

# Oriole Elementary School



2014-15 School Improvement Plan

## Oriole Elementary School

3081 NW 39TH ST, Lauderdale Lakes, FL 33309

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
97%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
99%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

### School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Oriole Elementary's mission is to involve students, teachers, parents, community and partnerships in providing an innovative curriculum and safe environment which will lead to high academic achievement among a diverse student population with a goal of educating the whole child.

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

Oriole Elementary's vision is to challenge students to excel beyond their potential in becoming college and career ready by creating a safe, supportive and positive learning environment, utilizing authentic strategies within the contexts of the Florida Standards.

#### School Environment

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

Oriole Elementary's teachers build in opportunities to learn more about their students and their culture as well as build relationships in daily lessons.

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

Students have been informed they are free to approach staff members with concerns. School administrators and support staff have an open door policy, which allows students come and express their feelings or concerns.

##### **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**

We have clear school wide expectations that teachers and students follow by utilizing the CHAMPs Program. The training was provided on how to document behaviors and school wide incidents during pre-planning week for school personnel. On the second day of school, a positive behavior expectations assembly is held to inform students on the expectations that we have for each student on campus. During this school-wide positive expectations assembly, students are notified of the expectations for classroom behavior and academics. Each member of administration and support staff are presented and introduced to students so that students are aware of other personnel other than their classroom teachers they can reach out to if need be.

##### **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**

Oriole Elementary has a full-time guidance counselor, who services the social-emotional needs of students through classroom guidance lessons, small group sessions, and individual counseling as needed. Our school also has a school social worker who provides outside resources available to the students and their families. Mentors are provided for students based on the individual needs. Counseling sessions are provided by the guidance counselor for identified students.



**Early Warning Systems**

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

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

Oriole Elementary's RtI Team is in the process of establishing appropriate warning thresholds for different grade levels. Protocols will be created based on information available and for students who are identified at risk.

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Our Response to Intervention (RtI) team meets biweekly to determine/review appropriate interventions and strategies for identified students with any academic and/or behavioral concerns.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177411>.

**Description**

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

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

During the summer months and throughout each school year, the school actively recruits local community members, churches and organizations to become Partners in Education. This is done via solicitation letters, personal contact, and invitations on the school's website.

As relationships are established, the school invites partners to take part in various year-round school-related activities such as Career Day, Book Parades, Family Education Night, SAC/SAF/PTO meetings, mentoring, and reading with students. The school's partners have provided teacher/student resources, money, and in-kind services to support the school's mission of preparing all students to be college and career ready.

Partners receive personalized thank you letters from students, parents, and staff members. Additionally, Oriole's partners are recognized for their active involvement in student education on the school's website, have been nominated for Partner of the Year awards, and have been recommended for School Board recognition based on their levels of active involvement.

## 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
------	-------

#### Duties

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

For the 2014-2015 school year, the Rtl Leadership Team will meet bi-monthly to discuss Tier 2 and Tier 3 students that have been referred by the classroom teacher, support staff or parents. The team will review student data, anecdotes, and observations to determine students' areas of strengths and weaknesses. After careful review, the team will determine the appropriate intervention(s) to provide each student to ensure he/she meets grade level expectations.

The Guidance Counselor will serve as the coordinator for the Rtl team. She will ensure along with the Rtl team that Tier 2 and Tier 3 data is routinely inspected in the areas of reading, math, writing, science, and behavior.

This data will be used to make decisions about modifications needed to the core curricula and behavior

management strategies for all students. The Tier 1 data will be used to screen at-risk students who may be in need of Tier 2 or Tier 3 interventions; all such students are referred to the Rtl team for consideration of how best to proceed.

The School Psychologist, Social Worker, and Guidance Counselor will review data collected from teachers and parents that will assist in the area of social and psychological needs.

***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 Rtl Leadership Team reviewed students referred to the Response to Intervention Team during the

2013-2014 school year. Our team determined trends and data for these students and reviewed

intervention

programs in place, to determine their effectiveness. As a result of this analysis, information gathered was

used to develop the goals and objectives for the current school improvement plan.

- Title I, Part A: Title I funds will be used to provide intervention programs to low performing students, parent academies, staff development, classroom supplies, professional development, professional development supplies, and teacher salaries. We will host Title I Family Academic Nights as well.
- Title I, Part C Migrant: N/A
- Title I, Part D: N/A
- Title II: N/A
- Title III: N/A
- Title VI, Part B: N/A
- Title X Homeless: N/A
- Supplemental Academic Instruction (SAI): Additional teachers were hired to provide lower teacher student ratio.
- Violence prevention programs: The Administrators, Guidance Counselors, teachers and students have been trained on the importance of nonviolence. We have a "No Bullying Zone" within the school, and this area has positive behavior indicators displayed. The guidance counselor will work whole classes (for no less than 30 minute blocks of time) to ensure that targeted skills/concepts were taught. Lessons will be provided in the following areas: Feeling Safe, Discovery Education, Coping Skills, Anger Management, Making Friends, Social Skills Training and Anti-Bullying Violence Prevention. Oriole Elementary also builds a violence prevention culture through classroom instruction in conflict resolution, bullying prevention, and promoting Broward County's monthly character traits.
- Nutrition programs: The School Board of Broward County's Food Services Department provides students with a healthy breakfast and lunch program.
- Housing programs: N/A
- Head Start: This program provides comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.
- Adult education: N/A
- CTE: N/A
- Job training: N/A

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Will update when new officers have been elected.	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*

The SAC Committee met with stakeholders on September 4, 2014 to discuss the previous year's School Improvement Plan and gather additional input for improvement.

*Development of this school improvement plan*

SAC members gathered to discuss the development of Oriole Elementary's school's improvement plan on September 4, 2014.

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

The SAC members are currently receiving quotes in preparation of the annual budget and plan.

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

Will provided soon

***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
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**Duties**

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

- Participate in Professional Learning Communities to ensure that staff members and Leadership Team members have a clear understanding of how to implement best practices to increase student achievement.
- Provide differentiated Professional Learning Communities
- Ensure Florida Standards implementation

**Public and Collaborative Teaching**

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

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

The Master Schedule is designed to provide common planning time for each grade level every day. During common planning, teachers collaborate and have the ability to access any and all available resources that will facilitate lesson planning and instructional delivery. The school's administrative team and support staff work collaboratively with teachers to access and interpret the Florida Standards in order to ensure instructional alignment. Additionally, teachers are provided several opportunities to participate in district- and school-based professional development activities. The Literacy Coach provides one-on-one support to targeted teachers according to their identified area(s) of need. Teachers are also encouraged to share research-based best practices as evidenced in students' performance results. Teachers are given multiple opportunities to observe their peers as they deliver highly effective instructional strategies aimed at helping students learn, master, and apply new knowledge.

At least bi-weekly, the administrative team provides extrinsic motivation to staff in the effort to promote team spirit and a supportive learning environment. Evidences of high quality instruction and student learning are shared school-wide on a weekly basis. This is done through the school's CAB conference and in the School's weekly newsletter.

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

1. Advertisement of teacher vacancies via district's Employment website and teacher recruitment job fairs.
2. Regular Principal/New Teacher meetings
2. Partnering new teachers with peer coaches
3. Partnering of struggling teaches with peer mentors

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

Teachers chosen for the mentoring program are those that are new to the school and/or are teaching a subject area they have not taught before. Mentor teachers are veteran teachers who have previously taught the grade levels that their mentees are currently placed in or they have demonstrated highly effective instructional practices that are relevant to any grade level. Mentors will collaborate with their mentees at least weekly to discuss evidence-based best strategies. The mentees will be given release time to observe their mentors. Time is given for feedback, coaching and pairing.

## **Ambitious Instruction and Learning**

### **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***

Oriole Elementary has one Head Start (HS) Classroom and one Voluntary Pre-Kindergarten (VPK) Classroom. To ensure school readiness, the HS Program has implemented a new literacy, math, and science. 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 and VPK Programs ensure a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the 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.

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 timelines to all families participating in the 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.

The Head Start and Kindergarten teachers collaborate throughout the school year. The teachers vertical plan and participate in Professional Learning Communities designed to assist with making a smooth transition from Preschool to Kindergarten. Additionally, during the spring, the Oriole Elementary provides orientations and tours for children from local day care facilities who will be enrolling in kindergarten in the fall. Materials regarding registration information and readiness for kindergarten are sent home with students who tour the school. The school marquee, Parent Link System and newsletter are used to advertise when registration begins. Parents are also provided with readiness for kindergarten information when they register.

## College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

## 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 Kindergarten through Fifth Grade Teachers will increase their ability to effectively apply instructional strategies through use of the Florida Standards.

## 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 Kindergarten through Fifth Grade Teachers will increase their ability to effectively apply instructional strategies through use of the Florida Standards. 1a

G040924

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

**Resources Available to Support the Goal** 2

- Common planning time by grade level
- Professional development opportunities
- Funding for professional development opportunities beyond the regular school day
- Hour of Power (extended school day)
- Accelerated Reader
- Journeys
- Go Math
- i-Ready
- Quick Reads
- Six-Minute Solution

**Targeted Barriers to Achieving the Goal** 3

- Teachers need support in unpacking the Florida Standards and authentic instructional delivery of Webb's DOK

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

Teachers will have weekly data chat team meetings in order to monitor progress of student achievement data

**Person Responsible**

Ingrid Osgood

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Weekly assessments (formal, informal)



## 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 Kindergarten through Fifth Grade Teachers will increase their ability to effectively apply instructional strategies through use of the Florida Standards. **1**

 G040924

**G1.B1** Teachers need support in unpacking the Florida Standards and authentic instructional delivery of Webb's DOK **2**

 B099240

**G1.B1.S1** Analyze student performance data to determine effectiveness of instruction **4**

 S113752

### Strategy Rationale

#### Action Step 1 **5**

Teachers will participate in professional learning communities that will focus on Florida Standards and Webb's DOK.

#### Person Responsible

Ingrid Osgood

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

PLC Agendas and artifacts

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

Classroom Walkthroughs and Observations

**Person Responsible**

Vicki Flournoy

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Classroom observation data

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

Analyze student performance data to determine effectiveness of instruction

**Person Responsible**

Vicki Flournoy

**Schedule**

Monthly, from 9/19/2014 to 5/29/2015

**Evidence of Completion**

Student achievement and teacher walkthrough/observation data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in professional learning communities that will focus on Florida Standards and Webb's DOK.	Osgood, Ingrid	8/11/2014	PLC Agendas and artifacts	5/29/2015 monthly
G1.MA1	Teachers will have weekly data chat team meetings in order to monitor progress of student achievement data	Osgood, Ingrid	9/2/2014	Weekly assessments (formal, informal)	5/29/2015 weekly
G1.B1.S1.MA1	Analyze student performance data to determine effectiveness of instruction	Flournoy, Vicki	9/19/2014	Student achievement and teacher walkthrough/observation data	5/29/2015 monthly
G1.B1.S1.MA1	Classroom Walkthroughs and Observations	Flournoy, Vicki	8/18/2014	Classroom observation data	5/29/2015 monthly

**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 Kindergarten through Fifth Grade Teachers will increase their ability to effectively apply instructional strategies through use of the Florida Standards.

**G1.B1** Teachers need support in unpacking the Florida Standards and authentic instructional delivery of Webb's DOK

**G1.B1.S1** Analyze student performance data to determine effectiveness of instruction

### **PD Opportunity 1**

Teachers will participate in professional learning communities that will focus on Florida Standards and Webb's DOK.

#### **Facilitator**

LaNedra Johnson / Dr. Ingrid Osgood / Vicki Flournoy

#### **Participants**

Kindergarten through Fifth Grade Teachers

#### **Schedule**

Monthly, from 8/11/2014 to 5/29/2015

## Technical Assistance Items

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