2013-2014 SCHOOL IMPROVEMENT PLAN

Pines Lakes Elementary School
10300 JOHNSON ST
Pembroke Pines, FL 33026
754-323-7100

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	72%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	88%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**	**2009-10**
F	D	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Pines Lakes Elementary School

Principal

Susan Sasse

School Advisory Council chair

Christina Dejean and Barbara Ochipinti

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cormic Priester	AP
Anita Osborne	Reading Coach
Carlene Wolfe-Yoloye	Guidance
Ann Basile	Teacher
Susan Swetland	Teacher
Adrienne Griffin	Teacher
Jennifer Calabrese	Teacher
Amanda Rivero	Teacher
Christina Dejean	Teacher
Cheryl Scura	Teacher
Darlene Pitaluga	Media Specialist

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Christina Dejean & Barbara Ochipinti, SAC Chairs
Susan Sasse, Principal
Beatriz Otero, Parent
Marjorie Chafa-Govita, SAF Parent

Tameika Crawford, PreK Parent
Chris Aron, BTU Steward
Jennifer Calabrese, Teacher
Maria Mondejar, Non-instructional employee
Carlene Yoloye, Teacher

Involvement of the SAC in the development of the SIP

Feedback was solicited from all teachers via team leaders at the beginning of the school year. A SIP writing committee was created to input the new SIP.

Activities of the SAC for the upcoming school year

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

Projected use of school improvement funds, including the amount allocated to each project

Purchase of instructional materials:
Struggling reader & math chart materials ($1500)
Calendar math ($100)
Substitutes for data meetings ($732)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Susan Sasse		
Principal	Years as Administrator: 17	Years at Current School: 0
Credentials	Bachelors, Elementary Education Masters, Educational Leadership	
Performance Record	School grade A 2003-2013; met AYP School grade B 2003; met AYP	

Cormic Priester		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelors, Elementary Education Masters, Educational Leadership	
Performance Record	2012-2013 - School Grade D 359 points Reading Level 3 & above 48% Math Level 3 & above 45% Writing Level 3 & above 53% Science Level 3 & above 29% Reading learning gains 45% Math learning gains 46% Lowest 25% reading 39% Lowest 25% math 54	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Anita Osborne		
Full-time / District-based	Years as Coach: 8	Years at Current School: 8
Areas	Reading/Literacy	
Credentials	Bachelors, Social Work Masters, Reading	
Performance Record	2012-2013 - School Grade D 359 points Reading Level 3 & above 48% Math Level 3 & above 45% Writing Level 3 & above 53% Science Level 3 & above 29% Reading learning gains 45% Math learning gains 46% Lowest 25% reading 39% Lowest 25% math 54	

Classroom Teachers

# of classroom teachers

46

 # receiving effective rating or higher

46, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

45, 98%

 # ESOL endorsed

43, 93%

 # reading endorsed

2, 4%

 # with advanced degrees

5, 11%

 # National Board Certified

3, 7%

 # first-year teachers

2, 4%

 # with 1-5 years of experience

3, 7%

 # with 6-14 years of experience

18, 39%

 # with 15 or more years of experience

23, 50%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

9

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New teachers will be assigned an experienced teacher to mentor them (NBCTeachers)
Teachers will be provided with information to keep certification current and add endorsements (Principal)
All teachers will participate in PLCs throughout the year (Inservice Facilitators)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Guidance Counselor and ESE Specialist coordinate and facilitate MTSS meetings. The MTSS team meets monthly. 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. The 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. and as well as tier 2 and tier 3 interventions utilized and whether or not they are effective.
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 monthly 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 a teacher for the purpose of assisting the teacher with various interventions outlined in the School Improvement Plan.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The main role of each school based leadership role member is to monitor the implementation of all tier 2 and 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 Reading Coach serve as a resource for team teachers throughout the process. The ESE Specialist and the Guidance Counselor will coordinate and guide implementation of the process.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Tier 1 schoolwide data is routinely reviewed and evaluated for adjustment and modification. Teachers are required to complete the county academic/behavioral intervention forms for tier 2 and tier 3 students documenting the specific evidence basedinterventions from the Struggling Reader and Math Charts, as well as document parent conferences.
Progress monitoring data is submitted monthly to the school psychologist, who charts and graphs the results using the District approved RTI tracking program. Students are moved forward through the tiers as indicated by the data collected. Parent conferences are done through each step of the process. If the MTSS team determines further assessment is needed, a referral is initiated.

Case managers assist with conducting observations and providing teachers and students with the support required to ensure fidelity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is based upon the previous years FCAT score analysis for grades 4 and 5. Grade 3 baseline data is obtained based on BAT 1 and beginning of the year baseline assessments. Fourth grade students are administered a baseline BAT Writing prompt in August.
K-2 students are administered a beginning of the year Go Math! assessment and a RIGBY to determine an instructional reading level. All students in grades K-5 are administered FAIR. All students are considered tier 1 unless they are a retainee or identified as a member of the lowest 30% of students in grades 3-5.
Baseline math, reading and writing data in addition to BAT 1 data in grades 3-5 are analyzed to identify student weaknesses and determine the need for tier 2 or tier 3 intensive interventions. BASIS and Virtual Counselor reports are also utilized as a means of reviewing data and "at risk" factors.
Baseline Data Sources:
FAIR/Progress Monitoring and Reporting Network (PMRN)
Benchmark Assessment Test (BAT 1 and 2 for reading, math, writing and science)
Florida Comprehensive Assessment Test (FCAT 2.0)
IRI (Informal Reading Inventory)
DAR
Key Math
WADE
BASIS
Go Math - Pre-requisite test
Virtual Counselor Data Reviewed
Tier 1 -
-Progress Monitoring Plan: PMRN, Mini-Assessments, FCAT Simulation, FAIR, Treasures Oral Fluency (FCAT level 1,2, and 3 students), schoolwide discipline plan, CHAMPS, Go Math! Beginning of the Year Assessment, Rewards Placement Test
-Midyear: IRI, FAIR, DAR, ERDA, Primary Mid-Year Reading Assessment, Go Math! Mid Year Assessment
-End of Year: FAIR, FCAT, SAT, CELLA, IPT, end of book tests, Go Math! End of the Year Assessment, Pre-requisite test for Treasures Oral Reading Fluency Assessment (FCAT Level 1, 2, and 3 students), Rewards Post Assessment
-Frequency of Assessments: Once a month for data analysis
Literacy Leadership Team (LLT)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The principal and the assistant principal will monitor the consistency of team members, frequency of meetings, review meeting minutes, and the roles and responsibilities of each MTSS member. Based upon periodic needs assessments and feedback from the MTSS Team, administration and the Reading Coach will make data driven decisions to meet the needs of the MTSS Team to increase the teams ability to create, implement and monitor individual academic progression and positive school wide behavior plans.
Parents and staff will receive frequent feedback on student progression and the MTSS process as students progress through tier 2 and tier 3 interventions and/or respond to various interventions identified by the MTSS Team.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 360

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Principal & Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Sasse	Principal
Cormic Priester	Assistant Principal
Anita Osborne	Reading Coach
Amanda Rivero	Teacher
Jennifer Calabrese	Teacher
Cheryl Scura	Teacher
Adrienne Griffin	Teacher
Susan Swetland	Teacher
Anne Basile	Teacher
Darlene Pitaluga	Media Specialist
Barbara Ochipinti	Teacher

How the school-based LLT functions

The school-based LLT will provide professional development to support the use of high yield strategies to integrate informational text across the curriculum.

Major initiatives of the LLT

Support instructional staff in implementation of high yield strategies.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will participate in PLCs to support our schoolwide goal of improving literacy for every student.
Through professional development, coaching & mentoring we will build schoolwide capacity in Reading knowledge, strategies, and instruction and use data to monitor progress and adjust instruction as needed.
In addition, monthly data chats will focus on disaggregating data for reading in all grades.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 upon entering kindergarten within the areas of basic skills/school readiness, oral
language, print/letter knowledge, phonological awareness, and language acquisition (if needed).
Screening data is collected and reviewed at the beginning of the year during initial data analysis meetings. 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

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	52%	No	65%
American Indian		0%		
Asian	55%	0%	No	60%
Black/African American	57%	40%	No	61%
Hispanic	65%	59%	No	69%
White	61%	55%	No	65%
English language learners	50%	47%	No	55%
Students with disabilities	44%	22%	No	50%
Economically disadvantaged	58%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	50%
Students scoring at or above Achievement Level 4	50	18%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	125	45%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	27	39%	62%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	42%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	52%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	52%	No	67%
American Indian				
Asian	81%	0%	No	83%
Black/African American	60%	33%	No	64%
Hispanic	63%	61%	No	67%
White	63%	61%	No	67%
English language learners	59%	47%	No	63%
Students with disabilities	47%	32%	No	52%
Economically disadvantaged	60%	47%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	29%	50%
Students scoring at or above Achievement Level 4	45	16%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	127	46%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	54%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	24%	50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	100	16%	30%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	51	13%	3%
Students retained, pursuant to s. 1008.25, F.S.	23	4%	1%
Students who are not proficient in reading by third grade	43	48%	30%
Students who receive two or more behavior referrals	18	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Pines Lakes is a Title I School. The 2013 - 2014 Parent Involvement Plan meets this requirement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teacher Meet and Greet	343	58%	80%

Goals Summary

G1.   All instructional staff will utilize high yield strategies to integrate informational text across the curriculum.

Goals Detail

G1. All instructional staff will utilize high yield strategies to integrate informational text across the curriculum.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Instructional materials: Journeys Buzz About It! (Primary) FCRR Student resource room materials

- Professional materials for teachers: Literacy resource room Professional development library Media center materials

Targeted Barriers to Achieving the Goal

- Staff needs support in utilizing planning time effectively.

Plan to Monitor Progress Toward the Goal

Review of teacher lesson plans Classroom visits District Defining the Core Survey

Person or Persons Responsible
Administration/Literacy Team

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Implementation of teacher plans reflected within the classroom Notes of informal conversations District Defining the Core Survey results

Action Plan for Improvement

Problem Solving Key

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

G1. All instructional staff will utilize high yield strategies to integrate informational text across the curriculum.

G1.B3 Staff needs support in utilizing planning time effectively.

G1.B3.S1 A framework will be implemented to guide team planning sessions.

Action Step 1

Model and provide support for the framework for team planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Scheduled Wednesday grade level meetings

Evidence of Completion

Team meeting minutes

Action Step 2

Share the framework draft with all instructional staff.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Thursday, October 17, 2013

Evidence of Completion

Faculty meeting minutes Framework final document

Action Step 3

Develop the framework for team planning

Person or Persons Responsible

Administration and School Based Leadership Team

Target Dates or Schedule

Tuesday, October 15, 2013

Evidence of Completion

Leadership team meeting minutes Framework draft

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

Classroom walk through Administrative visits to team planning Feedback from administration on team planning framework

Person or Persons Responsible

Administration Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walk through data Completed team planning frameworks

Plan to Monitor Effectiveness of G1.B3.S1

iObservation

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Improved student achievement in multiple data sets iObservation reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I allocates funds for Title I Parent Involvement activities and staff development. SAI funds are used to support academic instruction for grade 4 and grade 5 FCAT Achievement Level 1 and Level 2 students. Food and Nutrition Services offers a variety of well-balanced nutritious meals at a low cost. School lunches provided at Pines Lakes consist of an assortment of foods including daily meal salads and fresh fruit. The United States Department of Agriculture provides free or reduced price meals to children whose families meet income requirements. funding provided helps all children have access to nutritious food during the school day.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total
Total	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.