Pines Lakes Elementary School

2014-15 School Improvement Plan

Pines Lakes Elementary School

10300 JOHNSON ST, Pembroke Pines, FL 33026

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	72%

Alternative/ESE Center	Charter School	Minority
No	No	88%

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pines Lakes Elementary School, in partnership with its children, families, and community, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment which will foster life-long learning and responsible citizenship.

Provide the school's vision statement

Our vision is to provide a happy, caring and stimulating environment where children will
recognize and achieve their fullest potential.
Pines Lakes Elementary is a place where:
everybody is welcomed and you are not alone,
we [work, learn, achieve....]together,
we respect and care for everyone and everything around us.
PLE sets high standards of learning and celebrates the
achievements of each child.
We are a place where everyone is different and has importance.

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Attention signal - "Panther 1, Panther 2, Panther 3"
PLE follows the school wide rules, the 5 B's, for cafeteria, hallway, classroom, and bus.

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

Our guidance counselor provides small group and individual counseling to students. If needed she will look for outside counseling support.

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

Response to intervention program

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	28	17	52
Response to Intervention Program	2	15	5	4	0	2	28

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

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

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

We provide RTI. Teachers complete the intervention in their class and then meet with the child study team to talk about the data collected and the intervention/tool being provided.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

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

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

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

School's assistant principal contacts outside businesses to discuss becoming a partner with our school. The school held a breakfast inviting all businesses and volunteers to come and speak with administration

and leadership team. During this breakfast we will welcome them and let them know about our school and what the school would like to provide for 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
Dejean, Christina	Teacher, K-12
Priester, Cormic	Assistant Principal
Sasse, Susan	Principal
Sugarman, Yvonne	Teacher, K-12
Whittaker, Sophia	Teacher, K-12

Duties

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

The main role of each school based leadership 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 Literacy 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.

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

The Guidance Counselor and ESE Specialist coordinate and facilitate MTSS meetings. The MTSS team meets bi-weekly. The primary goal of the MTSS team is to discuss, plan and develop tier 2 and tier 3 interventions, through the implementation of the Response to Intervention (RTI) Process.
All MTSS members monitor student discipline and academic concerns. 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 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.
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 Assessment 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Christina Dejean	Teacher
Susan Sasse	Principal
Yvonne Sugarman	Teacher
Glenda Robinson	Teacher
Beatriz Otero	Parent
Ashley Morales	Parent
Maria Mondejar	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

SIP plan was approved by state. The evaluation given to the school on the SIP plan was discussed during the last leadership meeting and SAC meeting in the 2013-2014 school year.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

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

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

$3,181.00 will be used to purchase instructional materials (e.g. textbooks, manipulatives, novels)

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

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

Literacy Leadership Team (LLT)

Membership

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

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

Duties

Describe how the LLT promotes literacy within the school

Support instructional staff in implementation of high yield strategies.

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

Leadership team meets monthly to discuss school plans and issues.
Grade level teams meet weekly to work together and collaboratively plan to meet the standards for the grade level.
PLC groups, which consist of all grade levels, will meet twice a month to discuss standards and best practices on different subject areas.

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

New teachers will be assigned an experienced teacher to mentor them (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)

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

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

Planning is done using the Florida standards and our text materials are a resource.

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

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

Strategy: After School Program

Minutes added to school year: 360

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sasse, Susan, susan.sasse@browardschools.com

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

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

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

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

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

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 instructional staff will utilize high yield strategies to integrate informational text across the curriculum.
1a

G043036

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	80.0

Resources Available to Support the Goal 2

- 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 3

- Staff needs support in utilizing planning time effectively.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Susan Sasse

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

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

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 instructional staff will utilize high yield strategies to integrate informational text across the curriculum. 1

🔑 G043036

G1.B3 Staff needs support in utilizing planning time effectively. 2

🔑 B105155

G1.B3.S1 A framework, including the CARE strategy will be implemented to guide team planning sessions. 4

🔑 S116439

Strategy Rationale

Action Step 1 5

Model and provide support for the framework for team planning

Person Responsible

Susan Sasse

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Team meeting minutes

Action Step 2 `5`

Share the framework draft with all instructional staff.

Person Responsible

Susan Sasse

Schedule

On 6/5/2015

Evidence of Completion

Faculty meeting minutes Framework final document

Action Step 3 `5`

Develop the framework for team planning

Person Responsible

Susan Sasse

Schedule

On 6/5/2015

Evidence of Completion

Leadership team meeting minutes Framework draft

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Classroom walk through
Administration and support staff visits to team planning
Feedback from administration on team planning framework

Person Responsible

Susan Sasse

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom walk through data Completed team planning frameworks

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

iObservation

Person Responsible

Susan Sasse

Schedule

On 6/5/2015

Evidence of Completion

Improved student achievement in multiple data sets iObservation reports

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.B3.S1.A1	Model and provide support for the framework for team planning	Sasse, Susan	8/18/2014	Team meeting minutes	6/5/2015 weekly
G1.B3.S1.A2	Share the framework draft with all instructional staff.	Sasse, Susan	8/18/2014	Faculty meeting minutes Framework final document	6/5/2015 one-time
G1.B3.S1.A3	Develop the framework for team planning	Sasse, Susan	8/18/2014	Leadership team meeting minutes Framework draft	6/5/2015 one-time
G1.MA1	Review of teacher lesson plans Classroom visits District Defining the Core Survey	Sasse, Susan	8/18/2014	Implementation of teacher plans reflected within the classroom Notes of informal conversations District Defining the Core Survey results	6/5/2015 quarterly
G1.B3.S1.MA1	iObservation	Sasse, Susan	9/2/2014	Improved student achievement in multiple data sets iObservation reports	6/5/2015 one-time
G1.B3.S1.MA1	Classroom walk through Administration and support staff visits to team planning Feedback from administration on team planning framework	Sasse, Susan	8/18/2014	Classroom walk through data Completed team planning frameworks	6/5/2015 weekly

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 Opportuntities

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

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**