Park Lakes Elementary School

2016-17 Schoolwide Improvement Plan

Park Lakes Elementary School

3925 N STATE ROAD 7, Lauderdale Lakes, FL 33319

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	C	

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Park Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To create classrooms infused with technology and inquiry based opportunities. Through these opportunities, students will collaborate and learn to be effective communicators through researched based learning.

b. Provide the school's vision statement.

To provide a quality education through collaboration with all stakeholders that will increase student achievement.

2. School Environment

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

Teachers maintain open discussion and bring attention to our diverse populations through a focus on social studies classes. This will further be enhanced through social studies classes, English Language Learning programs and support, and our highly acclaimed multicultural presentations and class representations where we turn our classrooms into countries and our grade levels into the continents of the world. It will furthermore be celebrated in all holiday celebrations and student-friendly literature based on such celebrations.

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

In addition to G.R.A.B. time our school will focus school-wide and throughout each day on the core competencies of Social Emotional Learning and character education. This will be done in collaboration with our SEL Team and our Guidance Department and will be monitored using LEAPS and classroom as well as school-wide charting. We also follow the Antbullying process.

c. 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.

All students follow school rules and behavioral expectations which are shared with students the first week of school and reinforced throughout the school year. We follow district protocol for disciplinary incidents and ask that teachers use a multi-tiered system of support which may include tracking both positive and negative behaviors, implementing multi-tiered interventions, and close communication with parents and Administration. Staff are trained and supported on these expectations the first week of school and throughout the school year.

d. 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.

This will be completed through our rich G.R.A.B (Greet, Reflect, Advise, Begin) time which occurs every morning by different modalities but includes group conversation based around the five Social Emotional Core Competencies which will build relationships between teachers and students. All

teachers are trained and utilize LEAPS lessons available at goleaps.com. We have an SEL team which prepares lessons, activities, parent outreach and communication on SEL.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

We employ guidance, and social work assistance with any issues with this.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

By June 2017, parent participation in school activities will increase by 15% from previous school year. We hope to achieve this by providing flexible and convenient scheduling of parent meetings and family night events, combining as many events and meetings as is possible and practical, identifying relevant topics that are of interest to parents that will serve as the focus of parent training activities and events, including student performances as part of the parent meetings/family night events, providing translation of information in parents' native language at parent meetings/family night events/ activities, as well as for notifications sent home, and
providing childcare on campus during meetings and events.

2. 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.

Other than monthly SAC meetings and parent nights, our Community Liason, along with our Guidance Counselor and Administration find opportunities for us to collaborate with local organizations and businesses. We request incentives for students in exchange for promoting businesses or organizations. This can include (but not limited to) speaking at SAC, parent nights, or staff meetings, setting up vendor tables at our events, or posting a banner on our fence for a fee. We are continuously in contact with these organizations with the intention of building our relationships to becoming sustainable partnerships.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Dias, Orinthia	Principal
Bronstein, Andrew	Assistant Principal
Turner, Lori	Assistant Principal
Campbell, Leslie	School Counselor
Mellion-Clerveaux, Ericka	Instructional Coach
Green, Roxanne	Instructional Coach
Figures, Tamekka	Instructional Coach
Thompson-Ali, Philreth	Instructional Coach

b. Duties

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

-Orinthia Dias, Principal, Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.
-Andrew Bronstein, Intern Principal, Provides guidance on the Grades Pre-K to 2nd Grade Plan and supports data collection activities, assists in data analysis; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans.
-Lori Turner, Assistant Principal, Provides guidance on the Intermediate (3-5) Reading Plan and

supports data collection activities, assists in data analysis; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans.

-Philreth Ali, Curriculum Specialist for grades 3-5 will facilitate the RtI Leadership Team for students in the intermediate grades. Provides Professional Development and technical assistance to teachers regarding data based instructional planning;

-Roxanne Green, Reading Resource Specialist for grades K-2 and Ericka Clerveaux, Reading Resource Specialist for grades 3-5, will facilitate the RtI Leadership Team for students in the primary and intermediate grades. (Select General Education Teachers (Primary/Intermediate) will assist in providing information about core instruction, participates in student data collection), delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instructions with Tier 2/3 activities. Provides Professional Development and technical assistance to teachers regarding data based instructional planning; Tamika Figures delivers science scope and sequence and assists with 4th and 5th Grade preparation of the Science FCAT.

-Leslie Campbell and Ann Donaghy, Guidance Counselors provides guidance on behavior management, facilitates and supports data collection activities, assists in data analysis; provides Professional Development and technical assistance to teachers regarding behavior management; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans, monitor and support implementation of behavior plans.

-Donna Lindsey, ESE Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Provides technical assistance to teachers regarding data based instructional planning.

-The RtI Leadership team will meet at least bi-weekly to analyze student data and to monitor the progress of students in the RtI process. A spreadsheet has been developed to identify the tier level of each targeted student and to track the progress of students within the RtI Process. Individual student folders have also been created to maintain academic and behavioral progress notes, anecdotal entries, graphs, etc. These folders are maintained in a secure area in each of the case manager's offices.

At each bi-weekly meeting, data regarding individual student's performance in reading, math, science, writing, and behavior will be aggregated, analyzed, and discussed. Based on the information revealed in the data and subsequent to each meeting, teaching strategies, instructional resources, and behavior interventions will be modified as needed all modifications will be recorded and updated in each student's file. The parent(s)/guardian(s) of each affected student will be solicited for their cooperation and input in every aspect of the RtI process. Classroom teachers will keep parent(s)/guardian(s) timely notified of their child's response to instruction/intervention

-School Psychologist: Participates in collection, interpretation , and analysis of data; facilitates 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; facilitates data-based decision making activities.

-Speech Language Pathologists: Educates the team in the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

-Social Worker assists in areas where needed.

2. 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 RtI Leadership Team, SAC (including SIP committee members) and Administration, met to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, Closed Reading, and Summarizing);and aligned processes and procedures. Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and behavior. This data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. This data is available to screen for possible at-risk students that may be in need of Tier 2 or 3 interventions; all such students are referred to CPS team for consideration. Data is also used as an indicator to address teacher effectiveness to address need support or intervention.

*Title I
Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Funds are also utilized to provide supplemental materials to increase parent participation and parent involvement for parent nights and to assist students.
ELO funds will be utilized for Academic Camps for reading, math and writing.

*Title II
Title II funds are used to offer supplemental academic instruction. This has included the hiring of resource teachers to provide push-in and pull out services for struggling students in grade 3-5 in reading and math.

*Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Title III Funds are used to provide service to our English Language Learners (ELL) students. The items include:
-1 Teacher Salary
-1Paraprofessional
- Classroom materials and supplies
-District support personnel
- Curriculum materials

*Title X- Homeless
District Homeless Social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the Guidance Counselors act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters and transportation to and from school.

*Supplemental Academic Instruction (SAI)
SAI funds are used to provide additional tutoring after school and additional support during the school day.
The school offers a non-violence program through Guidance which includes school based counseling.

*Nutrition Program
-Park Lakes Elementary adheres and implements the nutrition requirements stated in the District Wellness Policy
-Nutrition Education as per state statue is taught through Physical Education
-Park Lakes Elementary participates in the federal funded Fresh Fruit and Vegetable program, that provides students with a fresh fruit or vegetable three times per week. Students have the opportunity to taste a variety of fruits and vegetables. The School Food Service Program, school breakfast,

school lunch and the Dinner Program, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Karen St. Hilaire (SAC Chair)	Teacher
Orinthia Dias	Principal
Seretha Stroud (BTU)	Teacher
Tanya Reid (non-instructional)	Teacher
Jean Thelusma (ESOL)	Parent
Kindra Hutch (ESE)	Parent
Dr. Edwina Coleman	Business/Community
Vernadine Seay (Pre-K)	Teacher
Allison Miller	Parent
Marina Peralta	Parent
Sharon Barker	Parent
Ruth Wilson-Brooks	Business/Community
MARILYN JACK-CARRERA (Innovation Zone)	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC Committee reviews the prior year plan and discuss strategies that were effective, not used or ineffective and provide input in the writing of plan.

b. Development of this school improvement plan

The SAC Committee reviews the prior year plan and discuss strategies that were effective, not used or ineffective and provide input in the writing of plan. Once the plan is written it is presented to the SAC committee for review, input and approval.

c. Preparation of the school's annual budget and plan

The SAC Committee reviews the Annual Budget Plan at the second meeting of the year.

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

*The School Improvement fund will be used for purchasing supplemental academic improvement materials, Accelerated Reader and classroom libraries.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dias, Orinthia	Principal
Campbell, Leslie	School Counselor
Figures, Tamekka	Instructional Coach
Thompson-Ali, Philreth	Instructional Coach
Turner, Lori	Assistant Principal
Bronstein, Andrew	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Monitoring the 120 minutes of reading in all classes, grades K-4, and for struggling readers in grade 5. Intensive support in reading for all grades. Focus on explicit vocabulary building of all the high-frequency words in each grade level. Daily schedule of support for struggling readers by providing supplemental instruction and reading support or double/triple dosing. Classroom teachers and support staff will collaborate and analyze data to determine the effectiveness. Classroom teachers will implement Leveled Literacy Intervention (LLI) during extended reading. The team will support the core reading program by providing a program of supplemental reading activities and incentives to all students through the Accelerated Reader Program, Reading Across Broward, Reading Logs, Book Fairs, a Reading Rally, and Reading Challenging contest for each grade level.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

This year we have restructured our team meetings to be less operational dissemination and more collaborative time to plan and work together. Our PLCs will provide for our Curriculum Team to help teachers unwrap standards and focus on instructional planning and collaboration as well. Furthermore, PLE staff consider each other family and our faculty meetings are "family meetings". We host many staff spirit days where we dress a certain way together or support each other in some way. Administration works closely with teachers so that they are comfortable and provide time to meet with teachers to assist and develop.

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

-Ongoing Professsional Development and Professional Learning Community: Curriculum Support, District, Guest Speakers
-New Educators' Support System (NESS) : Ericka Clerveaux- NESS Liaison
-Collaborative Meetings : Grade level meets with Administration and Curriculum Support to share best practices and conduct data chats

-Recruitment of new teachers through advertisement and interviewing
PLANT- Park Lakes Academy for New Teachers: a two day seminar for new teachers the week before pre-planning to help acclimate them to the school and district setting.

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

NESS/PLANT (Park Lakes Academy for New Teachers) is the support/induction program for teachers new to Park Lakes ES and/or the district. Teachers new to the profession are paired with a veteran teacher for support and mentorship. Teachers with experience and new to Park Lakes ES are paired with a point person for support. The goal of this group is retention. The mentor and mentee meet weekly to discuss goals and concerns. The entire NESS/PLANT group meet monthly. They are provided with various trainings and workshops.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school ensures its core instructional programs and materials are aligned to Florida's Standards by ensuring resources come directly from the District or FLDOE. Administration also monitors resources provided by instructional coaches or purchased elsewhere and ensures the connection to Florida Standards. Standards are also posted on classroom white boards as prescribed by standard-based curriculum maps.
-

b. Instructional Strategies

1. 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.

Teachers use formative and summative assessments to differentiate instruction of students. The collected data is posted to Googledocs and shared with the curriculum team. Every two weeks, Administration meets with each team to discuss how differentiation takes place and how they plan to support deficient students. They share enrichment activities at that time as well. Teachers will then adjust their small groups based on data from formative and summative assessments. Adjustments are made to DOK levels or method of instruction on concepts. Furthermore, students take place in an enrichment/remediation hour to address the concerns.

2. 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: 3,600

Two focus groups are targeted for after-school extended learning opportunities. First, all FSA Level 1 and 2 students are targeted in order to accelerate their progress beyond one year of growth since they are entering their current grade level behind. These students' reading levels are determined in order to be certain they are being instructed at the higher end of their reading abilities. Secondly, all fragile Level 3 students are targeted for after-school extended learning opportunities in order to enrich their curriculum to help maintain and improve their current level of achievement. Resources to support the needs of these students (high-interest/ low-level text, .) are used while incorporating researched-based strategies such as close reading techniques, high-yield strategies, etc.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Dias, Orinthia, orinthia.dias@browardschools.com

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

Students are given reading screenings including IRI, San Diego, and BAS in order to determine their current reading levels and their growth. Also, the following data points are tracked for students who attend the after-school ELO programs:
FAIR, BAF, school-based summative assessments, FSA and FCAT.

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and
science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards
with the K-3 national standards to improve educational outcomes. This transparent connection between
curricula and child expectations has contributed to better prepare students to succeed in kindergarten.
An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time-lines for all families participating in the Head Start program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

b. College and Career Readiness

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

We introduce and develop student interest through close collaboration with our teachers who provide examples of careers and and college subject interests for students. Mentoring Tomorrow's Leaders which is a new program at Park Lakes is also College and Career focused. We also host a comprehensive Career Day so that students can learn about various professions. Additionally, we send our 5th Grade students to the job fair event at Hyzenga Park at Nova.

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   By June 2017, Science FCAT scores will improve by 10% from last year as a result of using a comprehensive science curriculum which is infused with programs such as EiE, GIZMOs, JJ Bootcamp and is supported by our innovative STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) Program.

G2.   Teachers will use research-based programs and strategies to improve reading comprehension.

G3.   By June 2017, Math FSA scores will improve overall by 15% from last year as a result of implementing a strong mathematical approach which includes a focus on math fluency.

Strategic Goals Detail

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

G1. By June 2017, Science FCAT scores will improve by 10% from last year as a result of using a comprehensive science curriculum which is infused with programs such as EiE, GIZMOs, JJ Bootcamp and is supported by our innovative STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) Program. `1a`

🔍 G084526

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal `3`

- New science coach

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Engineering is Elementary Program

- GIZMO program

- JJ Bootcamp

Plan to Monitor Progress Toward G1. `8`

Data from School City, Common Assessments, EiE, GIZMOs, JJ Bootcamp, Science4Us will help determine effectiveness

Person Responsible
Tamekka Figures

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
Data from School City, Common Assessments, EiE, GIZMOs, JJ Bootcamp, Science4Us will help determine effectiveness

G2. Teachers will use research-based programs and strategies to improve reading comprehension. `1a`

🔑 G084527

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Students struggle to demonstrate higher order thinking skills.

- Students lack oral reading fluency skills, which negatively impacts reading comprehension.

- Utilizing resources with fidelity and properly.

- Teachers proper use of ESOL Strategies and being ESOL endorsed.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Journeys Reading Series (vocabulary, comprehension, fluency, phonics, phonemic awareness)

- Six Minute Solution (fluency)

- Wilson / Fundations (phonemic awareness / phonics instruction), Phonics for Reading

- Trade Books (comprehension, vocabulary)

- Computer Based Programs: iStation, Accelerated Reader, FAIR, FCAT Explorer, FL Achieves, Mini Assess, Destination Reading

- Leadership Resources (supplemental material)

- Florida Ready (supplemental material)

- Close Reading

- Whole Brain

- FCRR

- Think Central

- Triumphs/Treasures

- Science/Non-Fiction Resources

Plan to Monitor Progress Toward G2. `8`

Six Minute Solution student data
iReady
Oral Reading Fluency assessment scores
Analyzing Journey's assessment data
Analyzing FAIR assessment data
Analyzing BAS data
Leveled Literacy Intervention
Guided Reading
Classroom observations
Formative/ Summative Assessments
School City data

Person Responsible
Ericka Mellion-Clerveaux

Schedule
Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion
Classroom observation data, student progress monitoring data, BAS, BSA, FSA, and FCAT scores

G3. By June 2017, Math FSA scores will improve overall by 15% from last year as a result of implementing a strong mathematical approach which includes a focus on math fluency. 1a

🔍 G084528

Targets Supported 1b

Indicator	Annual Target
	15.0

Targeted Barriers to Achieving the Goal 3

- Limited effective use of PLE research-based strategies and available resources to increase student achievement.

- The new common core math adoption does not cover all of the NGSSS that will be assessed on FCAT Mathematics 2.0. Teachers lack experience with the common core mathematics standards.

- Teachers inconsistently utilize technology and other math resources. Lack of fidelity in small group instruction and lack of time spent on problem solving/no application in real-life. Lack of priority for components of math resources

- Students will be taking the computer-based version of FSA

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Ready–supplemental instructional material to support the introduction and review of NGSSS. Go Math Common Core & NGSSS textbook and resources Grab -N-Go Manipulative Kit Grab-n-Go Centers Intervention strategic and intensive animated math models (On-line) Carmen Sandiago Think Central Benchmarck Practice Mini-Assessments FCAT Explorer/ FOCUS Destination Math Mega Math Soar to Success Enrichment Touch Math Mountain/ Calendar Math

Plan to Monitor Progress Toward G3. 8

Teachers will utilize resources necessary to increase student performance.

Person Responsible
Orinthia Dias

Schedule
Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion
FSA/FCAT scores, Summative and Formative Assessments, BAS I & II

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. By June 2017, Science FCAT scores will improve by 10% from last year as a result of using a comprehensive science curriculum which is infused with programs such as EiE, GIZMOs, JJ Bootcamp and is supported by our innovative STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) Program. 1

🔍 G084526

G1.B1 New science coach 2

🔍 B224595

G1.B1.S1 The science coach will develop expertise by collaborating with peers, attending district trainings, and researching techniques to improve in science. 4

🔍 S237025

Strategy Rationale

Action Step 1 5

The science coach has been attending coach credentialing courses and is in constant communication with district instructional facilitators as well as colleagues at other schools. Additionally she researches science related strategies and programs that are research-based and works with AP to determine if they should be utilized.

Person Responsible

Andrew Bronstein

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

This is evident in her inservice report in addition to meeting with administration weekly to share learning and information obtained.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Scores from School City Assessments along with monitoring science instruction in grades K-5 will provide evidence of implementation. THere are also checkpoint assessments along the way to determine this.

Person Responsible

Schedule

Monthly, from 9/28/2016 to 5/26/2017

Evidence of Completion

Evidence collected will include but not be limited to common assessment reports, classroom science grades, leadership meeting minutes and curriculum and team meeting minutes.

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

It will be monitored through information shared by the science coach, science information implemented in classes, and results of assessments, the barrier should be reduced to elimination by continuous improvement of scientific knowledge and resources utilized by the coach.

Person Responsible

Andrew Bronstein

Schedule

Monthly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Common Assessment results and teacher and student understanding of science curriculum.

G2. Teachers will use research-based programs and strategies to improve reading comprehension. `1`

🔍 G084527

G2.B3 Students struggle to demonstrate higher order thinking skills. `2`

🔍 B224602

G2.B3.S1 Teachers will increase the number of higher order questions asked to students during whole group and small group settings. Teachers will explore with students in examining errors in reasoning through class discussions and debates. Teachers will organize students for cognitively complex tasks. Teachers will increase rigor in the classroom. `4`

🔍 S237028

Strategy Rationale

By increasing higher order thinking and rigor within the classroom, students will be challenged at a higher level which will increase the standard of expectations causing students to dig deeper for more comprehensive answers.

Action Step 1 `5`

Classroom walkthroughs and informal observations. Data from School City and "Eagle Talks" (Data chats) will reveal further student data.

Person Responsible

Ericka Mellion-Clerveaux

Schedule

Monthly, from 8/30/2016 to 5/26/2017

Evidence of Completion

BAS, FSA, FCAT scores, BSA I & II, School Ctiy data

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

Through classroom walkthroughs, we will monitor the use of close reads, and the use of independent classroom libraries.

Person Responsible

Orinthia Dias

Schedule

Monthly, from 8/30/2016 to 5/26/2017

Evidence of Completion

Student samples, FCAT scores, School City Data

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

Teachers will increase the number of higher order questions by being provided with PD and samples of question stem techniques which will be further developed by grade level teams and monitored by the Curriculum Team and Administration

Person Responsible

Ericka Mellion-Clerveaux

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

School City, iReady, GIZMO, Reflex, and other schoolwide data along with Meeting Minutes, Eagle Talks (data chats), and iObservation data

G3. By June 2017, Math FSA scores will improve overall by 15% from last year as a result of implementing a strong mathematical approach which includes a focus on math fluency. [1]

🔑 G084528

G3.B1 Limited effective use of PLE research-based strategies and available resources to increase student achievement. [2]

🔑 B224608

G3.B1.S1 Establish a math PLC to plan for effective use of available resources and research-based strategies. [4]

🔑 S237030

Strategy Rationale

Action Step 1 [5]

Development of a pacing calendar and identification of appropriate resources, including Florida Ready Math.
Select a facilitator for Math PLC
Surveying staff (utilizing Quia and promote)
Create list of objectives having a clear focus for each month.
Establish roles for members, needs assessment
Plan for sharing best practices with teams.
Track teacher implementation by reviewing work samples and data. Administration will have targeted walkthroughs. Support staff will provide support as needed.

Person Responsible

Schedule

Evidence of Completion

Completed pacing calendar and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Focused walkthroughs,
Meeting for sharing Best Practices/Data

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

> On-going classroom observations, Student Math Journals, work samples, talent development, walkthrough data, PLC attendance, meeting agendas and Curriculum debriefing.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review work samples, Analyze teachers implementation and delivery

> **Person Responsible**

> **Schedule**

> *Evidence of Completion*

> Increase in student achievement based on data and work samples.

G3.B2 The new common core math adoption does not cover all of the NGSSS that will be assessed on FCAT Mathematics 2.0. Teachers lack experience with the common core mathematics standards. 2

🔍 B224609

G3.B2.S1 Teachers will attend district and school-based training sessions on the Mathematics Common Core. Teachers will share best practices with their colleagues at all grade levels. Teachers will utilize the Go Math Professional development Podcasts. 4

🔍 S237031

Strategy Rationale

Action Step 1 5

Teachers will attend Common Core Math trainings offered by the District during the summer of 2013 and school-based trainings offered during the first semester. Teachers will also utilize with fidelity Calendar Math K-3 and Mountain Math for grades 4 & 5.

Person Responsible

Schedule

Evidence of Completion

Training attendance records

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review attendance of teachers and grade level meeting minutes

Person Responsible

Schedule

Monthly, from 8/15/2016 to 6/6/2017

Evidence of Completion

training attendance records, records of sharing best practices and team viewing of Go Math podcasts, Math Journals, Student work samples

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Review recent grade level math data for increased achievement levels.

Person Responsible

Orinthia Dias

Schedule

Monthly, from 8/30/2016 to 5/31/2017

Evidence of Completion

Data record sheets, classroom observations

G3.B3 Teachers inconsistently utilize technology and other math resources. Lack of fidelity in small group instruction and lack of time spent on problem solving/no application in real-life. Lack of priority for components of math resources `2`

🔑 B224610

G3.B3.S1 Teachers will attend district and school-based trainings to improve their working knowledge of the available technology in the classroom. Students will access the Go Math on-line resources. Students will also utilize Soar to Success, Think Central, Destination Math and FOCUS/FCAT Explorer. Students will learn to access online resources while at home and at school in order to supplement in-class instruction. Parents will be provided an opportunity to learn how to use the technology available in the classrooms and at home. `4`

🔑 S237032

Strategy Rationale

Action Step 1 `5`

Provide technology staff development to teachers who will implement the use of the technology with their students. Also, plan a family night with a focus on technology for parents.

Person Responsible

Schedule

Evidence of Completion

Staff development attendance roster and parent night sign-in sheet.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Review of teacher and parent attendance to staff development and parent night. Classroom observation of increased teacher and student usage of available technology and resources.

Person Responsible

Schedule

Evidence of Completion

Attendance logs and increased use of technology

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Review training attendance records, monitor student usage and progress reports, review parent sign-in sheets

Person Responsible

Schedule

Evidence of Completion

attendance records/agendas, CAI reports

G3.B4 Students will be taking the computer-based version of FSA 2

🔑 B224611

G3.B4.S1 Students will take regular ongoing assessments on the computer through Think Central. 4

🔑 S237033

Strategy Rationale

Action Step 1 5

Set up classes in Think Central and assign chapter and other ongoing assessments for electronic administration

Person Responsible

Schedule

Evidence of Completion

Think Central reports

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Review Think Central usage

Person Responsible

Schedule

Evidence of Completion

Think Central reports

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Review student reports for increased achievement, survey students on level of comfortability with computer-based format

Person Responsible

Schedule

Evidence of Completion

Think Central reports, survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 🔑 A306135	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 🔑 M312245	Review work samples, Analyze teachers implementation and delivery		No Start Date	Increase in student achievement based on data and work samples.	No End Date once
G3.B1.S1.MA1 🔑 M312246	Focused walkthroughs, Meeting for sharing Best Practices/Data		No Start Date	On-going classroom observations, Student Math Journals, work samples, talent development, walkthrough data, PLC attendance, meeting agendas and Curriculum debriefing.	No End Date once
G3.B1.S1.A1 🔑 A306141	Development of a pacing calendar and identification of appropriate resources, including Florida...		No Start Date	Completed pacing calendar and lesson plans	No End Date once
G3.B2.S1.A1 🔑 A306142	Teachers will attend Common Core Math trainings offered by the District during the summer of 2013...		No Start Date	Training attendance records	No End Date once
G3.B3.S1.MA1 🔑 M312249	Review training attendance records, monitor student usage and progress reports, review parent...		No Start Date	attendance records/agendas, CAI reports	No End Date once
G3.B3.S1.MA1 🔑 M312250	Review of teacher and parent attendance to staff development and parent night. Classroom...		No Start Date	Attendance logs and increased use of technology	No End Date once
G3.B3.S1.A1 🔑 A306143	Provide technology staff development to teachers who will implement the use of the technology with...		No Start Date	Staff development attendance roster and parent night sign-in sheet.	No End Date once
G3.B4.S1.MA1 🔑 M312251	Review student reports for increased achievement, survey students on level of comfortability with...		No Start Date	Think Central reports, survey results	No End Date once
G3.B4.S1.MA1 🔑 M312252	Review Think Central usage		No Start Date	Think Central reports	No End Date once
G3.B4.S1.A1 🔑 A306144	Set up classes in Think Central and assign chapter and other ongoing assessments for electronic...		No Start Date	Think Central reports	No End Date once
G1.B1.S1.A1 🔑 A306134	The science coach has been attending coach credentialing courses and is in constant communication...	Bronstein, Andrew	8/15/2016	This is evident in her inservice report in addition to meeting with administration weekly to share learning and information obtained.	5/15/2017 weekly
G1.MA1 🔑 M312235	Data from School City, Common Assessments, EiE, GIZMOs, JJ Bootcamp, Science4Us will help determine...	Figures, Tamekka	8/15/2016	Data from School City, Common Assessments, EiE, GIZMOs, JJ Bootcamp, Science4Us will help determine effectiveness	5/26/2017 monthly
G3.MA1 🔑 M312253	Teachers will utilize resources necessary to increase student performance.	Dias, Orinthia	8/31/2016	FSA/FCAT scores, Summative and Formative Assessments, BAS I & II	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M312233	It will be monitored through information shared by the science coach, science information...	Bronstein, Andrew	9/15/2016	Common Assessment results and teacher and student understanding of science curriculum.	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M312234	Scores from School City Assessments along with monitoring science instruction in grades K-5 will...		9/28/2016	Evidence collected will include but not be limited to common assessment reports, classroom science grades, leadership meeting minutes and curriculum and team meeting minutes.	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1 🔑 M312240	Teachers will increase the number of higher order questions by being provided with PD and samples...	Mellion-Clerveaux, Ericka	8/31/2016	School City, iReady, GIZMO, Reflex, and other schoolwide data along with Meeting Minutes, Eagle Talks (data chats), and iObservation data	5/26/2017 monthly
G2.B3.S1.MA1 🔑 M312241	Through classroom walkthroughs, we will monitor the use of close reads, and the use of independent...	Dias, Orinthia	8/30/2016	Student samples, FCAT scores, School City Data	5/26/2017 monthly
G2.B3.S1.A1 🔑 A306139	Classroom walkthroughs and informal observations. Data from School City and "Eagle Talks" (Data...	Mellion-Clerveaux, Ericka	8/30/2016	BAS, FSA, FCAT scores, BSA I & II, School Ctiy data	5/26/2017 monthly
G2.MA1 🔑 M312244	Six Minute Solution student data iReady Oral Reading Fluency assessment scores Analyzing...	Mellion-Clerveaux, Ericka	8/29/2016	Classroom observation data, student progress monitoring data, BAS, BSA, FSA, and FCAT scores	5/31/2017 monthly
G3.B2.S1.MA1 🔑 M312247	Review recent grade level math data for increased achievement levels.	Dias, Orinthia	8/30/2016	Data record sheets, classroom observations	5/31/2017 monthly
G3.B2.S1.MA1 🔑 M312248	Review attendance of teachers and grade level meeting minutes		8/15/2016	training attendance records, records of sharing best practices and team viewing of Go Math podcasts, Math Journals, Student work samples	6/6/2017 monthly

V. Professional Development Opportunities

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

G1. By June 2017, Science FCAT scores will improve by 10% from last year as a result of using a comprehensive science curriculum which is infused with programs such as EiE, GIZMOs, JJ Bootcamp and is supported by our innovative STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics) Program.

G1.B1 New science coach

G1.B1.S1 The science coach will develop expertise by collaborating with peers, attending district trainings, and researching techniques to improve in science.

PD Opportunity 1

The science coach has been attending coach credentialing courses and is in constant communication with district instructional facilitators as well as colleagues at other schools. Additionally she researches science related strategies and programs that are research-based and works with AP to determine if they should be utilized.

Facilitator

District Department

Participants

Tamikkah Figures

Schedule

Weekly, from 8/15/2016 to 5/15/2017

G2. Teachers will use research-based programs and strategies to improve reading comprehension.

G2.B3 Students struggle to demonstrate higher order thinking skills.

G2.B3.S1 Teachers will increase the number of higher order questions asked to students during whole group and small group settings. Teachers will explore with students in examining errors in reasoning through class discussions and debates. Teachers will organize students for cognitively complex tasks. Teachers will increase rigor in the classroom.

PD Opportunity 1

Classroom walkthroughs and informal observations. Data from School City and "Eagle Talks" (Data chats) will reveal further student data.

Facilitator

Ericka Clerveaux

Participants

K-5 Teachers

Schedule

Monthly, from 8/30/2016 to 5/26/2017

G3. By June 2017, Math FSA scores will improve overall by 15% from last year as a result of implementing a strong mathematical approach which includes a focus on math fluency.

G3.B2 The new common core math adoption does not cover all of the NGSSS that will be assessed on FCAT Mathematics 2.0. Teachers lack experience with the common core mathematics standards.

G3.B2.S1 Teachers will attend district and school-based training sessions on the Mathematics Common Core. Teachers will share best practices with their colleagues at all grade levels. Teachers will utilize the Go Math Professional development Podcasts.

PD Opportunity 1

Teachers will attend Common Core Math trainings offered by the District during the summer of 2013 and school-based trainings offered during the first semester. Teachers will also utilize with fidelity Calendar Math K-3 and Mountain Math for grades 4 & 5.

Facilitator

District staff

Participants

Teachers, curriculum support, district trainers

Schedule

G3.B3 Teachers inconsistently utilize technology and other math resources. Lack of fidelity in small group instruction and lack of time spent on problem solving/no application in real-life. Lack of priority for components of math resources

G3.B3.S1 Teachers will attend district and school-based trainings to improve their working knowledge of the available technology in the classroom. Students will access the Go Math on-line resources. Students will also utilize Soar to Success, Think Central, Destination Math and FOCUS/FCAT Explorer. Students will learn to access online resources while at home and at school in order to supplement in-class instruction. Parents will be provided an opportunity to learn how to use the technology available in the classrooms and at home.

PD Opportunity 1

Provide technology staff development to teachers who will implement the use of the technology with their students. Also, plan a family night with a focus on technology for parents.

Facilitator

Sarah DeCotis/Kelly Dougherty

Participants

Support staff, teachers

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The science coach has been attending coach credentialing courses and is in constant communication with district instructional facilitators as well as colleagues at other schools. Additionally she researches science related strategies and programs that are research-based and works with AP to determine if they should be utilized.	$0.00
2	G1.B1.S1.A2		$0.00
3	G2.B3.S1.A1	Classroom walkthroughs and informal observations. Data from School City and "Eagle Talks" (Data chats) will reveal further student data.	$0.00
4	G3.B1.S1.A1	Development of a pacing calendar and identification of appropriate resources, including Florida Ready Math. Select a facilitator for Math PLC Surveying staff (utilizing Quia and promote) Create list of objectives having a clear focus for each month. Establish roles for members, needs assessment Plan for sharing best practices with teams. Track teacher implementation by reviewing work samples and data. Administration will have targeted walkthroughs. Support staff will provide support as needed.	$0.00
5	G3.B2.S1.A1	Teachers will attend Common Core Math trainings offered by the District during the summer of 2013 and school-based trainings offered during the first semester. Teachers will also utilize with fidelity Calendar Math K-3 and Mountain Math for grades 4 & 5.	$0.00
6	G3.B3.S1.A1	Provide technology staff development to teachers who will implement the use of the technology with their students. Also, plan a family night with a focus on technology for parents.	$0.00
7	G3.B4.S1.A1	Set up classes in Think Central and assign chapter and other ongoing assessments for electronic administration	$0.00
		Total:	$0.00