

Broward County Public Schools

# Pines Lakes Elementary School



2015-16 School Improvement Plan

## Pines Lakes Elementary School

10300 JOHNSON ST, Pembroke Pines, FL 33026

[ no web address on file ]

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	71%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	88%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	F	D	C

*\*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 Broward 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>23</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>24</b>
Professional Development Opportunities	25
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Preparing the next generation to be problem solvers and innovative thinkers through S.T.E.M. project based learning.

##### Provide the school's vision statement

Our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential.

Pines Lakes Elementary is a place where:

everybody is welcomed and you are not alone,

we [work, learn, achieve....]together,

we respect and care for everyone and everything around us.

PLE sets high standards of learning and celebrates the achievements of each child.

We are a place where everyone is different and has importance.

#### School Environment

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

The school plans family nights, multi-cultural activities, and open house.

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

Our school has built a relationship with the community and business partners. Many of our staff live in our school community and have worked here for a long time, students feel safe and calm talking to the teachers and adults in the school. We provide an anti-bullying program for students through the guidance department.

##### 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

Pines Lakes School-Wide Behavior Plan is P.A.W.S.

P=Practice Safety

A=Act Responsibly

W=Work Towards Success

S=Show Respect

PAWS is implemented across multiple settings and rewards student for following school rules and expectations.

##### Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance counselor provides small group and individual counseling to students. Pines Lakes has a relationship with outside counseling agencies that provide support to students .



**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**

Below grade level proficiency on grade level end of year assessments  
Five or more absences.  
Previous retention.

**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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	28	17	52
Response to Intervention Program	2	15	5	4	0	2	28

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	15	5	11	28	19	80

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

We utilize materials on the Striving Readers Chart. Teachers implement Tier 2 or Tier 3 interventions to students and track student data, to determine the fidelity of the intervention.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/173013>.

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Administration welcomes community involvement and partnerships. Partners in Education donate time and monetary funds to the school to support the overall mission of Pines Lakes.

**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
Dejean, Christina	Instructional Coach
Priester, Cormic	Assistant Principal
Sasse, Susan	Principal
Whittaker, Sophia	Instructional Coach

**Duties**

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

The main role of each school based leadership member is to monitor the implementation of all Tier 2 and Tier 3 strategies to ensure fidelity of the intervention for all students. Leadership team members, provide support to staff, parents and students throughout the process. Team leaders and the Literacy Coach serve as a resource for teachers throughout the process. The ESE Specialist and the Guidance Counselor will coordinate and guide implementation of the process.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The Guidance Counselor and ESE Specialist coordinate and facilitate MTSS meetings. The MTSS team meets bi-weekly. The primary goal of the MTSS team is to discuss, plan and develop Tier 2 and Tier 3 interventions, through the implementation of the Response to Intervention (RTI) Process. All MTSS members monitor student discipline and academic concerns. MTSS is responsible for assisting the classroom teacher with collecting baseline data, identifying an area of need, developing an action plan and monitoring the plan to measure the overall impact on student achievement. The MTSS team follows the steps of a problem-solving sequence, which results in the development of an intervention plan that documents the child's area of concern, interventions implemented, data reflecting the child's response to the interventions, and recommendations based on the child's response to the interventions. All interventions are discussed at meetings and data provided by the teacher is reviewed to determine the effectiveness of the interventions. MTSS team members are assigned as case managers to teachers for the purpose of assisting the teacher with various interventions outlined in the School Improvement Plan. Title I allocates funds for Title I Parent Involvement activities and staff development.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Christina Dejean	Teacher
Susan Sasse	Principal
Maria Mondejar	Education Support Employee
Detra dixon	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*

SIP plan was approved by state. The evaluation given to the school on the SIP plan was discussed during the last SAC meeting, May of 2015.

*Development of this school improvement plan*

Feedback was solicited from all teachers via team leaders at the beginning of the school year and stakeholders at the May, 2015 SAC Meeting. The leadership team provided feedback and participated in the development of the plan and Professional Development Calendar.

*Preparation of the school's annual budget and plan*

School Advisory Council, SAC, meets monthly to review the results of student data, make instructional recommendations, plan for parent involvement/training, adjust goals, and review financial reports.

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

Funds will be used to purchase instructional materials (e.g. textbooks, manipulatives, novels)

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Sasse, Susan	Principal
Priester, Cormic	Assistant Principal
Dejean, Christina	Teacher, K-12
Whittaker, Sophia	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT provides support to instructional staff in implementation of learning goals and scales.

## 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**

The leadership team meets monthly for collaborative planning and professional development. Grade level PLC's meet weekly for collaborative planning and to review the fidelity of CARE Cycles.

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

New teachers will be assigned an experienced teacher to mentor them (NESS Program). Teachers will be provided with information to keep certification current and add endorsements (Principal). All teachers will participate in PLCs/Collaborative Planning throughout the year (Inservice Facilitator)

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

The New Educator Support Staff Liason oversees the school mentoring program for new teachers, or those in need. NESS meets monthly to support the teacher's growth and development. Each new teacher is paired with an experienced teacher, NESS coach, and grade level team leader.

## 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***

Collaborative planning by grade level teams are driven by the Florida standards.

#### 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***

Multi-Tiers of Student Support are provided to students through Tier 1, Tier 2 or Tier 3 Interventions.

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

**Strategy: After School Program**

**Minutes added to school year: 360**

Students are selected to participate in this program based on BAF data. Teachers use intervention programs to target individual skills students need.

**Strategy Rationale**

Students receive enrichment through ELO camps with a focus on specific content areas.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Sasse, Susan, susan.sasse@browardschools.com

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

Monthly data collection will be reviewed & instructional delivery observed by administrators.

**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**

An orientation/kindergarten roundup is held each Spring for parents. Prior to the start of each school year kindergarten students and their families are invited to tour the facility to familiarize themselves with the school, its procedures and expectations for the coming year.

All students are assessed after the first two weeks of school to collect baseline data. K-5 complete a Rigby Test and a Math Pre-requisite test. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and social/emotional skills. Social skills instruction will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of positive behavior.

Screening tools will be administered at the beginning of the year and at the end of the year in order to determine any need for changes to the instructional/intervention programs.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

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

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

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## 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:

.

#### 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.

### 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.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all instructional staff implements learning goals and scales related to grade level standards in math, then student achievement will increase.

## Strategic Goals Detail

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

**G1.** If all instructional staff implements learning goals and scales related to grade level standards in math, then student achievement will increase. 1a

G074640

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	55.0
FSA English Language Arts - Achievement	55.0

**Resources Available to Support the Goal** 2

- CPalms Marzano IObservation Florida Standards Standard specific rubrics and scales Curriculum Assessment Remediation and Enrichment (C.A.R.E.) Instructional Coaches Professional Development Professional Learning Community (PLC) Collaborative Planning Meetings

**Targeted Barriers to Achieving the Goal** 3

- Faculty knowledge of Florida Standards.
- Faculty knowledge of learning goals, rubrics and scales.

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

I-Observation Data for Element #1 and Standards Checklist Data

**Person Responsible**

Cormic Priestner

**Schedule**

Monthly, from 9/21/2015 to 5/24/2016

**Evidence of Completion**

CARE Cycle Calendar, Quarterly Curriculum Map, Florida Standards Checklist, Deliberate Practice Data, Observation



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If all instructional staff implements learning goals and scales related to grade level standards in math, then student achievement will increase. **1**

 G074640

**G1.B1** Faculty knowledge of Florida Standards. **2**

 B194934

**G1.B1.S1** Provide teachers with professional development on unwrapping the Florida Standards. **4**

 S206535

### Strategy Rationale

Teachers will understand how to plan instruction for each standard with with rigor and intention.

### Action Step 1 **5**

Curriculum Map Training

#### Person Responsible

Christina Dejean

#### Schedule

On 9/17/2015

#### Evidence of Completion

15-16 Curriculum Maps

**Action Step 2** 5

Learning Goals and Scales

**Person Responsible**

Cormic Priester

**Schedule**

Every 3 Weeks, from 9/24/2015 to 12/17/2015

***Evidence of Completion***

I-Observation Data (Element #1)

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

Standards Training

**Person Responsible**

Cormic Priester

**Schedule**

Biweekly, from 9/24/2015 to 12/18/2015

***Evidence of Completion***

I-Observation Data (Element #1)

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

Monthly Leadership Team Meetings & Lesson Plans

**Person Responsible**

Christina Dejean


**Schedule**

Weekly, from 9/8/2015 to 5/24/2016

***Evidence of Completion***

Lesson Plans & Performance Scales & Rubrics

**G1.B1.S2** Provide universal framework for tracking and progression of standards. 4

 S206536

**Strategy Rationale**

The standards checklist will track student progression and teacher planning.

**Action Step 1** 5

Standards Checklist Training

**Person Responsible**

Susan Sasse

**Schedule**

On 9/17/2015

**Evidence of Completion**

Leadership Team Minutes

**Action Step 2** 5

Implementation of Standards Checklist

**Person Responsible**

Susan Sasse

**Schedule**

Daily, from 9/17/2015 to 6/8/2016

**Evidence of Completion**

**Action Step 3** 5

Review standards checklist during weekly PLC and Team Collaboration Meetings

**Person Responsible**

Susan Sasse

**Schedule**

Weekly, from 9/17/2015 to 6/9/2016

**Evidence of Completion**

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

Standards Training

**Person Responsible**

Cormic Priester

**Schedule**

Biweekly, from 9/8/2015 to 3/24/2016

***Evidence of Completion***

I-Observation Data (Element #1)

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

PLC Meetings & Collaboration Meetings

**Person Responsible**

Susan Sasse

**Schedule**

Biweekly, from 9/17/2015 to 6/9/2016

***Evidence of Completion***

Standards Checklist

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

Monthly Leadership Team Meetings

**Person Responsible**

Susan Sasse

**Schedule**

Weekly, from 9/8/2015 to 5/24/2016

***Evidence of Completion***

Meeting Minutes

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

I-Observation

**Person Responsible**

Susan Sasse

**Schedule**

Biweekly, from 9/21/2015 to 5/13/2016


***Evidence of Completion***

Datamarks Report

**G1.B2** Faculty knowledge of learning goals, rubrics and scales. 2

 B194935

**G1.B2.S1** Professional development for developing learning goals, rubrics and scales. 4

 S206537

**Strategy Rationale**

Teachers need PD to implement Learning Goals and Scales with fidelity to impact student achievement.

**Action Step 1** 5

Learning Goals and Scales Training for Leadership Team

**Person Responsible**

Susan Sasse

**Schedule**

On 9/2/2015

***Evidence of Completion***

i-Observation

**Action Step 2** 5

LG & PS training for Faculty

**Person Responsible**

Cormic Priester

**Schedule**

Biweekly, from 9/24/2015 to 12/10/2015

***Evidence of Completion***

i-Observation

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

Professional Development Plan

**Person Responsible**

Susan Sasse

**Schedule**

Weekly, from 9/8/2015 to 5/27/2016

**Evidence of Completion**

Professional Development and Collaborative Planning Calendar

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

I-Observation Elements Report

**Person Responsible**

Cormic Priester

**Schedule**

Biweekly, from 9/8/2015 to 5/27/2016

**Evidence of Completion**

I-Observation Data (Element #1)

**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	Curriculum Map Training	Dejean, Christina	9/17/2015	15-16 Curriculum Maps	9/17/2015 one-time
G1.B1.S2.A1	Standards Checklist Training	Sasse, Susan	9/17/2015	Leadership Team Minutes	9/17/2015 one-time
G1.B2.S1.A1	Learning Goals and Scales Training for Leadership Team	Sasse, Susan	9/2/2015	i-Observation	9/2/2015 one-time
G1.B1.S1.A2	Learning Goals and Scales	Priester, Cormic	9/24/2015	I-Observation Data (Element #1)	12/17/2015 every-3-weeks
G1.B1.S2.A2	Implementation of Standards Checklist	Sasse, Susan	9/17/2015		6/8/2016 daily
G1.B2.S1.A2	LG & PS training for Faculty	Priester, Cormic	9/24/2015	i-Observation	12/10/2015 biweekly
G1.B1.S2.A3	Review standards checklist during weekly PLC and Team Collaboration Meetings	Sasse, Susan	9/17/2015		6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	I-Observation Data for Element #1 and Standards Checklist Data	Priester, Cormic	9/21/2015	CARE Cycle Calendar, Quarterly Curriculum Map, Florida Standards Checklist, Deliberate Practice Data, Observation	5/24/2016 monthly
G1.B1.S1.MA1	Monthly Leadership Team Meetings & Lesson Plans	Dejean, Christina	9/8/2015	Lesson Plans & Performance Scales & Rubrics	5/24/2016 weekly
G1.B1.S1.MA1	Standards Training	Priester, Cormic	9/24/2015	I-Observation Data (Element #1)	12/18/2015 biweekly
G1.B2.S1.MA1	I-Observation Elements Report	Priester, Cormic	9/8/2015	I-Observation Data (Element #1)	5/27/2016 biweekly
G1.B2.S1.MA1	Professional Development Plan	Sasse, Susan	9/8/2015	Professional Development and Collaborative Planning Calendar	5/27/2016 weekly
G1.B1.S2.MA1	Monthly Leadership Team Meetings	Sasse, Susan	9/8/2015	Meeting Minutes	5/24/2016 weekly
G1.B1.S2.MA5	I-Observation	Sasse, Susan	9/21/2015	Datemarks Report	5/13/2016 biweekly
G1.B1.S2.MA1	Standards Training	Priester, Cormic	9/8/2015	I-Observation Data (Element #1)	3/24/2016 biweekly
G1.B1.S2.MA3	PLC Meetings & Collaboration Meetings	Sasse, Susan	9/17/2015	Standards Checklist	6/9/2016 biweekly
G1.B1.S2.MA4	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all instructional staff implements learning goals and scales related to grade level standards in math, then student achievement will increase.

**G1.B1** Faculty knowledge of Florida Standards.

**G1.B1.S1** Provide teachers with professional development on unwrapping the Florida Standards.

### **PD Opportunity 1**

Curriculum Map Training

#### **Facilitator**

Leadership Team

#### **Participants**

PLE Faculty

#### **Schedule**

On 9/17/2015

### **PD Opportunity 2**

Learning Goals and Scales

#### **Facilitator**

Natatcha Alveranga

#### **Participants**

PK-5 Teachers

#### **Schedule**

Every 3 Weeks, from 9/24/2015 to 12/17/2015

**G1.B1.S2** Provide universal framework for tracking and progression of standards.

**PD Opportunity 1**

Standards Checklist Training

**Facilitator**

Literacy Coach

**Participants**

PLE Leadership Team

**Schedule**

On 9/17/2015

**PD Opportunity 2**

Review standards checklist during weekly PLC and Team Collaboration Meetings

**Facilitator**

Team Leaders

**Participants**

Teachers

**Schedule**

Weekly, from 9/17/2015 to 6/9/2016

**G1.B2** Faculty knowledge of learning goals, rubrics and scales.

**G1.B2.S1** Professional development for developing learning goals, rubrics and scales.

**PD Opportunity 1**

Learning Goals and Scales Training for Leadership Team

**Facilitator**

Nardia Corridon

**Participants**

PLE Leadership Team

**Schedule**

On 9/2/2015

**PD Opportunity 2**

LG & PS training for Faculty

**Facilitator**

Natatcha Alveranga

**Participants**

PLE Faculty

**Schedule**

Biweekly, from 9/24/2015 to 12/10/2015

## 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	Curriculum Map Training	\$0.00
2	G1.B1.S1.A2	Learning Goals and Scales	\$0.00
3	G1.B1.S2.A1	Standards Checklist Training	\$0.00
4	G1.B1.S2.A2	Implementation of Standards Checklist	\$0.00
5	G1.B1.S2.A3	Review standards checklist during weekly PLC and Team Collaboration Meetings	\$0.00
6	G1.B2.S1.A1	Learning Goals and Scales Training for Leadership Team	\$0.00
7	G1.B2.S1.A2	LG & PS training for Faculty	\$0.00
<b>Total:</b>			<b>\$0.00</b>