780

G2.B1 Inconsistent instructional delivery and implementation of the Florida Standards from teacher to teacher. **2**

B093150

G2.B1.S1 Weekly lesson planning will focus on the standards and effective teaching strategies with follow-up identifying teachers needing additional support. **4**

S104147

Strategy Rationale

To ensure teachers are effectively and correctly teaching the standards as intended.

Action Step 1 **5**

The reading coach and administration will assist teachers in lesson planning based on the Florida Standards, higher order questioning and analytical writing during PLC time.

Person Responsible

Gail Hulsey

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson plans Anecdotal records Classroom Visits Classroom Observations Student Artifacts

Action Step 2 **5**

Professional development will be offered on the Florida Standards, Close Reading, analytical writing, PBS, effective teaching strategies, data, and science.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Sign In Sheets

Action Step 3 5

Interventionists will tutor students identified as the lowest 25% using the Florida Standards.

Person Responsible

Eva Allen

Schedule

Daily, from 9/8/2014 to 6/1/2015

Evidence of Completion

Interventionists' Schedules

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

Grade Level planning will occur with the reading coach and/or administration, student artifacts from the previous week will be presented at planning sessions. Staff present will sign in for each PD.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans Student artifacts Observations Teacher feedback PD Sign In Sheets

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

Journey Observations, Informal walk-throughs, Discussions with teachers

Person Responsible

CHERYL RUTENBAR


Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans Student artifacts Observations Assessment Data

G2.B1.S2 Weekly professional development will focus on the Florida Standards, Close Reading, Analytical Writing, PBS, Effective Teaching Strategies, Data, Science instruction **4**

 S148807

Strategy Rationale

To increase teacher effectiveness in the classroom

Action Step 1 **5**

The administration will plan weekly professional development that will focus on the Florida Standards, Close Reading, Analytical Writing, PBS, Effective Teaching Strategies, Data, Science Instruction and Math Instruction.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/22/2014 to 5/1/2015

Evidence of Completion

There will be a sign in sheet at all PD presented.

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

Administration will ensure that all teachers attend PDs through the use of sign in sheets. Administration will complete formal and informal walk throughs to ensure that teachers are implementing learning during instructional time with students.

Person Responsible

CHERYL RUTENBAR

Schedule

Biweekly, from 9/5/2014 to 5/1/2015

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

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

Administration will monitor the implementation of new learning during formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration.

Person Responsible

CHERYL RUTENBAR

Schedule

Monthly, from 9/5/2014 to 5/1/2015

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Classroom Observation Classroom 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	Assist teachers with identifying and teaching the Florida Standards.	Hulsey, Gail	8/11/2014	Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets	6/4/2015 monthly
G2.B1.S1.A1	The reading coach and administration will assist teachers in lesson planning based on the Florida Standards, higher order questioning and analytical writing during PLC time.	Hulsey, Gail	8/11/2014	Lesson plans Anecdotal records Classroom Visits Classroom Observations Student Artifacts	6/4/2015 weekly
G1.B1.S2.A1	The teachers will plan using the Florida Standards, item specifications, and assessment limits.	Hulsey, Gail	8/18/2014	Lesson Plans Student Artifacts Observations	6/4/2015 weekly
G1.B1.S3.A1	Students at each grade level will be ranked by either previous FCAT or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.	RUTENBAR, CHERYL	9/8/2014	Lesson Plans Daily Logs FAIR Data FCAT Scores	5/29/2015 daily
G2.B1.S2.A1	The administration will plan weekly professional development that will focus on the Florida Standards, Close Reading, Analytical Writing, PBS, Effective Teaching Strategies, Data, Science Instruction and Math Instruction.	RUTENBAR, CHERYL	8/22/2014	There will be a sign in sheet at all PD presented.	5/1/2015 weekly
G2.B1.S1.A2	Professional development will be offered on the Florida Standards, Close Reading, analytical writing, PBS, effective teaching strategies, data, and science.	RUTENBAR, CHERYL	8/11/2014	Sign In Sheets	6/1/2015 weekly
G2.B1.S1.A3	Interventionists will tutor students identified as the lowest 25% using the Florida Standards.	Allen, Eva	9/8/2014	Interventionists' Schedules	6/1/2015 daily

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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
G1.MA1	FAIR Quarterly Assessments Classroom Assessments Students' Grade Reports	RUTENBAR, CHERYL	10/22/2014	Grade level assessments Student Artifacts Lesson Plans	6/1/2015 quarterly
G1.B1.S1.MA1	Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.	RUTENBAR, CHERYL	8/11/2014	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Quarterly Assessments Benchmark Assessments	6/1/2015 weekly
G1.B1.S1.MA1	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as weekly reviews of lesson plans which follow grade level planning sessions.	RUTENBAR, CHERYL	8/11/2014	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/4/2015 weekly
G1.B1.S2.MA1	Teachers will utilize the Florida Standards, grade level content specifications and assessment limits during each planning session to ensure that planning with the full depth of each specified state standard is reached. Teachers will plan together as a grade level and review plans with the reading coach and administration.	Hulsey, Gail	8/18/2014	Lesson Plans Anecdotal Records Observations Student Artifacts	6/4/2015 weekly
G1.B1.S2.MA1	Administration and Reading Coach will conduct weekly planning sessions with grade levels.	RUTENBAR, CHERYL	8/18/2014	Lesson plans Observations Student Artifacts	6/4/2015 weekly
G1.B1.S3.MA1	FAIR data and classroom assessment data will be pulled to ensure that students are making progress.	Allen, Eva	9/26/2014	FAIR Data Student Report Cards MTSS Check Sheets	5/29/2015 monthly
G1.B1.S3.MA1	The interventionists will collect assessment data as they work with students to ensure students are progressing.	Allen, Eva	9/8/2014	Lesson Plans Daily Logs FAIR Data	5/29/2015 daily
G2.MA1	FAIR Quarterly Assessments Classroom Assessments	RUTENBAR, CHERYL	8/18/2014	Sign In Sheets to PD FAIR STAR Grade Level Assessments Report Card Grades Journey Data	6/1/2015 quarterly
G2.B1.S1.MA1	Journey Observations, Informal walk-throughs, Discussions with teachers	RUTENBAR, CHERYL	8/18/2014	Lesson plans Student artifacts Observations Assessment Data	6/1/2015 daily
G2.B1.S1.MA1	Grade Level planning will occur with the reading coach and/or administration, student artifacts from the previous week will be presented at planning sessions. Staff present will sign in for each PD.	RUTENBAR, CHERYL	8/18/2014	Lesson plans Student artifacts Observations Teacher feedback PD Sign In Sheets	6/1/2015 weekly
G2.B1.S2.MA1	Administration will monitor the implementation of new learning during formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration.	RUTENBAR, CHERYL	9/5/2014	Lesson Plans Journey Feedback Student Artifacts Classroom Observation Classroom Data	5/1/2015 monthly
G2.B1.S2.MA1	Administration will ensure that all teachers attend PDs through the use of sign in sheets. Administration will complete formal and informal walk throughs to ensure that teachers are implementing learning during instructional time with students.	RUTENBAR, CHERYL	9/5/2014	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	5/1/2015 biweekly

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. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.

G1.B1 New Standards and state assessments

G1.B1.S1 Unpack each standard before planning the lesson

PD Opportunity 1

Assist teachers with identifying and teaching the Florida Standards.

Facilitator

District Coaches Reading Coach Administration

Participants

Classroom Teachers

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G1.B1.S2 Plan lessons with the end in mind

PD Opportunity 1

The teachers will plan using the Florida Standards, item specifications, and assessment limits.

Facilitator

Grade Chairs and Reading Coach

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2. If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.

G2.B1 Inconsistent instructional delivery and implementation of the Florida Standards from teacher to teacher.

G2.B1.S1 Weekly lesson planning will focus on the standards and effective teaching strategies with follow-up identifying teachers needing additional support.

PD Opportunity 1

The reading coach and administration will assist teachers in lesson planning based on the Florida Standards, higher order questioning and analytical writing during PLC time.

Facilitator

Administration Reading Coach

Participants

Administration Reading Coach Interventionists Classroom teachers

Schedule

Weekly, from 8/11/2014 to 6/4/2015

PD Opportunity 2

Professional development will be offered on the Florida Standards, Close Reading, analytical writing, PBS, effective teaching strategies, data, and science.

Facilitator

Administration Reading Coach

Participants

Administration Reading Coach Interventionists Classroom Teachers

Schedule

Weekly, from 8/11/2014 to 6/1/2015

G2.B1.S2 Weekly professional development will focus on the Florida Standards, Close Reading, Analytical Writing, PBS, Effective Teaching Strategies, Data, Science instruction

PD Opportunity 1

The administration will plan weekly professional development that will focus on the Florida Standards, Close Reading, Analytical Writing, PBS, Effective Teaching Strategies, Data, Science Instruction and Math Instruction.

Facilitator

Cheryl Rutenbar

Participants

Teachers/Staff

Schedule

Weekly, from 8/22/2014 to 5/1/2015

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: If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.	259,873
Goal 2: If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.	27,190
Grand Total	287,063

Goal 1: If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.

Description	Source	Total
B1.S1.A1 - Reading Coach Salary	Title I Part A	57,308
B1.S3.A1 - Three Interventionists' Salaries	Title I Part A	202,565
Total Goal 1		259,873

Goal 2: If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2014-2015 school year will place it in the 70th percentile for growth statewide.

Description	Source	Total
B1.S1.A2 - 40% Salary for Network Manager	Title I Part A	27,190
Total Goal 2		27,190