

West Gate K 8 School

1050 NW CASHMERE BLVD, Port St Lucie, FL 34986

<http://www.stlucie.k12.fl.us/wgk/>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

56%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of West Gate K8 School is to ensure that all students are successful at the highest possible levels, acquire technological expertise, and become productive interdependent, and empathetic members of society.

Provide the school's vision statement

The core business of the West Gate learning community will be to empower students with the skills and knowledge necessary to be successful in an evolving global society. This empowerment will be achieved by engaging students in challenging work, designed by skilled educators, in a nurturing and caring environment.

School Environment

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

The ongoing process by which West Gate learns about students' cultures and builds relationships between teachers and students is initiated by formal and informal conversations with students that reveal diverse needs and strengths. Parents are included in various decision making processes. Administrators support the partnership of all stakeholders. West Gate uses our cultural diversity to promote our curricular objectives. We use the resources of our community to support our emphasis on pluralism and how this supports our students' growth. This reflects our visionary statement in that we wish to prepare our students for a global society.

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

West Gate creates an environment where students feel safe and respected. All areas of the school are supervised by faculty and staff before, during, and after school. All students are given the Code of Conduct and the Student Handbook. These policy books are reviewed, discussed, and assessed at the beginning of the school year and reviewed mid-year. This ensures that student behavior expectations are enforced and all school protocols understood throughout all grade levels. Two school counselors, two deans, a mental health coordinator, and a sheriff's deputy help to implement, maintain, and monitor a safe and healthy environment. West Gate has a formal process of conducting periodic safety drills aligning with state and district mandates.

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

West Gate follows the district PBIS initiative as a school wide behavioral system. The student Code of Conduct is reviewed with all students at the commencement of the school year. School behavioral expectations are discussed with students as well as the consequences for inappropriate behavior. BIRs, referrals, and parent communication are used to decrease distractions and behaviors. Yearly, before and throughout the school year, faculty and staff are trained regarding protocols and

procedures for handling disciplinary issues. Faculty and staff are advised of resources and programs that support appropriate student behavior.

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

West Gate provides support services to meet the physical, social, and emotional needs of the student population being served. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these sources to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students. The programs are spear-headed by school counselors, deans, a school social worker, and a school psychologist. All of these persons counsel, mentor, or make referrals to outside agencies as needed.

Early Warning Systems

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

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

The following indicators are used as the school's early warning system: Attendance, grades, progress monitoring results, summative tests, and RTI A (academic) and RTI B (behavior). When indicators depict student difficulties the following interventions are implemented: Phone calls, written deficiency reports, informal and formal conferences, phone conferences, home visits by the social worker, scheduling intensive math/reading classes, social skills classes, emergency crisis team provided by the St. Lucie County Sheriff's Department, community donations of school supplies and food, peer mentoring, and monitoring by the attendance committee.

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	1	1	1	1	1	1	9	10	10	35
One or more suspensions	1	0	1	0	1	3	3	14	5	28
Course failure in ELA or Math	1	2	1	10	0	0	1	0	0	15
Level 1 on statewide assessment	0	0	0	19	27	23	40	39	34	182

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

Indicator	Grade Level		Total
	7		
Students exhibiting two or more indicators	1		1

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

Teachers make parent contact to discuss concerns with parents. Students are placed in classes that meet students needs (intensive classes or RTI). School support personnel works with students and families in order to address concerns and come up with a plan for student success.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

West Gate has an active PTO and SAC Committee. These committees encourage monthly parent participation. During these meetings school information, data and upcoming events are shared. There are many activities during the school year that afford parents the opportunity to participate. A monthly newsletter and individual class bulletins keep families informed of school activities.

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

West Gate reaches out to our business partners to support our school with different events. Community stakeholders are encouraged to attend school activities. We call, send letters, invite political figures to attend school functions, as well as provide opportunities for our students to visit neighboring businesses. Our community business partners are active members of our SAC Committee and play an active role in the decision making process. Our business partners become a source of volunteers providing goods and services to our students.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Cranmer, Robert	Principal
Elliston, Cassie	Assistant Principal
Guzman, Esther	Assistant Principal

Duties

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

Mr. Cranmer recognizes learning as a top priority for students and staff. He has high expectations for all students, understands the requirements essential for ongoing professional development, ensuring that professional learning is aligned to school and district initiatives and goals. Data is used to monitor and measure student performance in academics, attendance, and behavior. Administration and

school leaders meet to analyze and disaggregate the data. These actions promote a culture of collaboration based on the norm of high expectations and shared responsibilities.

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

West Gate is run by a three member administrative team who work in concert with department heads and team leaders in the collaborative process of decision making. This representative approach allows all instructional and non instructional employees to be a dynamic part of a school wide learning organization. The administrative team meets on a daily basis. The leadership team meets bi-monthly and the entire faculty meets monthly. School resources to support programs and supplemental initiatives are presented to all stakeholders who are also part of the monitoring process.

Funding is obtained through the school district and expenditures are allocated based upon state and district requirements, the learning goals of the school, and the safety, health, and security of the students. If there are funds allocated to our SAC, the SAC determines how these funds will be spent. West Gate has no additional source of funding. All expenditures, in the end, are designed to support the academic success of our students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Shaniek Maynard	Parent
Deborah Schremmer	Education Support Employee
Robert Cranmer	Principal
Mr. Najeh Rahman	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

At the annual September meeting of the SAC the previous year's School Improvement Plan is reviewed, evaluated, and the new SIP is created. This process follows the requirements of the SIP and the SAC by-laws.

Development of this school improvement plan

The SIP is developed by a broad based leadership team and SAC. It is presented to the full School Advisory Council for their review, editing, and approval prior to the finalization of the St. Lucie County School Board.

Preparation of the school's annual budget and plan

West Gate receives a pre-allocated budget from the St. Lucie County School Board and there is no additional funding.

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

At this time, there are no funds available to budget.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Cranmer, Robert	Principal
Moreira, Mary	Teacher, K-12
Petruff, Marian	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT hosts several events to promote literacy throughout the school year. Some examples are; book buddies, book fairs, literacy week activities, Read Across America, and St. Lucie Mets free tickets and player visits. In addition, West Gate uses Reading Counts in several elementary grade levels and projects involving library books are a key part of the daily curriculum.

Public and Collaborative Teaching

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

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

Teachers at West Gate plan collaboratively with their departments on a weekly basis. Teachers develop and discuss lesson plans, alternately taking the lead during planning. Teachers reflect upon the most current data throughout the planning process to ensure that strategies are implemented that meet students needs. Sub committees are formed for each subject area to ensure there is a consistent approach to the K-8 school. Cross curricular planning and lesson execution is also done throughout the school year. All of this collaborative planning, monitors closely the progress of the various AMOs.

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

West Gate hosts interns from various universities and state colleges. Additionally, we also welcome students completing field experience hours for their coursework. We are able to recruit teachers from the student interns that complete their internships with us. The administration and members from the leadership team interview potential candidates for open positions and are responsible for selecting new staff members. New teachers are given mentors and meet regularly with a school administrator and district support person. In addition, the administration has developed a school culture where teachers know they are highly valued.

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

St. Lucie County offers a program for beginning teachers Supportive High-Quality Induction for New Educators (SHINE), where they are provided with an orientation. New teachers are invited to attend monthly meetings where key topics are presented. At the building level (NEST) mentors are assigned to beginning teachers from eligible personnel and monthly meetings are held to promote collaborative conversations, Grade level chairpersons are also responsible for guiding the beginning teachers with data analysis planning, and lesson presentation, as well as day to day school procedures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

St. Lucie County Schools purchasing protocols ensures that the materials acquired are aligned with the Florida standards. There are learning scales and pacing guidelines established by the district, which drive the curriculum at each school site. Grade levels plan collaboratively to ensure that they meet the standards and pacing schedules required in each subject area. Administrators periodically check teacher lesson plans and compare those plans to focus calendars and state standards. In addition, they hold grade level meetings where the planning and lesson implementation process is reviewed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

West Gate K8 uses state, district and teacher assessments to monitor the progress of all students. In the K-5 classrooms differentiation occurs in small groups in Language Arts and Mathematics to meet the learning levels of all students. Facilitative support by support staff or ESE personnel is also another means of delivering differentiated instruction in the general education setting. Furthermore, the RTI-A/Enrichment process is fully implemented and progress is consistently monitored.

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:

NA

Strategy Rationale

NA

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

NA

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten orientation and screening of incoming students occurs yearly prior to the beginning of school. In this way, incoming students are identified if additional help is needed to transition. The transition from fifth grade to sixth grade is facilitated by classes with a school counselor. Students in the middle school are given the opportunity to take high school level courses, career planning choices, and high schools visit West Gate to introduce various programs and personnel.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

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. All teachers will fully implement standards-based instruction.

Strategic Goals Detail

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

G1. All teachers will fully implement standards-based instruction. 1a

G048457

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	67.0
Math Gains	77.0
Math Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- District Professional Development
- Teacher Leaders
- Collaborative Facilitators
- Team Leaders
- District Curricular Representatives who sit on district committees

Targeted Barriers to Achieving the Goal 3

- Translating the standards into effective high quality instruction because standards are new and lack of clarity on how to implement standards effectively.

Plan to Monitor Progress Toward G1. 8

Comprehensives

Person Responsible

Robert Cranmer

Schedule

Semiannually, from 9/15/2014 to 2/16/2015

Evidence of Completion

Greater student achievement growth greater than district average.

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. All teachers will fully implement standards-based instruction. **1**

 G048457

G1.B4 Translating the standards into effective high quality instruction because standards are new and lack of clarity on how to implement standards effectively. **2**

 B120858

G1.B4.S1 Department Heads and Team Leaders are using Infinity and SFA resources when developing Unit Plans and Lesson Plan as based on Florida Standards. **4**

 S132761

Strategy Rationale

In order to develop high quality instruction, a standards-based approach is most effective and efficient. When teachers have the knowledge they can implement the standards within the content limits.

Action Step 1 **5**

Grade groups and/or Departments will meet weekly to unpack and unwrap Florida Standards according to the District Scope and Sequence.

Person Responsible

Robert Cranmer

Schedule

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

Evidence of Completion

Lesson Plans created by Grade groups and/or Departments will reflect Florida Standards and Depth of Knowledge.

Action Step 2 5

Administrators monitor lesson plans and monitor implementation through classroom observation

Person Responsible

Robert Cranmer

Schedule

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

Evidence of Completion

Lessons align with lesson plans.

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

Administrators check that lesson plans have been uploaded and/or turned in weekly and addressing teachers if lesson plans are not turned in.

Person Responsible

Robert Cranmer

Schedule

Weekly, from 8/1/2014 to 6/4/2015

Evidence of Completion

All teachers' lesson plans are uploaded on OneDrive.

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

Administrators meet daily to discuss instructional rounds and/or classroom observation.

Person Responsible

Robert Cranmer

Schedule

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

Evidence of Completion

Administrators provide feedback and assistance to teachers to improve instruction.

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

Administrators use informal and formal observations to monitor effectiveness. Administrators look at the tasks that students are asked to do. Administrators also look at the grade books.

Person Responsible

Robert Cranmer

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Unit Assessments, Student Standards-Driven Projects, and EasyCBM.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Grade groups and/or Departments will meet weekly to unpack and unwrap Florida Standards according to the District Scope and Sequence.	Cranmer, Robert	8/18/2014	Lesson Plans created by Grade groups and/or Departments will reflect Florida Standards and Depth of Knowledge.	6/4/2015 weekly
G1.B4.S1.A2	Administrators monitor lesson plans and monitor implementation through classroom observation	Cranmer, Robert	8/18/2014	Lessons align with lesson plans.	6/4/2015 weekly
G1.MA1	Comprehensives	Cranmer, Robert	9/15/2014	Greater student achievement growth greater than district average.	2/16/2015 semiannually
G1.B4.S1.MA1	Administrators use informal and formal observations to monitor effectiveness. Administrators look at the tasks that students are asked to do. Administrators also look at the grade books.	Cranmer, Robert	8/25/2014	Unit Assessments, Student Standards-Driven Projects, and EasyCBM.	6/4/2015 weekly
G1.B4.S1.MA1	Administrators check that lesson plans have been uploaded and/or turned in weekly and addressing teachers if lesson plans are not turned in.	Cranmer, Robert	8/1/2014	All teachers' lesson plans are uploaded on OneDrive.	6/4/2015 weekly
G1.B4.S1.MA2	Administrators meet daily to discuss instructional rounds and/or classroom observation.	Cranmer, Robert	8/18/2014	Administrators provide feedback and assistance to teachers to improve instruction.	6/1/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will fully implement standards-based instruction.

G1.B4 Translating the standards into effective high quality instruction because standards are new and lack of clarity on how to implement standards effectively.

G1.B4.S1 Department Heads and Team Leaders are using Infinity and SFA resources when developing Unit Plans and Lesson Plan as based on Florida Standards.

PD Opportunity 1

Grade groups and/or Departments will meet weekly to unpack and unwrap Florida Standards according to the District Scope and Sequence.

Facilitator

District and Teacher Leaders

Participants

All Teachers

Schedule

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

PD Opportunity 2

Administrators monitor lesson plans and monitor implementation through classroom observation

Facilitator

Administrators

Participants

All Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0