

Orange County Public Schools

Dream Lake Elementary



2015-16 School Improvement Plan

Dream Lake Elementary

800 N WELLS ST, Apopka, FL 32712

www.ocps.net/lc/north/edl

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	74%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and their communities.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Dream Lake Elementary's (DLE) faculty and staff nurture academic relationships with students working to build foundations, knowledge, and understanding of the cultures that are served. DLE works to provide faculty and staff with professional development that focuses on culture diversity and best pedagogical practices, parents and stakeholders with stellar customer service, and students with academic relevance and district adopted strategies to ensure increased student achievement and closing of the achievement gap for all students. The cultural diversity of DLE naturally fosters our teachers, faculty, and staff to learn, understand, and respect the cultures of the students served so as to provide them with the highest quality education.

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

Maintaining a safe and orderly environment is a basic foundation for increasing student achievement for all students. Dream Lake Elementary's (DLE) administration follows district policies to develop and implement the best systems of approach for their campus including a school adopted SAFE Plan. To ensure a safe working and learning environment and to provide an environment where student learning can be the center of our focus, DLE continually reviews and practices rules, routines, and procedures through school-wide quarterly Code of Conduct Reviews, participates in monthly drills and practice of emergency procedures, and has established a comprehensive schedule of adult supervision where faculty and staff have assigned duties in the morning, during the lunch schedule, and in the afternoon to ensure an environment where students feel safe and respected and parents feel their children are safe and respected.

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

The OCPS Student Code of Conduct is the official system used at Dream Lake Elementary (DLE) to govern student behavior on campus. The student code is reviewed consistently in schools throughout the school year and is the foundation for auxiliary resources and strategies such as Conversation Help Activity Movement Participation (CHAMPS), Class Dojo, and Positive Behavior Support (PBS). It is a systems approach to discipline that starts with the teacher but depending upon the need of the student and the behavior, administration and leadership team members intervene to assist in the best interest of the student and the school. DLE has set goals to decrease discipline referrals by 10% for the 2015 – 2016 school year.

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

In order to increase student achievement at Dream Lake Elementary (DLE) the faculty and staff believes in the whole child approach. The emotional, mental, physical and spiritual growth of a student are just as important as their academic growth and successes. Students at DLE have access to school, district, and community resources as needed. DLE offers a mentor program for targeted students and counseling needs are met by school and district personnel. To attend to a student's basic social and emotional growth is an ethical and moral charge that all DLE educators aspire to do well.

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

Dream Lake Elementary's (DLE) faculty and staff understand the correlation between student contact time and increased student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2015-2016 school year due to non-attendance and suspension. Attendance is monitored by administration and specific indicators trigger a school and district response to alleviate the concern. According to Enterprise Data Warehouse (EDW), DLE has a 95.2% daily attendance rate. For those students not meeting this measure, attendance conferences are held with the parent and members of an Attendance Child Study Team. If the matter of concern is not rectified, a more aggressive response is enacted that may include district and even judicial personnel.

DLE faculty and staff progress monitor student achievement through data disaggregation on a weekly, monthly, and quarterly basis. Data from formative, common, and summative assessments, interventions, enrichment, computer-based curriculum programs, and after school tutoring allows instructors to differentiate instruction for individual students by need. DLE provides a comprehensive curriculum structure of academic intervention and enrichment, common planning for CORE instruction and remediation, and rigorous instruction using high-yield strategies. Classrooms at DLE are student-centered where students are charged with taking ownership of their own learning through individual goal setting and data disaggregation. DLE utilizes a wealth of programs, resources, and strategies as proactive means to the early warning system indicator including community resources for outside counseling referrals, academic, attendance, and behavior conferences, district resource personnel and coaches, a school-wide Intervention and Enrichment period, iReady Reading and Math, ST Math, Muti-Tier Systems of Support, and an after-school Reading and Math tutoring program for students in 3rd-5th Grades.

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	15	14	14	17	15	10	85
One or more suspensions	0	0	0	0	2	2	4
Course failure in ELA or Math	22	20	40	51	46	44	223
Level 1 on statewide assessment	0	0	0	0	0	0	

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	5	2	4	7	7	6	31

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

- Attendance Contracts with parents
- Behavior Intervention Plans (BIP)
- Community Resources (Judicial Resources and Kids Care)
- Conferences (academic, attendance and behavior)
- District Resources (Social Worker and School Psychologist)
- Intervention and Enrichment (math and reading)
- i-Ready (math and reading)
- Multi-Tiered System of Support (MTSS for academics and behavior)
- ST Math
- Tutoring (Afternoon - math and reading for third through fifth grades)
- Tutoring (Morning and afternoon - reading for first and second grades)

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Dream Lake Elementary (DLE) continues to build positive home-school relationship because all stakeholders recognize and understand that a relationship between home and school is strongly correlated with increased student achievement. The formal and informal connections between the home and school assist in the process of developing students academically, emotionally, mentally, physically and socially into productive lifelong learners that will successfully thrive in our global community. Research supports that family involvement during the elementary school years contribute to better student achievement and attitudes throughout the student's academic career.

DLE has built a comprehensive plan for parent involvement that includes academic and social activities to foster relationships with students, families, and stakeholders. DLE works with outside partners to establish Community Based Events with Partners in Education (PIE) including events such as Family Night at our local Chick- Fil –A, McDonald's, Papa John's Family Night, and Beef O' Brady's. DLE establishes a continual line of communication with parents and stakeholders through weekly School Messenger announcements, monthly Parent and Teacher Association (PTA) meetings, monthly School Advisory Committee (SAC) meetings, quarterly school newsletter to families, Mid-Term Progress Reports, Quarterly Marking Period Conference Nights, a comprehensive school website, and Movie Night in the Fall and Spring. DLE works diligently with families to build academic relationships to ensure stakeholders understand the progression of their child's education. Professional Development opportunities are provided to families that are facilitated by district and school staff informing stakeholders of the changes, processes, resources and strategies used to

increase student achievement in the core and special area curriculum with scheduled Curriculum Nights including Open House, Literacy Night, Math, Reading, Science, Technology, Engineering and Mathematics (STEM) Night, and Understanding the Florida Standards Assessment (FSA) Night. DLE practices an Open Door Policy where families and stakeholders recognize that their involvement in the education and development of their child within the confines of school is not limited to the scheduled school events. DLE encourages and welcomes the use of the ADDitions system where parents, families, and stakeholders can play a role daily in the mission and vision of DLE as a school-based volunteer.

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

It is the goal of Dream Lake faculty and staff to promote and nourish the school - community relationship. A real partnership is established when school stakeholders involve community members in school business when applicable. Dream Lake Partners In Education (PIE) are visible at school nights and the school is able to attend and host events at the PIE organizations to promote unity and generate resources for both. Community and school stakeholders are able to clearly view the school- community relationship that provides students with needed benefits and resources. A broad based community - school relationship is beneficial and necessary for the continued success at Dream Lake.

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:

Name	Title
Schadow, Gary	Principal
Biaggi, Kelli	Instructional Coach
Craft, Cynthia	Instructional Coach
Farran, Angel	Instructional Media
Floyd, Jill	Instructional Coach
Pruitt, Amy	Administrative Support
Hooven, Elizabeth	Assistant Principal

Duties

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

The leadership team at Dream Lake Elementary serves as instructional leaders with a common practice of shared decision making process. Within the leadership team there is a Principal, Assistant Principal, Curriculum Resource Teacher, MTSS Coach, Reading Coach, Staffing Specialist, Inclusion Specialist, and Media Specialist.

Within the shared decision making process, the Principal and Assistant Principal provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing rigorous instruction, monitors instruction for rigor and high yield strategies, monitors implementation of intervention and enrichment support and documentation, ensures adequate professional development to support implementation of goals and strategies, and communicates with teachers, parents, and stakeholders the direction and purpose of the school.

As part of the team of Instructional Coach the Curriculum Resource Teacher (CRT) also serves as the Multi-tiered System of Support (MTSS) Coach. In the capacity of this role, the CRT/MTSS Coach develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches, identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention services for children to be considered “at risk”, assists in the design and implementation for progress monitoring, data collection and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Within the school based instructional leadership team, the Reading Coach provides guidance on the K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plan, and oversees the After School Tutoring Program.

To address all needs of the student, the Staffing Specialist and Inclusion Specialist participate in the collection, interpretation, and analysis of data within the MTSS model to determine the possible need for eligibility determination of ESE services, facilitates in the development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation, and facilitates data-based decision making activities. To support the instructional leadership team and teachers, the Media Specialist collaborates with classroom teacher in designing, implementing and evaluating instruction, establishes a media program that encourages a variety of materials and activities to stimulate learning and to develop students’ skills in reading, writing listening, evaluating and communicating, promotes state and local reading contests to encourage reading such as Sunshine State Reader and Accelerated Reading, and promotes the use of technology for students and faculty.

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

We have a school-based MTSS Leadership Team. This team consists of Principal, Assistant Principal, General Education Teachers, Exceptional Student Education Teachers, Instructional Coaches, Reading Instructional Specialist, School Psychologist, Speech Language Pathologist and Student Service Personnel.

The team meets as needed or at least monthly to engage in the following activities: Review universal screening data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding academic goals and to identify those students who are at moderate risk or at high risk for not meeting academic goals. Based on the above information, the team will identify professional development and assign resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation school-wide. Each team within the school systematically works towards the common goal stated above. All teams are coordinated through the central school leadership team, which works to integrate the work of each of the other teams. Dream Lake teams are grade level team leaders, literacy team, ESE resource team and grade level Professional Learning Communities (PLC).

Using Title II funds, teachers at Dream Lake Elementary will be able to participate in professional development in i-Ready (math and reading) and ST Math. The purpose of the professional development is to provide teachers the opportunity to understand the program, read and analyze the reports and change their instruction based on the individual students' diagnostic and current data.

Data will be gathered daily by teachers as students work throughout the year. Administration, math and reading resource teachers will be collecting school wide data weekly and teachers meet with administrators on their data monthly. The desired outcome is that the use of i-Ready and ST Math will facilitate the increased proficiency of students in both math and reading in every Annual Measurable Objectives (AMO) for all subgroups.

This professional development activity relates to closing the achievement gap by directly supporting our reading and math goals found in our School Improvement Plan. Students are measured daily in specific skills on the i-Ready program and teachers use this data to assign coursework, plan small group instruction, and make individual learning goals for students. Our goal is for this individualized instruction to increase student achievement in math and reading in grades K-5 with a focus on learning gains for the students in the Lowest 25%, Black Subgroup, and ESE Students.

Individuals with Disabilities Education Act (IDEA) Funds that are provided to Dream Lake Elementary are used to support a behavior specialist and four one-to-one paraprofessionals. With Supplemental Academic Instruction (SAI) Funds Dream Lake Elementary is able to provide an after school tutoring program in Reading and Math. Ten Reading teachers and three Math teachers will work three days a week for an hour after school with small groups of third, fourth and fifth graders.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Gary Schadow	Principal
Alvarado,Rosa	Parent
Corbett, Misha	Parent
Crisan, Jennifer	Teacher
Dettman, Tammy	Teacher
Figueroa, Melanie	Parent
Fuchs,Gabriele	Education Support Employee
Grant, Marcus	Business/Community
Holton, Christine	Teacher
Mendez, Jennifer	Parent
Sanchez, Maria	Parent
Schadow,Gary	Principal
Stile, Laura	Teacher
Thevenin,Enlande	Teacher
Ward,Anelle	Parent
Garcia, Monica	Parent
Campbell, Candice	Parent
Martinez, Adriana	Parent
Cruz, Barbara	Parent
Jean, Gilles	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

Based on the state release of the Florida Standard Assessment Quartile report, in Reading, Dream Lake Elementary had 48% of student score in the lowest two quartiles compared to 50% for the district. Fifty-two percent fell in the upper two quartiles compared to 50% for the district. In Math, Dream Lake Elementary had 44% of it's students score in the lowest 2 quartiles compared to 53% for the district. Fifty-six percent of the Dream Lake Elementary students fell in the upper two quartiles compared to 47% for the district. Additionally, Dream Lake Elementary improved 3% on FCAT Science 2.0.

Development of this school improvement plan

In the spring of 2015, Advanc-Ed surveys were administered to our students, parents and staff members on school effectiveness and climate conditions. The School Advisory Committee (SAC) reviewed the results in May 2015 and recommendations were made that will facilitate the 2015-2016 School Improvement Plan (SIP) planning process in a concerted effort to increase student, parent and staff satisfaction with the school. In the fall, all SAC members received copies of the School Improvement Plan and the progress of the goals and activities outlined in the plan are discussed at multiple meetings. As the school year continues, administration shares the growth and progress of Dream Lake with stakeholders communicating student school growth and progress according to assessments and progress monitoring data within SAC meetings. Additionally, within the SAC meetings, stakeholders are provided the opportunity to ask questions, seek clarification, share concerns, and make suggestions to continue the forward movement of Dream Lake.

Preparation of the school's annual budget and plan

The SAC assists the school leadership in the development of the SIP and is required to review the plan each year. Mr. Schadow shared the current SIP with the SAC committee in Spring 2015 soliciting input in regards to the school budget, sustained community engagement, student achievement, highly effective instruction, planning, resources, and strategies for the 2015-2016 school year. During the strategic planning sessions new ideas and suggestions are discussed with the specific intention to increase student achievement and promote a positive school environment. SAC members are also tasked with promoting and sharing the SIP with other community stakeholders in a positive and effective manner.

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

The proposed use of any school improvement funds received will be our summer tutoring program in the area of math and reading. In previous years our grade level PLCs in grades Kindergarten through fourth grade selected 120 students who were below grade level to attend summer math and reading camp during summer break for 20 days (6 hours daily) to receive extra instruction in math and reading. Our hope was to move the students closer to grade level or above in math and reading while preventing and reducing academic regression. This intervention cost ranges from \$15,000 to \$18,000 dollars to implement each summer.

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

No

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

Principal Schadow contacted former SAC members to solicit interest in joining the SAC committee for this school year. During Open House, DLE administration spoke to parents about the importance of joining the SAC. Full compliance was met at the October 13, 2015 SAC meeting.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Schadow, Gary	Principal
Hooven, Elizabeth	Assistant Principal
Biaggi, Kelli	Instructional Coach
Craft, Cynthia	Instructional Coach
Farran, Angel	Instructional Media
Floyd, Jill	Instructional Coach
Pruitt, Amy	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The three major initiatives of the Literacy Leadership Team (LLT) this year is to increase student guided reading groups in 3rd-5th grades, continue implementation of i-Ready (math and reading) while enhancing the program with teacher tool box resources and the standard mastery assessment, and common planning times for teachers in developing more rigorous lesson plans in reading and math with the support of the leadership team leading to a continued increase in student achievement and closing the achievement gap among the Black and ESE Subgroups.

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

All instructional faculty and staff are required to meet each Wednesday after the instructional day with grade level Professional Learning Communities (PLCs). The PLC agenda may include various topics such as curriculum (Go! Math and Journeys), deconstructing the Florida ELA and Math Standards, differentiated instruction, formative and summative assessment development, Intervention and Enrichment (I and E) groupings, planning and instruction, and resources and strategies. The PLC follows group norms and provides the Curriculum Resource Teacher with minutes of the meeting. Additionally, monthly learning celebrations are held to disseminate pertinent information, conduct professional development, and recognize stakeholder achievement. The instructional faculty at Dream Lake are not assigned external duties beyond the classroom so they can maximize their planning and instructional time to increase student achievement.

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

Dream Lake Elementary School attempts to retain teachers by providing support in all professional areas. Teachers are supported through the use of mentors and instructional coaches who work directly with teachers to enable them to reach the high expectations of highly effective educators. The Dream Lake Leadership Team provides professional development opportunities based on the demonstrated need of the staff as they relate to the school goals defined in the annual School Improvement Plan. Dream Lake uses the Orange County Hiring System to recruit teachers. We post openings, screen, interview, and hire from the instructional candidates pool provided by the OCPS Human Resources Department.

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

Dream Lake Elementary School has a mentoring program for beginning teachers and teachers new to Dream Lake for the current school year. Each beginning or new staff member is paired with a mentor from their same grade level that is both experienced with the grade and is considered a master teacher. Both sets of teachers are assigned mentors who work with administrators to provide needed support in transitioning to Dream Lake. The beginning and new teachers are provided the opportunity to tour the campus, prepare their assigned classrooms, and work with assigned mentors to obtain pertinent information related to Dream Lake Elementary. The teachers are continually supported by administration and the leadership as they are provided the opportunity to ask questions or seek clarification when the need arises.

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

Dream Lake faculty and staff use the latest district approved resources and strategies that are aligned to the Florida Standards to maximize student achievement and close the achievement gap for all students, specifically among the Black and ESE subgroups. School and district professional development is offered to administrators, instructors, and resource personnel to gather information on 21st Century instructional best practices utilization in reading, math, science, and writing. DLE administration and district personnel coordinate and monitor the use of appropriate instructional material used in DLE classrooms with the Marzano iObservation assessment tool.

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

It is the expectation of the DLE administration that teachers differentiate instruction for reading and math utilizing small guided skill groups, Marzano High Yield strategies, and the Gradual Release Model of I Do, We Do, You Do. Teachers are expected to differentiate instruction within the classrooms based on student need as determined by assessments, assignments, and other anecdotal informational resources. Resources used to support teachers in their instructional practices to meeting student individual needs include data disaggregation meetings, professional development in instructional best practices, lesson planning meetings, i-Ready Instructional Program, ST Math Instructional Program, PLC meetings, Learning Celebration meetings, and tutoring.

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: Extended School Day

Minutes added to school year: 4,680

Dream Lake Elementary runs an after school tutoring program three days a week for an additional hour. Students in third, fourth and fifth grades participate based on teacher recommendation and assessment scores that show a need for math or reading intervention. Teachers facilitate the program in their classrooms after school with small groups of five to 10 students on the same math or reading level. These students then participate in a guided reading group with non-fiction high interest leveled books.

Strategy Rationale

The rationale for the afternoon tutoring program is to increase math and reading proficiency in all AMO subgroups at Dream Lake while increasing student achievement and closing the achievement gap for all the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Craft, Cynthia, cynthia.craft@ocps.net

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

Each quarter all students are tested using the STAR program. Their small guided reading group is based on their lexile number after each STAR test is assessed. Each quarter student groups are calibrated to align students with the appropriate instructional levels. In addition students take an independent reading test each Friday consisting of a grade level passage and five comprehension questions. At the end of the assessment, students then graph their percentage correct. Data is recorded weekly to progress monitor and show student growth.

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

Currently Dream Lake runs two Voluntary Pre-Kindergarten (VPK) programs on our campus. DLE is a cluster site for students who are identified as being Developmentally Delayed (DD). Children as young as three years old can be serviced in our program. We have five students with us all day in our Exceptional Student Education (ESE) VPK program.

Our VPK classes are held in the morning and afternoon. Each session services 20 students, who do not always live in our attendance zone. In the spring, local VPK programs can visit our school with their children and tour the campus. We have done this for the last four years to prepare students for starting Kindergarten in the fall. Incoming Kindergartners are screened with the Florida Kindergarten Readiness Screener (FLKRS) / Early Child Hood Observation System (ECHOS) within the first 30 days of school.

In the spring current grade level instructors meet with upper grade level instructors to form tentative upper grade classrooms for the upcoming school year. Academic levels, behavior, ELL needs, ESE

needs, gender, learning styles, personality, and race are considered when classroom rosters are being built. Each year the DLE principal communicates with the receiving middle school principal the needs of the rising sixth grade students.

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

N/A

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

N/A

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

N/A

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Dream Lake Elementary has determined a need exists for improvement in 3rd grade Reading and the Black and ESE subgroups who are defined as proficient in Reading and Math.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Dream Lake Elementary has determined the root causes for the area of needs identified by the data are a result of a language and vocabulary among the English Language Learners and Exceptional Education Learners.

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.** Dream Lake Elementary will ensure college and career readiness for all students by increasing reading proficiency for students in grades Kindergarten through Fifth grade (Ensure Career and College Readiness).

- G2.** Dream Lake Elementary will accelerate student performance in Math for students in grades Kindergarten through Fifth grade (Accelerate Student Performance).

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. Dream Lake Elementary will ensure college and career readiness for all students by increasing reading proficiency for students in grades Kindergarten through Fifth grade (Ensure Career and College Readiness). 1a

G072925

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Reading - African American	71.0
AMO Reading - SWD	57.0

Resources Available to Support the Goal 2

- Common planning periods with administration and curriculum coaches
- Common, Programmatic, and iReady Reading assessments
- Computer Lab Scheduled Time with 100 minutes devoted to Reading
- Orange County Public Schools Scope and Sequence and Measurement Topic Plans
- After-School Tutoring
- Professional development on Reading frameworks
- Intervention and Enrichment
- i-Ready Reading Teacher Tool Box

Targeted Barriers to Achieving the Goal 3

- There is a lack of structured small guided reading groups in 3rd through 5th grades where student deficiencies beyond comprehension need to be addressed.
- Students do not actively self-monitor their learning progress in relation to individualized goals.
- There is a lack of deliberate planning of learning goals, daily learning targets, learning scales, and Higher Order Thinking (HOT) questions according to HESS' Matrix.
- Limited resources are being used to provide differentiated instruction and experiences.

Plan to Monitor Progress Toward G1. 8

Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Reading and the formative and summative assessments to monitor the progress of student growth in relation to the established AMO goals.

Person Responsible

Elizabeth Hooven

Schedule

Every 3 Weeks, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Reading diagnostic data, and formative and summative assessment data on a 3-week rotational schedule.

G2. Dream Lake Elementary will accelerate student performance in Math for students in grades Kindergarten through Fifth grade (Accelerate Student Performance). 1a

G072926

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0
AMO Math - African American	76.0
AMO Math - SWD	65.0

Resources Available to Support the Goal 2

- Intervention and Enrichment
- i-Ready Math Teacher Tool Box
- Go Math! Programmatic Series
- Common, Programmatic, ST Math, and iReady Math assessments
- Computer Lab Scheduled Time with 100 minutes devoted to Math
- Orange County Public Schools Scope and Sequence and Measurement Topic Plans
- After-School Tutoring

Targeted Barriers to Achieving the Goal 3

- The computer-based program iReady Math is not used with fidelity by classroom-based teachers in the classroom or scheduled computer lab periods.
- Students do not actively self-monitor their learning progress in relation to individualized goals.
- There is a lack of deliberate planning by teachers of learning goals, daily learning targets, learning scales, and Higher Order Thinking (HOT) questions according to Hess' Matrix.
- Limited resources are being used to provide differentiated instruction and experiences.

Plan to Monitor Progress Toward G2. 8

Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Math and formative and summative assessments to monitor the progress of student growth in relation to the established AMO goals.

Person Responsible

Gary Schadow

Schedule

Every 3 Weeks, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Math diagnostic data, and formative and summative assessment data on a 3-week rotational schedule.

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. Dream Lake Elementary will ensure college and career readiness for all students by increasing reading proficiency for students in grades Kindergarten through Fifth grade (Ensure Career and College Readiness).

1

 G072925

G1.B1 There is a lack of structured small guided reading groups in 3rd through 5th grades where student deficiencies beyond comprehension need to be addressed. **2**

 B190401

G1.B1.S1 Teachers in 3rd through 5th grade will implement small guided reading groups as part of the 90-minute CORE reading block. **4**

 S201809

Strategy Rationale

Small guided reading groups within the 90-minute reading block will provide students with differentiated instruction on student's instructional level in reading comprehension and phonics.

Action Step 1 **5**

Teachers in 3rd through 5th grade will work with the administrative and leadership team on the implementation of small guided reading groups during the 90-minute academic reading block as an extension of the CORE reading instruction where reading comprehension is instructed on the instructional reading level of the student.

Person Responsible

Elizabeth Hooven

Schedule

Weekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to document teacher participation will be materials distributed to teachers and participant, sign-in sheets during Weekly Professional Learning Community meetings, scheduled in-service sessions, lesson plans, and standards-based student artifacts created during small groups.

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

The fidelity of implementation of small guided reading groups during the 90-minute reading block will be monitored by classroom walk through procedures, informal and formal observational feedback, and the regular participation in data meetings with administration and the leadership team.

Person Responsible

Elizabeth Hooven

Schedule

Every 3 Weeks, from 9/21/2015 to 6/7/2016

Evidence of Completion

Evidence collected to monitor the fidelity of implementation of small guided reading groups will include observational data and teacher data collection documents from informal observations every three weeks.

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

The effectiveness of small guided reading groups during the 90-minute Reading block will be monitored using student diagnostic, formative, and summative assessments in comparison to the established AMO goals.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 10/1/2015 to 6/7/2016

Evidence of Completion

Evidences that will be used to measure the effectiveness of the small guided reading groups will include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month.

G1.B1.S2 Teachers will provide student with prescriptive and differentiated interventions and enrichment daily during the school's 45-minute Intervention and Enrichment period. 4

 S201810

Strategy Rationale

Students will receive a layer of tiered support with an intense focus on reading acceleration as outlined in the Multi-Tiered System of Supports plan.

Action Step 1 5

Teachers will provide differentiated instruction on the instructional reading level of the student based on the core reading deficiencies of students during small guided reading groups within the 90-minute Reading block and within the Intervention and Enrichment period scaffolding instruction between student reading levels and grade level curriculum as part of the Multi-Tier Systems of Support.

Person Responsible

Elizabeth Hooven

Schedule

Daily, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence of completion of this activity will be observational data from informal and formal observations that are conducted during the 90-minute Reading block and the Intervention and Enrichment Period, as well as student artifacts

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

Fidelity of the implementation of small guided reading groups where differentiated instruction is provided on the instructional level of the students will be monitored by classroom visits, teacher participation in data meetings, and common planning meetings with administration and leadership team members.

Person Responsible

Elizabeth Hooven

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected and used to monitor the fidelity of implementation will include classroom observational data during the 90-minute Reading block and Intervention and Enrichment period, student progress monitoring data, iReady Reading diagnostic data, common lesson planning documents, and summative assessment data.

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

The effectiveness of the differentiated instruction within the small guided reading groups during the 90-minute Reading block and Intervention and Enrichment period will be determined by the ongoing progress monitoring of student growth and progress relating to student individual needs and the correlation of student data to the established AMO goals.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The data collected to determine the elimination of the barrier will include student ongoing progress monitoring data, iReady Reading diagnostic data, and summative assessment data.

G1.B2 Students do not actively self-monitor their learning progress in relation to individualized goals. 2

 B190402

G1.B2.S1 Students will set individualized learning goals with the teacher during quarterly teacher-student data meetings using the computer-based iReady Reading program diagnostic reports and summative assessments data as tools for goal setting. 4

 S201811

Strategy Rationale

Students who are cognizant of their learning and the expectations defined by their individualized learning goals are motivated to be successful in reaching their goals.

Action Step 1 5

Teachers will work with administration and the leadership team on the implementation of quarterly teacher-student data meetings that will support and facilitate students in the establishment of individualized academic goals enabling students to participate in the ongoing progress monitoring of their individual growth.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheets.

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

The fidelity of implementation of individualized student goal setting will be monitored by teacher facilitation of individualized goal setting in student-teacher conferences at the beginning of each marking period and communication of student progress during data meetings with administration and the leadership team.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

The evidence used to document that the implementation and establishment of individualized goal setting with students has occurred will be administrative review of the student goals setting sheets during established data meetings on a monthly basis with teachers in data meetings.

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

The effectiveness of student individual data goal setting and tracking will be monitored by the student's ability to verbally communicate their progress in relation to their individual goals during parent-teacher conferences, their ability to participate in the self-reflection process, and administrative review of student ongoing progress monitoring data, iReady Reading diagnostic data, and summative benchmark assessment data.

Person Responsible

Elizabeth Hooven

Schedule

Quarterly, from 9/21/2015 to 6/7/2016

Evidence of Completion

The evidence used to monitor the effectiveness of the student individual goal setting process will include the reflection process by students identifying what they have learned, how they know they learned it, support that is still needed, and reflection on learning on a quarterly basis.

G1.B2.S2 Students will monitor their weekly academic progress using the diagnostic tool that was used to determine their individualized learning goal. 4

S201812

Strategy Rationale

Students will be able to track their own learning progress and have a sense of accomplishment as they move closer to their individualized learning goal.

Action Step 1 5

Teachers will collaborate with administration and the leadership team to obtain the tools and strategies needed to implement with fidelity student ability and autonomy to track individual performance data related to individualized goals on a weekly basis.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 9/28/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheet.

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

Students will keep individualized goal setting sheets and a weekly progress monitoring document folder that can be made readily available to administration, leadership team members, and parents.

Person Responsible

Elizabeth Hooven

Schedule

Weekly, from 9/28/2015 to 6/7/2016

Evidence of Completion

Teachers will make available the student goals setting document and weekly progress monitoring sheets during data meetings to administration and leadership as a tool for monitoring the fidelity of implementation.

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

The effectiveness of weekly monitoring by students will be checked by observing changes, increase or decrease, in student data towards the student individualized goals.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 9/28/2015 to 6/7/2016

Evidence of Completion

The documents that will be used as evidence for effectiveness of strategy will include student weekly progress monitoring sheets, student ongoing progress monitoring by students, iReady Reading diagnostic data, and summative assessment data during monthly data meeting with the administrative team.

G1.B3 There is a lack of deliberate planning of learning goals, daily learning targets, learning scales, and Higher Order Thinking (HOT) questions according to HESS' Matrix. 2

 B190403

G1.B3.S1 Teachers will deliberately plan Higher Order Thinking (HOT) questions according to Hess' Matrix to increase the cognitively complex thinking skills of students. 4

 S201813

Strategy Rationale

Deliberate planning of questions will ensure the appropriate levels of cognitively complex questions are being presented to students.

Action Step 1 5

Administration and leadership team members are training and modeling the collaborative common planning process where district Measurement Topic Plans are used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.

Person Responsible

Elizabeth Hooven

Schedule

Biweekly, from 9/7/2015 to 6/15/2016

Evidence of Completion

Evidence that will be used to document the implementation of the strategy will include the learning goals, scales, targets, and questions generated within the common planning sessions.

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

Monitoring of the implementation of the learning goals, scales, and questions generated in the common planning meetings will occur by review of lesson plan content and classroom observations.

Person Responsible

Elizabeth Hooven

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to monitor the implementation of the strategy will be the alignment of common planning meeting notes to lesson plans on a biweekly basis and observational data every 3 weeks of the elements that reflect the use of HOT questions.

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

The strategy will be determined as effective when administration and the leadership team release the facilitation of common planning to the teachers and become observers of the planning process.

Person Responsible

Elizabeth Hooven


Schedule

Biweekly, from 9/7/2015 to 9/7/2015

Evidence of Completion

Evidence that will be used to monitor the reduction of the barrier and an increase in deliberate planning of HOT questions will be informal, non-evaluative, anecdotal observational data by administration and leadership team members during common planning sessions.

G1.B3.S2 Teachers will incorporate HOT questions that were developed during common planning periods with the support of administration and instructional resource coaches into class instruction. 4

 S201814

Strategy Rationale

Questions that are deliberately planned are more likely to be implemented and serve as a guide for an alignment of instruction, learning goals, and targets.

Action Step 1 5

Teachers will strategically implement cognitively appropriate HOT questions that are aligned to Hess' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.

Person Responsible

Elizabeth Hooven

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to verify that HOT questions meet the HESS' Matrix include facilitation of common planning meetings by administration and leadership teams with a desired outcome of planned questions.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The implementation of the strategic HOT questions designed in common planning meetings will be monitored by lesson plan review, teacher posting within the classroom, and classroom observations.

Person Responsible

Elizabeth Hooven

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected to document the implementation of the strategy with fidelity includes common planning meetings and lesson plan documentation of implementation on a biweekly basis, and observational data occurring every three weeks.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The strategy that will be used to monitor the increase of implementing and effectively using HOT questions that are aligned to the Hess' Matrix within CORE instruction will be informal and formal classroom observations.

Person Responsible

Elizabeth Hooven


Schedule

Every 3 Weeks, from 9/21/2015 to 6/7/2016

Evidence of Completion

Evidence to document effectiveness of the strategy and implementation will be the alignment of the observational data to correlating observational elements.

G1.B4 Limited resources are being used to provide differentiated instruction and experiences. 2

 B190404

G1.B4.S1 Teachers will utilize resources contained in the computer-based iReady Reading program to provide students with differentiated skill and application practice as a means for reteaching learning goals from the CORE academic instruction within the 90-minute Reading block, Intervention and Enrichment block, and after school tutoring. 4

 S201815

Strategy Rationale

Use of additional resources will ensure student practice and application skills reinforce critical content on the appropriate level based on student need.

Action Step 1 5

Teachers will participate in professional development and in-service sessions to obtain knowledge and information relating to the iReady Reading Teacher Toolbox resources that are available to teachers for implementation in CORE instruction, small guided reading groups, Intervention and Enrichment block, and after school tutoring.

Person Responsible

Cynthia Craft

Schedule

Monthly, from 8/19/2015 to 6/7/2016

Evidence of Completion

The evidence that will be used for documentation for the professional development will be sign-in sheets and handouts related to the professional development.

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

The plan to monitor the fidelity of implementation and use of the iReady Teacher Tool Box resources includes monitoring lesson plans and teacher observations.

Person Responsible

Elizabeth Hooven

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence collected that will be used to monitor the use of the iReady Teacher Tool Box will be lesson plans that are collected on a biweekly basis and teacher observations that are occurring every three weeks.

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

The effectiveness of the iReady Teacher Toolbox resources will be monitored by student data in iReady, common assessments, and ongoing progress monitoring data during monthly data meetings with administration.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 10/1/2015 to 6/7/2016

Evidence of Completion

The evidence that will be used to monitor the effectiveness are data collection tools including diagnostic reports from iReady, teacher data collection of common assessments, student tracking forms, and MTSS data at the beginning of each calendar month.

G1.B4.S2 Students needing additional support will be provided additional instruction in the after-school tutoring program. 4

S201816

Strategy Rationale

After-school tutoring will provide an additional layer of instruction to students needing remediation, intervention, and support.

Action Step 1 5

Students to receive additional support will be identified based on diagnostic and assessment data to receive additional instructional minutes outside the regular school day in Reading.

Person Responsible

Gary Schadow

Schedule

On 9/8/2015

Evidence of Completion

Evidence used to demonstrate completion of this activity will be tutoring roster, attendance verification, and monthly STAR Reading scores to monitor growth in Reading.

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

To monitor the fidelity of implementation, attendance records will be kept for student attendance.

Person Responsible

Cynthia Craft

Schedule

Daily, from 9/14/2015 to 6/7/2016

Evidence of Completion

The evidence that will be used to monitor the fidelity of implementation will be attendance rates, monthly STAR Reading scores, and student progress monitoring data.

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

Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Reading and formative and summative assessments to monitor the progress of student growth in relation to the established AMO goals.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 10/1/2015 to 6/17/2016


Evidence of Completion

Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Reading diagnostic data, and summative assessment data.

G2. Dream Lake Elementary will accelerate student performance in Math for students in grades Kindergarten through Fifth grade (Accelerate Student Performance). 1

 G072926

G2.B1 The computer-based program iReady Math is not used with fidelity by classroom-based teachers in the classroom or scheduled computer lab periods. 2

 B190405

G2.B1.S1 The teachers will receive a prescriptive schedule for the number of minutes students will be using iReady Math in the computer lab. 4

 S201817

Strategy Rationale

A prescriptive schedule will ensure the program is being used as intended to achieve the intended and desired outcomes of the program.

Action Step 1 5

Teachers will be provided with a lab schedule during preplanning staff development sessions.

Person Responsible

Gary Schadow

Schedule

On 8/21/2015

Evidence of Completion

Evidence that will be collected to demonstrate the completion of the activity are sign in sheets from preplanning and in-service activities.

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

To monitor the fidelity of the implementation and usage of iReady Math and ST math, administration will conduct informal lab observations and monitor individual and class goals.

Person Responsible

Gary Schadow

Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The evidence that will be collected and used to monitor the fidelity of implementation will be data usage graphs for grades 3, 4, and 5 and ST Math for grades Kindergarten through 5th grade that will be reviewed and disaggregated during monthly data meeting with the administrative team.

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

Formative and summative assessment data will be reviewed throughout the year to monitor the mastery of Math concepts related to the established AMO Math goals.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The evidence that will be collected to monitor the effectiveness of implementation will be summative Math assessment data demonstrating a class mastery level of 80% or higher.

G2.B1.S2 Teachers will use differentiated materials located within the teacher tool box of the iReady computer-based Math program and implement small group instruction within the 60-minute math block for students needing reteach opportunities after CORE instruction. 4

 S201818

Strategy Rationale

This will ensure students are engaged in activities appropriate to their grade level ability to reinforce the CORE instruction presented during the 60-minute academic block.

Action Step 1 5

Teachers will provide remedial or enrichment instruction during the 60-minute Math block based on student's need after CORE teaching of grade level curriculum.

Person Responsible

Gary Schadow

Schedule

Every 3 Weeks, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence of completion of this activity will be observational data from informal and formal observations that are conducted during the 60-minute Math block and the Intervention and Enrichment Period.

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

Fidelity of the implementation of small Math groups that provides differentiated instruction based on the academic need of the student will be monitored by classroom visits, teacher participation in data meetings, and common planning meetings with administration and leadership team members.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected and used to monitor the fidelity of implementation will include classroom observational data during the 60-minute Math block and Intervention and Enrichment period every third week, student progress monitoring data, iReady Math diagnostic data, common lesson planning documents, and summative assessment data.

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

The effectiveness of the differentiated instruction of the small guided Math groups within the 60-minute Math block and Intervention and Enrichment period will be determined by the ongoing progress monitoring of student growth and progress relating to student individual needs and the correlation of student data to the established AMO goals.

Person Responsible

Gary Schadow

Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The data collected to determine the elimination of the barrier will include student ongoing progress monitoring data, iReady Math diagnostic data, and summative assessment data during monthly data meetings with administration.

G2.B2 Students do not actively self-monitor their learning progress in relation to individualized goals. 2

 B190406

G2.B2.S1 Students will set individualized learning goals quarterly with the teacher during teacher-student data meetings using the computer-based iReady Reading program diagnostic reports and summative assessments data as the tool for goal setting. 4

 S201819

Strategy Rationale

Students who are cognizant of their learning and the expectations defined by their individualized learning goals are motivated to be successful in reaching their goals.

Action Step 1 5

Teachers will work with administration and the leadership team on the implementation of quarterly teacher-student data meetings that will support and facilitate students in the establishment of individualized academic goals enabling students to participate in the ongoing progress monitoring of their individual growth.

Person Responsible

Gary Schadow

Schedule

Quarterly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheets.

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

The fidelity of implementation of individualized student goal setting will be monitored by teacher facilitation of individualized goal setting in student-teacher conferences at the beginning of each marking period and communication of student progress during data meetings with administration and the leadership team.

Person Responsible

Gary Schadow

Schedule

Quarterly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The evidence used to document that the implementation and establishment of individualized goals setting with students has occurred will be administrative review of the student goals setting sheets during established data meetings.

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

The effectiveness of student individual data goal setting and tracking will be monitored by the student's ability to verbally communicate their progress in relation to their individual goals during parent-teacher conferences, their ability to participate in the self-reflection process, and administrative review of student ongoing progress monitoring data, iReady Math and ST Math diagnostic data, and summative assessment data.

Person Responsible

Gary Schadow

Schedule

Quarterly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The evidence used to monitor the effectiveness of the student individual goals setting process will include the reflection process by students identifying what they have learned, how they know they learned it, support that is still needed, and reflection on learning on a quarterly basis.

G2.B2.S2 Students will monitor their weekly academic progress using the diagnostic tool that was used to determine their individualized learning goal. 4

S201820

Strategy Rationale

Students will be able to track their own learning progress and have a sense of accomplishment as they move closer to their individualized learning goal.

Action Step 1 5

Teachers will collaborate with administration and the leadership team to obtain the tools and strategies needed to implement with fidelity student ability and autonomy to track individual performance data related to individualized goals on a weekly basis.

Person Responsible

Gary Schadow

Schedule

On 9/25/2016

Evidence of Completion

Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheet.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Students will keep individualized goal setting sheets and a weekly progress monitoring document folder that can be made readily available to administration, leadership team members, and parents.

Person Responsible

Gary Schadow

Schedule

Weekly, from 9/28/2015 to 6/7/2016

Evidence of Completion

Teachers will make available the student goals setting document and weekly progress monitoring sheets during data meetings to administration and leadership as a tool for monitoring the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The effectiveness of weekly monitoring by students will be monitored by the measurement of the increase or decrease in student data towards meeting the student individualized goals.

Person Responsible

Gary Schadow


Schedule

Weekly, from 9/28/2015 to 6/7/2016


Evidence of Completion

The documents that will be used as evidence for effectiveness of strategy implementation will include student weekly progress monitoring sheets, ongoing progress monitoring by students, iReady Math and ST Math diagnostic data, and summative assessment data.

G2.B3 There is a lack of deliberate planning by teachers of learning goals, daily learning targets, learning scales, and Higher Order Thinking (HOT) questions according to Hess' Matrix. 2

 B190407

G2.B3.S1 Teachers will deliberately plan Higher Order Thinking (HOT) questions according to HESS' Matrix to increase the cognitively complex thinking skills of students. 4

 S201821

Strategy Rationale

Deliberate planning of questions will ensure that appropriate levels of cognitively complex questions are being asked of students.

Action Step 1 5

Administration and leadership team members will facilitate teachers in the participation of collaborative common planning meetings where the district Measurement Topic Plans will be used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to document the implementation of the strategy will include the learning goals, scales, targets, and questions generated within the common planning sessions.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitoring of the implementation of the learning goals, scales, and questions generated in the common planning meetings will occur by the alignment of lesson plan content to classroom instruction.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 7/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to monitor the implementation of the strategy will be the alignment of common planning meeting notes to lesson plans every two weeks and observational data every three weeks.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The strategy will be determined as effective when administration and the leadership team release the facilitation of common planning to the teachers and become observers of the planning process.

Person Responsible

Gary Schadow


Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to monitor the reduction of the barrier and an increase in deliberate planning will be informal, non-evaluative, anecdotal observational data by administration and leadership team members.

G2.B3.S2 Teachers will implement the HOT questions that were developed during common planning periods with administration and instructional resource coaches into their CORE instruction. 4

 S201822

Strategy Rationale

Questions that are deliberately planned are more likely to be implemented and serve as a guide for an alignment of instruction, learning goals, and targets.

Action Step 1 5

Teachers will strategically use cognitively appropriate HOT questions that align to HESS' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be used to verify that HOT questions meet the HESS' Matrix and rigor include facilitation of common planning meetings by administration and leadership teams with a desired outcome of planned questions.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

The implementation of the strategic HOT questions designed in common planning meetings will be monitored by lesson plan review, teacher posting within the classroom, and classroom observations.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected to document the implementation of the strategy with fidelity includes common planning meetings and lesson plan documentation of implementation every two weeks, and observational data every three weeks.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

The strategy that will be used to monitor the increase of implementing and effectively using HOT questions that are aligned to the HESS' Matrix within CORE instruction will be informal and formal classroom observations.

Person Responsible

Gary Schadow

Schedule

Every 3 Weeks, from 9/21/2015 to 6/7/2016

Evidence of Completion

Evidence to document effectiveness of the strategy and implementation will be the alignment of the observational data to correlating observational elements.

G2.B4 Limited resources are being used to provide differentiated instruction and experiences. 2

 B190408

G2.B4.S1 Teachers will utilize resources contained in the computer-based iReady Math program to provide students with differentiated skill and application practice as a means for reteaching learning goals from the CORE academic instruction within the 60-minute Math block, Intervention and Enrichment block, and after school tutoring. 4

 S201823

Strategy Rationale

Use of additional resources will ensure student practice and application skills reinforce critical content that is on the appropriate level based on student need.

Action Step 1 5

Teachers will participate in professional development to obtain knowledge and information relating to the iReady Math Teacher Toolbox resources that are available to teachers for implementation of differentiated and appropriate practice and application skill supporting the CORE instruction and after school tutoring.

Person Responsible

Cynthia Craft

Schedule

On 8/19/2015

Evidence of Completion

The evidence that will be used for documentation for the professional development will be sign-in sheets and handouts related to the professional development.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The plan to monitor the fidelity of implementation and use of the iReady Teacher Tool Box resources includes monitoring lesson plans and teacher observations.

Person Responsible

Gary Schadow

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

Evidence of Completion

Evidence collected that will be used to monitor the use of the iReady Teacher Tool Box will be lesson plans that are collected on a biweekly basis and teachers observations that are occurring every three weeks.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The effectiveness of the iReady Teacher Toolbox resources will be monitored by student data in iReady Math common assessments, and ongoing progress monitoring data during monthly data meetings with administration.

Person Responsible

Gary Schadow


Schedule

Monthly, from 9/7/2015 to 6/7/2016

Evidence of Completion

The evidence that will be used to monitor the effectiveness are data collection tools including diagnostic reports from iReady, teacher data collection of common assessments, student tracking forms, and MTSS data at the beginning of each calendar month.

G2.B4.S2 Students needing additional support will be provided additional instruction in the after-school tutoring program. 4

 S201824

Strategy Rationale

After-school tutoring will provide an additional layer of instruction to students needing remediation, intervention, and support.

Action Step 1 5

Students to receive additional support will be identified based on diagnostic and assessment data to receive additional instructional minutes outside the regular school day in Math.

Person Responsible

Gary Schadow

Schedule

On 9/8/2015

Evidence of Completion

Evidence used to demonstrate completion of this activity will be tutoring roster, attendance verification, and monthly ST Math scores to monitor growth in Math.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

To monitor the fidelity of implementation, attendance records will be kept for student attendance.

Person Responsible

Cynthia Craft

Schedule

Daily, from 9/14/2015 to 6/7/2016

Evidence of Completion

The evidence that will be used to monitor the fidelity of implementation will be attendance rates, monthly ST Math scores, and student progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Administration and the leadership team will collect and monitor iReady data, formative summative assessment data for review throughout the year to monitor the progress related to the established AMO goals.

Person Responsible

Gary Schadow

Schedule

Monthly, from 9/21/2015 to 6/7/2016

Evidence of Completion

Evidence that will be collected to measure progress toward the goal of increasing math proficiency includes student ongoing progress monitoring data, iReady Math diagnostic data, and summative assessment 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	Teachers in 3rd through 5th grade will work with the administrative and leadership team on the implementation of small guided reading groups during the 90-minute academic reading block as an extension of the CORE reading instruction where reading comprehension is instructed on the instructional reading level of the student.	Hooven, Elizabeth	9/7/2015	Evidence that will be used to document teacher participation will be materials distributed to teachers and participant, sign-in sheets during Weekly Professional Learning Community meetings, scheduled in-service sessions, lesson plans, and standards-based student artifacts created during small groups.	6/7/2016 weekly
G1.B1.S2.A1	Teachers will provide differentiated instruction on the instructional reading level of the student based on the core reading deficiencies of students during small guided reading groups within the 90-minute Reading block and within the Intervention and Enrichment period scaffolding instruction between student reading levels and grade level curriculum as part of the Multi-Tier Systems of Support.	Hooven, Elizabeth	9/7/2015	Evidence of completion of this activity will be observational data from informal and formal observations that are conducted during the 90-minute Reading block and the Intervention and Enrichment Period, as well as student artifacts	6/7/2016 daily
G1.B2.S1.A1	Teachers will work with administration and the leadership team on the implementation of quarterly teacher-student data meetings that will support and facilitate students in the establishment of individualized academic goals enabling students to participate in the ongoing progress monitoring of their individual growth.	Hooven, Elizabeth	9/21/2015	Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheets.	6/7/2016 monthly
G1.B2.S2.A1	Teachers will collaborate with administration and the leadership team to obtain the tools and strategies needed to implement with fidelity	Hooven, Elizabeth	9/28/2015	Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheet.	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	student ability and autonomy to track individual performance data related to individualized goals on a weekly basis.				
G1.B3.S1.A1	Administration and leadership team members are training and modeling the collaborative common planning process where district Measurement Topic Plans are used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.	Hooven, Elizabeth	9/7/2015	Evidence that will be used to document the implementation of the strategy will include the learning goals, scales, targets, and questions generated within the common planning sessions.	6/15/2016 biweekly
G1.B3.S2.A1	Teachers will strategically implement cognitively appropriate HOT questions that are aligned to Hess' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.	Hooven, Elizabeth	9/7/2015	Evidence that will be used to verify that HOT questions meet the HESS' Matrix include facilitation of common planning meetings by administration and leadership teams with a desired outcome of planned questions.	6/7/2016 biweekly
G1.B4.S1.A1	Teachers will participate in professional development and in-service sessions to obtain knowledge and information relating to the iReady Reading Teacher Toolbox resources that are available to teachers for implementation in CORE instruction, small guided reading groups, Intervention and Enrichment block, and after school tutoring.	Craft, Cynthia	8/19/2015	The evidence that will be used for documentation for the professional development will be sign-in sheets and handouts related to the professional development.	6/7/2016 monthly
G1.B4.S2.A1	Students to receive additional support will be identified based on diagnostic and assessment data to receive additional instructional minutes outside the regular school day in Reading.	Schadow, Gary	9/8/2015	Evidence used to demonstrate completion of this activity will be tutoring roster, attendance verification, and monthly STAR Reading scores to monitor growth in Reading.	9/8/2015 one-time
G2.B1.S1.A1	Teachers will be provided with a lab schedule during preplanning staff development sessions.	Schadow, Gary	8/17/2015	Evidence that will be collected to demonstrate the completion of the activity are sign in sheets from preplanning and in-service activities.	8/21/2015 one-time
G2.B1.S2.A1	Teachers will provide remedial or enrichment instruction during the 60-minute Math block based on student's need after CORE teaching of grade level curriculum.	Schadow, Gary	9/7/2015	Evidence of completion of this activity will be observational data from informal and formal observations that are conducted during the 60-minute Math block and the Intervention and Enrichment Period.	6/7/2016 every-3-weeks
G2.B2.S1.A1	Teachers will work with administration and the leadership team on the implementation of quarterly teacher-student data meetings that will support and facilitate students in the establishment of individualized academic goals enabling students to participate in the ongoing progress monitoring of their individual growth.	Schadow, Gary	9/7/2015	Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheets.	6/7/2016 quarterly
G2.B2.S2.A1	Teachers will collaborate with administration and the leadership team to obtain the tools and strategies needed to implement with fidelity student ability and autonomy to track individual performance data related to individualized goals on a weekly basis.	Schadow, Gary	9/21/2015	Evidence that will be used to document teacher participation will be materials distributed to teachers and participant sign-in sheet.	9/25/2016 one-time
G2.B3.S1.A1	Administration and leadership team members will facilitate teachers in the participation of collaborative common planning meetings where the district	Schadow, Gary	9/7/2015	Evidence that will be used to document the implementation of the strategy will include the learning goals, scales,	6/7/2016 biweekly

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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
	Measurement Topic Plans will be used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.			targets, and questions generated within the common planning sessions.	
G2.B3.S2.A1	Teachers will strategically use cognitively appropriate HOT questions that align to HESS' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.	Schadow, Gary	9/7/2015	Evidence that will be used to verify that HOT questions meet the HESS' Matrix and rigor include facilitation of common planning meetings by administration and leadership teams with a desired outcome of planned questions.	6/7/2016 biweekly
G2.B4.S1.A1	Teachers will participate in professional development to obtain knowledge and information relating to the iReady Math Teacher Toolbox resources that are available to teachers for implementation of differentiated and appropriate practice and application skill supporting the CORE instruction and after school tutoring.	Craft, Cynthia	8/19/2015	The evidence that will be used for documentation for the professional development will be sign-in sheets and handouts related to the professional development.	8/19/2015 one-time
G2.B4.S2.A1	Students to receive additional support will be identified based on diagnostic and assessment data to receive additional instructional minutes outside the regular school day in Math.	Schadow, Gary	9/8/2015	Evidence used to demonstrate completion of this activity will be tutoring roster, attendance verification, and monthly ST Math scores to monitor growth in Math.	9/8/2015 one-time
G1.MA1	Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Reading and the formative and summative assessments to monitor the progress of student growth in relation to the established AMO goals.	Hooven, Elizabeth	9/7/2015	Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Reading diagnostic data, and formative and summative assessment data on a 3-week rotational schedule.	6/7/2016 every-3-weeks
G1.B1.S1.MA1	The effectiveness of small guided reading groups during the 90-minute Reading block will be monitored using student diagnostic, formative, and summative assessments in comparison to the established AMO goals.	Hooven, Elizabeth	10/1/2015	Evidences that will be used to measure the effectiveness of the small guided reading groups will include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month.	6/7/2016 monthly
G1.B1.S1.MA1	The fidelity of implementation of small guided reading groups during the 90-minute reading block will be monitored by classroom walk through procedures, informal and formal observational feedback, and the regular participation in data meetings with administration and the leadership team.	Hooven, Elizabeth	9/21/2015	Evidence collected to monitor the fidelity of implementation of small guided reading groups will include observational data and teacher data collection documents from informal observations every three weeks.	6/7/2016 every-3-weeks
G1.B2.S1.MA1	The effectiveness of student individual data goal setting and tracking will be monitored by the student's ability to verbally communicate their progress in relation to their individual goals during parent-teacher conferences, their ability to participate in the self-reflection process, and administrative review of student ongoing progress monitoring data, iReady Reading diagnostic data, and summative benchmark assessment data.	Hooven, Elizabeth	9/21/2015	The evidence used to monitor the effectiveness of the student individual goal setting process will include the reflection process by students identifying what they have learned, how they know they learned it, support that is still needed, and reflection on learning on a quarterly basis.	6/7/2016 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
G1.B2.S1.MA1	The fidelity of implementation of individualized student goal setting will be monitored by teacher facilitation of individualized goal setting in student-teacher conferences at the beginning of each marking period and communication of student progress during data meetings with administration and the leadership team.	Hooven, Elizabeth	9/21/2015	The evidence used to document that the implementation and establishment of individualized goal setting with students has occurred will be administrative review of the student goals setting sheets during established data meetings on a monthly basis with teachers in data meetings.	6/7/2016 monthly
G1.B3.S1.MA1	The strategy will be determined as effective when administration and the leadership team release the facilitation of common planning to the teachers and become observers of the planning process.	Hooven, Elizabeth	9/7/2015	Evidence that will be used to monitor the reduction of the barrier and an increase in deliberate planning of HOT questions will be informal, non-evaluative, anecdotal observational data by administration and leadership team members during common planning sessions.	9/7/2015 biweekly
G1.B3.S1.MA1	Monitoring of the implementation of the learning goals, scales, and questions generated in the common planning meetings will occur by review of lesson plan content and classroom observations.	Hooven, Elizabeth	9/7/2015	Evidence that will be used to monitor the implementation of the strategy will be the alignment of common planning meeting notes to lesson plans on a biweekly basis and observational data every 3 weeks of the elements that reflect the use of HOT questions.	6/7/2016 biweekly
G1.B4.S1.MA1	The effectiveness of the iReady Teacher Toolbox resources will be monitored by student data in iReady, common assessments, and ongoing progress monitoring data during monthly data meetings with administration.	Hooven, Elizabeth	10/1/2015	The evidence that will be used to monitor the effectiveness are data collection tools including diagnostic reports from iReady, teacher data collection of common assessments, student tracking forms, and MTSS data at the beginning of each calendar month.	6/7/2016 monthly
G1.B4.S1.MA1	The plan to monitor the fidelity of implementation and use of the iReady Teacher Tool Box resources includes monitoring lesson plans and teacher observations.	Hooven, Elizabeth	9/7/2015	Evidence collected that will be used to monitor the use of the iReady Teacher Tool Box will be lesson plans that are collected on a biweekly basis and teacher observations that are occurring every three weeks.	6/7/2016 biweekly
G1.B1.S2.MA1	The effectiveness of the differentiated instruction within the small guided reading groups during the 90-minute Reading block and Intervention and Enrichment period will be determined by the ongoing progress monitoring of student growth and progress relating to student individual needs and the correlation of student data to the established AMO goals.	Hooven, Elizabeth	9/7/2015	The data collected to determine the elimination of the barrier will include student ongoing progress monitoring data, iReady Reading diagnostic data, and summative assessment data.	6/7/2016 monthly
G1.B1.S2.MA1	Fidelity of the implementation of small guided reading groups where differentiated instruction is provided on the instructional level of the students will be monitored by classroom visits, teacher participation in data meetings, and common planning meetings with administration and leadership team members.	Hooven, Elizabeth	9/7/2015	Evidence that will be collected and used to monitor the fidelity of implementation will include classroom observational data during the 90-minute Reading block and Intervention and Enrichment period, student progress monitoring data, iReady Reading diagnostic data, common lesson planning documents, and summative assessment data.	6/7/2016 biweekly
G1.B2.S2.MA1	The effectiveness of weekly monitoring by students will be checked by observing changes, increase or decrease, in student data towards the student individualized goals.	Hooven, Elizabeth	9/28/2015	The documents that will be used as evidence for effectiveness of strategy will include student weekly progress monitoring sheets, student ongoing progress monitoring by students, iReady Reading diagnostic data, and	6/7/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				summative assessment data during monthly data meeting with the administrative team.	
G1.B2.S2.MA1	Students will keep individualized goal setting sheets and a weekly progress monitoring document folder that can be made readily available to administration, leadership team members, and parents.	Hooven, Elizabeth	9/28/2015	Teachers will make available the student goals setting document and weekly progress monitoring sheets during data meetings to administration and leadership as a tool for monitoring the fidelity of implementation.	6/7/2016 weekly
G1.B3.S2.MA1	The strategy that will be used to monitor the increase of implementing and effectively using HOT questions that are aligned to the Hess' Matrix within CORE instruction will be informal and formal classroom observations.	Hooven, Elizabeth	9/21/2015	Evidence to document effectiveness of the strategy and implementation will be the alignment of the observational data to correlating observational elements.	6/7/2016 every-3-weeks
G1.B3.S2.MA1	The implementation of the strategic HOT questions designed in common planning meetings will be monitored by lesson plan review, teacher posting within the classroom, and classroom observations.	Hooven, Elizabeth	9/7/2015	Evidence that will be collected to document the implementation of the strategy with fidelity includes common planning meetings and lesson plan documentation of implementation on a biweekly basis, and observational data occurring every three weeks.	6/7/2016 biweekly
G1.B4.S2.MA1	Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Reading and formative and summative assessments to monitor the progress of student growth in relation to the established AMO goals.	Hooven, Elizabeth	10/1/2015	Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Reading diagnostic data, and summative assessment data.	6/17/2016 monthly
G1.B4.S2.MA1	To monitor the fidelity of implementation, attendance records will be kept for student attendance.	Craft, Cynthia	9/14/2015	The evidence that will be used to monitor the fidelity of implementation will be attendance rates, monthly STAR Reading scores, and student progress monitoring data.	6/7/2016 daily
G2.MA1	Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Math and formative and summative assessments to monitor the progress of student growth in relation to the established AMO goals.	Schadow, Gary	9/7/2015	Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Math diagnostic data, and formative and summative assessment data on a 3-week rotational schedule.	6/7/2016 every-3-weeks
G2.B1.S1.MA1	Formative and summative assessment data will be reviewed throughout the year to monitor the mastery of Math concepts related to the established AMO Math goals.	Schadow, Gary	9/7/2015	The evidence that will be collected to monitor the effectiveness of implementation will be summative Math assessment data demonstrating a class mastery level of 80% or higher.	6/7/2016 biweekly
G2.B1.S1.MA1	To monitor the fidelity of the implementation and usage of iReady Math and ST math, administration will conduct informal lab observations and monitor individual and class goals.	Schadow, Gary	9/7/2015	The evidence that will be collected and used to monitor the fidelity of implementation will be data usage graphs for grades 3, 4, and 5 and ST Math for grades Kindergarten through 5th grade that will be reviewed and disaggregated during monthly data meeting with the administrative team.	6/7/2016 monthly
G2.B2.S1.MA1	The effectiveness of student individual data goal setting and tracking will be monitored by the student's ability to verbally communicate their progress in relation to their individual goals during parent-teacher conferences, their ability to participate in the self-reflection process, and administrative review of student ongoing progress monitoring data, iReady Math and ST Math	Schadow, Gary	9/7/2015	The evidence used to monitor the effectiveness of the student individual goals setting process will include the reflection process by students identifying what they have learned, how they know they learned it, support that is still needed, and reflection on learning on a quarterly basis.	6/7/2016 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
	diagnostic data, and summative assessment data.				
G2.B2.S1.MA1	The fidelity of implementation of individualized student goal setting will be monitored by teacher facilitation of individualized goal setting in student-teacher conferences at the beginning of each marking period and communication of student progress during data meetings with administration and the leadership team.	Schadow, Gary	9/7/2015	The evidence used to document that the implementation and establishment of individualized goals setting with students has occurred will be administrative review of the student goals setting sheets during established data meetings.	6/7/2016 quarterly
G2.B3.S1.MA1	The strategy will be determined as effective when administration and the leadership team release the facilitation of common planning to the teachers and become observers of the planning process.	Schadow, Gary	9/7/2015	Evidence that will be used to monitor the reduction of the barrier and an increase in deliberate planning will be informal, non-evaluative, anecdotal observational data by administration and leadership team members.	6/7/2016 biweekly
G2.B3.S1.MA1	Monitoring of the implementation of the learning goals, scales, and questions generated in the common planning meetings will occur by the alignment of lesson plan content to classroom instruction.	Schadow, Gary	7/7/2015	Evidence that will be used to monitor the implementation of the strategy will be the alignment of common planning meeting notes to lesson plans every two weeks and observational data every three weeks.	6/7/2016 biweekly
G2.B4.S1.MA1	The effectiveness of the iReady Teacher Toolbox resources will be monitored by student data in iReady Math common assessments, and ongoing progress monitoring data during monthly data meetings with administration.	Schadow, Gary	9/7/2015	The evidence that will be used to monitor the effectiveness are data collection tools including diagnostic reports from iReady, teacher data collection of common assessments, student tracking forms, and MTSS data at the beginning of each calendar month.	6/7/2016 monthly
G2.B4.S1.MA1	The plan to monitor the fidelity of implementation and use of the iReady Teacher Tool Box resources includes monitoring lesson plans and teacher observations.	Schadow, Gary	9/7/2015	Evidence collected that will be used to monitor the use of the iReady Teacher Tool Box will be lesson plans that are collected on a biweekly basis and teachers observations that are occurring every three weeks.	6/7/2016 biweekly
G2.B1.S2.MA1	The effectiveness of the differentiated instruction of the small guided Math groups within the 60-minute Math block and Intervention and Enrichment period will be determined by the ongoing progress monitoring of student growth and progress relating to student individual needs and the correlation of student data to the established AMO goals.	Schadow, Gary	9/7/2015	The data collected to determine the elimination of the barrier will include student ongoing progress monitoring data, iReady Math diagnostic data, and summative assessment data during monthly data meetings with administration.	6/7/2016 monthly
G2.B1.S2.MA1	Fidelity of the implementation of small Math groups that provides differentiated instruction based on the academic need of the student will be monitored by classroom visits, teacher participation in data meetings, and common planning meetings with administration and leadership team members.	Schadow, Gary	9/7/2015	Evidence that will be collected and used to monitor the fidelity of implementation will include classroom observational data during the 60-minute Math block and Intervention and Enrichment period every third week, student progress monitoring data, iReady Math diagnostic data, common lesson planning documents, and summative assessment data.	6/7/2016 biweekly
G2.B2.S2.MA1	The effectiveness of weekly monitoring by students will be monitored by the measurement of the increase or decrease in student data towards meeting the student individualized goals.	Schadow, Gary	9/28/2015	The documents that will be used as evidence for effectiveness of strategy implementation will include student weekly progress monitoring sheets, ongoing progress monitoring by students, iReady Math and ST Math	6/7/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				diagnostic data, and summative assessment data.	
G2.B2.S2.MA1	Students will keep individualized goal setting sheets and a weekly progress monitoring document folder that can be made readily available to administration, leadership team members, and parents.	Schadow, Gary	9/28/2015	Teachers will make available the student goals setting document and weekly progress monitoring sheets during data meetings to administration and leadership as a tool for monitoring the fidelity of implementation.	6/7/2016 weekly
G2.B3.S2.MA1	The strategy that will be used to monitor the increase of implementing and effectively using HOT questions that are aligned to the HESS' Matrix within CORE instruction will be informal and formal classroom observations.	Schadow, Gary	9/21/2015	Evidence to document effectiveness of the strategy and implementation will be the alignment of the observational data to correlating observational elements.	6/7/2016 every-3-weeks
G2.B3.S2.MA1	The implementation of the strategic HOT questions designed in common planning meetings will be monitored by lesson plan review, teacher posting within the classroom, and classroom observations.	Schadow, Gary	9/7/2015	Evidence that will be collected to document the implementation of the strategy with fidelity includes common planning meetings and lesson plan documentation of implementation every two weeks, and observational data every three weeks.	6/7/2016 biweekly
G2.B4.S2.MA1	Administration and the leadership team will collect and monitor iReady data, formative summative assessment data for review throughout the year to monitor the progress related to the established AMO goals.	Schadow, Gary	9/21/2015	Evidence that will be collected to measure progress toward the goal of increasing math proficiency includes student ongoing progress monitoring data, iReady Math diagnostic data, and summative assessment data.	6/7/2016 monthly
G2.B4.S2.MA1	To monitor the fidelity of implementation, attendance records will be kept for student attendance.	Craft, Cynthia	9/14/2015	The evidence that will be used to monitor the fidelity of implementation will be attendance rates, monthly ST Math scores, and student progress monitoring data.	6/7/2016 daily

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. Dream Lake Elementary will ensure college and career readiness for all students by increasing reading proficiency for students in grades Kindergarten through Fifth grade (Ensure Career and College Readiness).

G1.B3 There is a lack of deliberate planning of learning goals, daily learning targets, learning scales, and Higher Order Thinking (HOT) questions according to HESS' Matrix.

G1.B3.S1 Teachers will deliberately plan Higher Order Thinking (HOT) questions according to Hess' Matrix to increase the cognitively complex thinking skills of students.

PD Opportunity 1

Administration and leadership team members are training and modeling the collaborative common planning process where district Measurement Topic Plans are used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.

Facilitator

Elizabeth A. Hooven, Cindy Craft, Jill Floyd, Gary Schadow

Participants

Teachers in Kindergarten through Fifth grade

Schedule

Biweekly, from 9/7/2015 to 6/15/2016

G1.B3.S2 Teachers will incorporate HOT questions that were developed during common planning periods with the support of administration and instructional resource coaches into class instruction.

PD Opportunity 1

Teachers will strategically implement cognitively appropriate HOT questions that are aligned to Hess' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.

Facilitator

Elizabeth A. Hooven, Cindy Craft, Jill Floyd, Gary Schadow

Participants

Teachers in Kindergarten through Fifth grade

Schedule

Biweekly, from 9/7/2015 to 6/7/2016

G1.B4 Limited resources are being used to provide differentiated instruction and experiences.

G1.B4.S1 Teachers will utilize resources contained in the computer-based iReady Reading program to provide students with differentiated skill and application practice as a means for reteaching learning goals from the CORE academic instruction within the 90-minute Reading block, Intervention and Enrichment block, and after school tutoring.

PD Opportunity 1

Teachers will participate in professional development and in-service sessions to obtain knowledge and information relating to the iReady Reading Teacher Toolbox resources that are available to teachers for implementation in CORE instruction, small guided reading groups, Intervention and Enrichment block, and after school tutoring.

Facilitator

Kate Galindo, Cynthia Craft, Elizabeth Hooven, Jill Floyd, Gary Schadow

Participants

Teachers in Kindergarten through Fifth Grade

Schedule

Monthly, from 8/19/2015 to 6/7/2016

G2. Dream Lake Elementary will accelerate student performance in Math for students in grades Kindergarten through Fifth grade (Accelerate Student Performance).

G2.B4 Limited resources are being used to provide differentiated instruction and experiences.

G2.B4.S1 Teachers will utilize resources contained in the computer-based iReady Math program to provide students with differentiated skill and application practice as a means for reteaching learning goals from the CORE academic instruction within the 60-minute Math block, Intervention and Enrichment block, and after school tutoring.

PD Opportunity 1

Teachers will participate in professional development to obtain knowledge and information relating to the iReady Math Teacher Toolbox resources that are available to teachers for implementation of differentiated and appropriate practice and application skill supporting the CORE instruction and after school tutoring.

Facilitator

Kate Galindo, Cindy Craft, Jill Floyd, Elizabeth Hooven, Gary Schadow

Participants

Teachers in Kindergarten through Fifth grade

Schedule

On 8/19/2015

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers in 3rd through 5th grade will work with the administrative and leadership team on the implementation of small guided reading groups during the 90-minute academic reading block as an extension of the CORE reading instruction where reading comprehension is instructed on the instructional reading level of the student.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
2	G1.B1.S2.A1	Teachers will provide differentiated instruction on the instructional reading level of the student based on the core reading deficiencies of students during small guided reading groups within the 90-minute Reading block and within the Intervention and Enrichment period scaffolding instruction between student reading levels and grade level curriculum as part of the Multi-Tier Systems of Support.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
3	G1.B2.S1.A1	Teachers will work with administration and the leadership team on the implementation of quarterly teacher-student data meetings that will support and facilitate students in the establishment of individualized academic goals enabling students to participate in the ongoing progress monitoring of their individual growth.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary			\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
4	G1.B2.S2.A1	Teachers will collaborate with administration and the leadership team to obtain the tools and strategies needed to implement with fidelity student ability and autonomy to track individual performance data related to individualized goals on a weekly basis.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process						
5	G1.B3.S1.A1	Administration and leadership team members are training and modeling the collaborative common planning process where district Measurement Topic Plans are used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$2,500.00
Notes: Extended Planning Days for Collaborative Common Planning						
6	G1.B3.S2.A1	Teachers will strategically implement cognitively appropriate HOT questions that are aligned to Hess' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process						
7	G1.B4.S1.A1	Teachers will participate in professional development and in-service sessions to obtain knowledge and information relating to the iReady Reading Teacher Toolbox resources that are available to teachers for implementation in CORE instruction, small guided reading groups, Intervention and Enrichment block, and after school tutoring.				\$11,057.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$11,057.00
Notes: Staff Development, Site License, Teacher and Student Software						
8	G1.B4.S2.A1	Students to receive additional support will be identified based on diagnostic and assessment data to receive additional instructional minutes outside the regular school day in Reading.				\$5,528.98
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3374		0541 - Dream Lake Elementary	Other		\$5,528.98
Notes: After School Tutoring using SAI 176 and SRI 393						

Budget Data

9	G2.B1.S1.A1	Teachers will be provided with a lab schedule during preplanning staff development sessions.				\$3,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$3,999.00
<i>Notes: ST Math Renewal</i>						
10	G2.B1.S2.A1	Teachers will provide remedial or enrichment instruction during the 60-minute Math block based on student's need after CORE teaching of grade level curriculum.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
11	G2.B2.S1.A1	Teachers will work with administration and the leadership team on the implementation of quarterly teacher-student data meetings that will support and facilitate students in the establishment of individualized academic goals enabling students to participate in the ongoing progress monitoring of their individual growth.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
12	G2.B2.S2.A1	Teachers will collaborate with administration and the leadership team to obtain the tools and strategies needed to implement with fidelity student ability and autonomy to track individual performance data related to individualized goals on a weekly basis.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
13	G2.B3.S1.A1	Administration and leadership team members will facilitate teachers in the participation of collaborative common planning meetings where the district Measurement Topic Plans will be used as a guide, tool, and resource for the alignment of learning goals and scales while crafting cognitively complex questions to be used within CORE instruction.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			0541 - Dream Lake Elementary	General Fund		\$2,500.00
<i>Notes: Extended Planning Days for Collaborative Common Planning</i>						
14	G2.B3.S2.A1	Teachers will strategically use cognitively appropriate HOT questions that align to HESS' Matrix and the district Measurement Topic Plans that were planned during collaborative common planning meetings with administration and leadership team members.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$4,400.00
<i>Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process</i>						
15	G2.B4.S1.A1	Teachers will participate in professional development to obtain knowledge and information relating to the iReady Math Teacher Toolbox resources that are available to teachers for implementation of differentiated and appropriate practice and application skill supporting the CORE instruction and after school tutoring.				\$11,057.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0541 - Dream Lake Elementary	General Fund		\$11,057.50
<i>Notes: ST Math Renewal</i>						
16	G2.B4.S2.A1	Students to receive additional support will be identified based on diagnostic and assessment data to receive additional instructional minutes outside the regular school day in Math.				\$1,382.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3374		0541 - Dream Lake Elementary	Other		\$1,382.24
<i>Notes: After School Tutoring using SAI 176 and SRI 393</i>						
Total:						\$77,624.72