

Orange County Public Schools

Sand Lake Elementary



2016-17 Schoolwide Improvement Plan

Sand Lake Elementary

8301 BUENA VISTA WOODS BLVD, Orlando, FL 32836

<https://sandlakees.ocps.net/net/>

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

47%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

56%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

Orange - 1731 - Sand Lake Elementary - 2016-17 SIP
Sand Lake Elementary

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Sand Lake Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement

To be the top producer of successful students in the nation

2. School Environment

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

Sand Lake Elementary School embraces diversity and naturally accepts other cultures as 40% of the student population consists of English Language Learners (ELLs). Teachers and students are experienced and welcome new students to the school who are new to the United States and do not speak English. Many students are newcomers themselves and are eager to help others assimilate. Teachers at Sand Lake Elementary are all certified in English for Speakers of Other Languages (ESOL) strategies or are completing their certification. Lesson plans and instructional strategies are monitored to ensure that ELLs are receiving comprehensible instruction. Events that celebrate diversity include Black History Month, Hispanic Heritage, as well as in-class activities that share traditions, geography and history of students' homelands.

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

Sand Lake Elementary School creates an environment where students feel safe and respected, not only by their peers, but also by the adults around them. Safety begins with the security of the school. At all times doors are secured and locked: allowing entry only through one main door at the front of the school where our office staff are ready to greet and assist those who enter. All visitors must check in and are screened through the Enterprise Visitor Management System. Security cameras monitor all entry points and many common areas. Teachers reinforce our focus on safety with their students when coming in or out of the school. When arriving to and departing from school, students are met at their cars by patrols or staff members who assist them entering/exiting their vehicles and greet them with a smile. The safety and well-being of the bus riders are monitored by faculty and staff. Monthly emergency drills that practice procedures for fire, severe weather, and lock-down ensure that students know procedures in the event such an emergency occurs on campus. Special care and attention are given to the pre-kindergarten autism spectrum disorder unit to ensure that a plan that accommodates their specific needs is in place. The dean, school social worker, and behavioral specialist provide support to students who need assistance. Outreach programs to assist our families in need are handled discreetly and compassionately.

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

A schoolwide behavioral system is in place at Sand Lake Elementary. Common expectations are posted within the classrooms as well as common areas around the school. Teachers review expectations of each area of the school and provide mini-lessons on expected behavior. When students exhibit unexpected behavior, they receive discipline according to the district code of conduct; however, the students are also retaught the expected behavior.

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

Sand Lake Elementary School meets the social-emotional needs by first assessing individual student needs and providing mentoring and other outreach services. Kids Care Club is a club that focuses on the needs of our families and organizes clothing, toy, and food drives to support Sand Lake families. Also, our Preschool Play Pal program focuses on providing mentors for our preschool students with disabilities. Additionally, the Supplies To Assist our Students (S.T.A.R.) program of West Orange provides economically disadvantaged students a backpack and school supplies free of charge. There is also a school-based mentoring program where identified students meet with mentors for additional support. The Behavior Specialist offers groups to help students who struggle with social and behavioral issues to learn strategies for success. Using the program, Incredible Flexible You, she meets the needs of kindergarten through second grade students in need of social and behavioral skills. For third through fifth grade, the behavioral specialist uses the programs Social Detective, Superflex, and the Zones of Regulation to meet the needs of these students. Each of these programs teaches social think strategies. Additionally, the Behavior Specialist teams with teachers to provide modeling and generalization of positive behavioral strategies.

3. 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).

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

Students are identified and monitored through the Multi-Tiered System of Support (MTSS) process for both academics and behavior. Administrative team members monitor progress reports and report cards. The administrative team discusses students who are identified as having multiple early warning indicators in their weekly leadership team meeting.

Indicators used:

- *Florida Standards Assessment (FSA) Level 1 or Level 2 in English Language Arts (ELA) or mathematics
- *Low performance on interim assessments and/or grade-level summative assessments
- *i-Ready Performance Reports indicating significant learning gaps
- *Below-level performance on the Measurement of Academic Progress (MAP) assessment
- *Course failure in ELA or mathematics
- *Suspension records
- *Attendance records

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	10	7	6	10	5	0	0	0	0	0	0	0	38
One or more suspensions	0	0	2	1	5	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	1	0	2	6	3	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	23	25	11	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	0	5	9	2	0	0	0	0	0	0	0	17

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

The school Best Practices for Inclusive Education (BPIE) data assisted the school Leadership Team to identify areas of needs for our students with disabilities. These students are provided with Individualized Education Plans (IEPs). The Educational Teams meet annually to discuss the needs of individual students. The Educational Team which includes the Exceptional Student Education (ESE) teacher, the paraprofessionals, and the general education teachers team together to provide educational support. The BPIE data indicates a need for teaming between the general education teachers and the ESE teachers as well as better training for our paraprofessionals providing support.

The School Registrar, MTSS Coaches, and Academic Dean monitor student attendance patterns through the use of our Student Management System (SMS) and facilitate plans for appropriate interventions including involvement of the School Staffing Specialist and Social Worker. If the problem persists, early warning truancy letters are sent and followed-up on by a designee of the administrative team, as necessary. If circumstances necessitate, the parent is referred for special services, resources, and agencies to assist them in rectifying the truancy problem.

The MTSS Coaches gather data from the teacher, and students are placed in our tiered system of support. Carefully monitoring of their progress towards specific ELA and mathematics goals occurs. Students receive additional Tier II or potentially Tier III support predominantly within the classroom during the 30-minute intervention time (at a minimum), though some receive Tier III interventions through a pull-out program using alternative research-based reading materials. Students who scored a Level 1 (or low Level 2) are automatically placed in the MTSS process and receive classroom interventions for their identified needs in the classroom, or pull-out, as appropriate. The School Psychologist serves an active role in the process through observation as well as supplying intervention suggestions to teachers and/or facilitating the intervention with specific students.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The parents are encouraged to volunteer in school activities, the media center, cafeteria, and with classroom activities, as needed. Communication is instrumental. Teachers and grade levels maintain email communication lists to notify parents of learning goals, activities, and even homework. Parents are encouraged to check Progress Book, the school's online gradebook portal, for regularly updated grades and notes from their child's teacher. The school website is a way for parents to gain access to information to support their child's education and view upcoming events. Teachers, the principal, and the academic dean have also encouraged parents to register with an online application that sends messages and alerts directly to their smart phones. Parents can send messages directly back to the teacher or administrator. To build positive a positive community, All Pro Dads, a program based out of Tampa, Florida, helps fathers learn how to love and lead their family well in order to be a hero to their kids. Fathers meet together in the early morning at Sand Lake Elementary School once a month for breakfast and discussions about topics covered within the program.

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

Our school maintains an active Parent Teacher Association (PTA) that assists in the facilitation of securing community resources to support the school's initiatives. With the guidance of the administrative team, the Partners in Education (PIE) coordinator works with local businesses in ways that they can support our classrooms. Teachers communicate specific needs to the PIE coordinator, who in turn is able to match their needs with local businesses who can support those needs. Students and families are kept aware of the contributions through a monthly newsletter. In the spring, the contributions of the local community, as well as all of our volunteers, are celebrated at a breakfast in their honor where classes create special cards and gifts for their volunteers. Sand Lake Elementary School has been the recipient of the 5-Star PTA Award and has received special recognition for outstanding community involvement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Suprenard, Laura	Principal
Rejim, Jennifer	Instructional Coach
Freiberger, Randolyn Brooke	Instructional Coach
Kaak, Ellen	Instructional Coach
Bransford, Judy	Dean

b. Duties

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

Principal: Oversees the MTSS implementation and assessment, serves as the instructional leader and primary source of professional development, and monitors distribution of leadership roles

Administrative Dean: Oversees facility, management, maintains behavioral system within the school

Staffing Specialist: Attends MTSS monthly meetings, facilitates all Exceptional Student Education (ESE) consent meetings and staffing

Curriculum Compliance Teacher (CCT): Facilitates and monitors services for ELLs, oversees implementation of science curriculum, coaches teachers in strategies to meet the needs of ELL students in the classroom, coaches teachers in instructional practices that facilitate instruction of the science Next Generation Sunshine State Standards (NGSSS)

Behavior Specialist: Serves as MTSS co-coach, assists MTSS team and teachers in suggesting behavior strategies that will enable students to learn, monitors those strategies; participates in ESE consent meetings and staffing, facilitates instruction for Tier III intervention groups for behavior

Curriculum Resource Teacher (CRT): Assists in data collection used for MTSS student eligibility, monitors implementation of mathematics Florida Standards (MAFS), coaches teachers in instructional practices that facilitate the instructional shifts in mathematics, serves as Instructional Coach, and coordinates mentors for new teachers

Reading Resource Teacher: Serves as MTSS co-coach, holds monthly meetings with Professional Learning Communities (PLCs) and individual meetings as necessary, facilitates instruction for Tier III intervention groups, participates in ESE consent meetings and staffing, monitors implementation of ELA Florida Standards (LAFS), coaches teachers in instructional practices that facilitate the instructional shifts in English Language Arts

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state

and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Through frequent and thorough evaluations of data, the school leadership team is able to identify subgroups, individual students, and teachers who may need additional assistance for success with the implementation and mastery of the state standards.

The Leadership Team meets weekly to discuss data based on student performance and/or teacher performance during teacher informal and formal observations conducted by the principal. Strategies and action plans are developed in order to facilitate the members of the team in their assistance to teachers and students.

Teachers use a combination of data points to make determinations and recommendations for the MTSS process and to monitor instruction including data from, but not limited to the following assessments: Measures of Academic Progress (MAP), i-Ready, common formal and summative assessments, Renaissance Learning Reading Star assessment), FSA/ Historical Florida Comprehensive Achievement Test (FCAT) scores and .

teachers facilitate Tier II intervention groups within their classrooms using i-Ready face-to-face instruction based on an instructional grouping profile report and monitoring data. MTSS effectiveness is gauged by student growth based on the above measures over a specific period of time. Adjustments are made as data is analyzed. The MTSS process specifically supports our needs for making learning gains for our lowest 25% and is monitored closely by the MTSS coaches and principal.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ronda Schoenberg	Parent
Cathy Williams	Parent
Rebecca Phillips	Parent
Vanessa Paniagua	Parent
Jayonhi Balachandran	Parent
Miles Katz	Parent
Melinda Vealey	Parent
Brian LeVine	Business/Community
Linda Morrison	Parent
Marcia Fletcher-Goldsmith	Teacher
Sherry Strickland	Teacher
Terry Fay	Parent
Ruth Howe	Education Support Employee
Laura Suprenard	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members participated in a public meeting in order to discuss the SIP with members of the administrative team and Laura Suprenard, Principal. Opportunities for questions and clarification were given at the culmination of the presentation.

As a follow-up to this, SAC members met with teachers in subject area committees to discuss the successes and challenges of the plan from the past year. Each committee developed notes in regards to the evaluation of the plan as well as suggestions for moving forward with the upcoming year.

b. Development of this school improvement plan

SAC members met in the spring with teachers from each grade level in order to discuss the current school year's SIP implementation and follow-up on data in each subject area. During these meetings, committees also brainstormed and discussed ways to improve school instructional practices for the 2016-2017 school year and the implementation of the Florida Standards. Specific strategies to be included in the SIP were recorded by SAC members and documented for writing the SIP.

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

As a regular part of the SAC meetings, the fiscal needs of the school are updated and reviewed. SAC members offer suggestions and implement initiatives, when able. In the spring each year, SAC members meet with teachers in subject area committees to discuss the progress towards meeting the goals of the SIP and to allow for input into the upcoming budget based on feedback from the progress for the year and goals for the next year. This begins the initial planning stages of the SIP and the accompanying budget.

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

There were no funds allocated for school improvement from the School Advisory Council funds.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Freiberger, Randolyn Brooke	Instructional Coach
Rejim, Jennifer	Instructional Coach
Suprenard, Laura	Principal
Bransford, Judy	Other

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy in a variety of ways. Accelerated Reader (AR) goals are set and monitored by the literacy team. Select students participate in the district Battle of the Books competition. The Media Specialist encourages students to read the Sunshine State books. Celebrate Literacy Week is an additional way of promoting literacy utilizing data and feedback to create a schoolwide literacy plan.

D. 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).

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

At Sand Lake Elementary School teachers work collaboratively through Professional Learning Communities (PLCs) to create unit designs and common formative assessments. The coaching team attends these meetings in order to share strategies and district information, provide coaching, and to gather team needs. During data meetings, the team comes together with the MTSS coaches to meet, analyze data, and identify the needs of their students. Teachers make necessary instructional adjustments based on the analysis of the data. This year's focus will be on creating effective PLCs to increase student achievement.

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

The instructional staff receives continuous professional development opportunities throughout the year both at Sand Lake Elementary School and through Orange County Public Schools (OCPS)/Professional Development Services (PDS)-Online. Sand Lake Elementary School is culturally embedded in continuing their path of learning and implementing Dr. Marzano's effective teaching strategies to improve student achievement. The school's instructional personnel value the climate of excellence that has been created which has resulted in a low turnover rate among faculty at Sand Lake Elementary School.

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

As a part of the school's teacher mentoring program, teachers are paired with seasoned teachers to help them fully develop their potential. The instructional staff is encouraged to mentor each other through PLCs. The Instructional Coach and Curriculum Resource Teacher collaborate with the principal in pairing new teachers with their initial mentors in order to ensure that they have been placed with teachers that meet the mentoring training

requirements as well as teachers who are able to participate in regular activities that support the growth of the new teachers. Additionally, struggling teachers who may not fall into the category of a new teacher, are paired with teachers who may demonstrate a strength in the area where they need improvement. This collaboration, which is often cross-grade level, creates a continued atmosphere of collaboration and support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

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

Through careful analysis of the student data, trends and needs are identified at Sand Lake Elementary School and discussed in faculty meetings and team data meetings. Identification of intervention and enrichment students ensures that students receive additional support beyond the core instructional program. Once data indicates that students are in need of interventions, they begin receiving Tier II interventions within the classroom during the daily 45-minute intervention time. Data is collected over a set period of time to determine growth and discussed as a part of the MTSS process. Expectations remain high, though materials are supplemented and instruction is tailored to meet students' needs. If students continue to struggle, movement to Tier III intervention begins and students receive more intensive instruction in core reading and/or math skills. Enrichment opportunities are also embedded into core instruction and rigorous activities that are standards-based are the expectation. i-Ready is an additional program used to tailor student needs based on data collection through three assessments and periodic progress checks. Each student progresses through lessons in their identified area of need in both reading and mathematics.

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

Strategy: Extended School Day

Minutes added to school year: 3,600

Students enrolled in the Extended Day program are supported with homework by certified teachers and program personnel. Additionally, students are afforded opportunities to complete lessons in iReady for mathematics and reading.

Strategy Rationale

Often students in the Extended Day program are in the school building for up to eleven hours per day. By supporting them with homework during that time, the students are more refreshed, have easy access to technological needs, and are able to receive additional support as needed. When students return home they are able to rest for the next day and return to school more ready to learn.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bransford, Judy, judy.bransford@ocps.net

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

Student formative assessments and homework completion rates by students enrolled in the Extended Day program in the afternoon will be analyzed for correlation and improvement.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Sand Lake Elementary School uses several strategies to assist students with the transition from preschool into kindergarten. Before the school year begins, all kindergarten students are interviewed and assessed by a kindergarten teacher. Teachers observe reading readiness, social skills and other indicators of school readiness to help create a balanced class. In September, all kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) assessment.

Parents can attend a "Boo Hoo" breakfast on the morning of the first day of school to learn more about Sand Lake Elementary School, ways to support their child's learning, as well as become more involved with the PTA. The school principal speaks and welcomes parents to the school and is able to offer ideas and suggestions for parents on how to help their children transition into kindergarten.

b. College and Career Readiness

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

Sand Lake Elementary School has forged strong ties with the business community around the school. Through this partnership, students benefit from the visits of local experts in the areas of science, the arts, tourism, as well as other varied topics during the annual Teach-In event in November. Additionally, teachers seek the guidance and support of parents with ties to the local businesses and parks who are able to supplement the curriculum with their visits, science experiments, or field trips to their places of business.

Through the use of a Partners in Education (PIE) coordinator here at the school level, the community is kept abreast of the needs of the school and made to feel welcomed.

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

Students in the fourth and fifth grades participate in the Career Academics and Professional Education (CAPE) Tools Certificates courses where students are given opportunities to learn the tools necessary to enrich and support their digital learning. With opportunities to practice these skills at school and at home and then students take exams to indicate passing in the courses for credit.

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

The art program integrates the use of Science, Technology, Engineering, Art, and Mathematics (STEAM) lessons in her program. Through this, students are able to better integrate multiple areas that are necessary for careers in technical education learning paths.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments)

- G2.** Sand Lake Elementary School faculty will engage in Professional Learning Communities (PLCs) to analyze student data and make appropriate instructional decisions that will improve all students' learning. (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps)

Strategic Goals Detail

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

G1. Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments) 1a

G084355

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers and paraprofessionals need additional knowledge and strategies to implement differentiated instruction more effectively.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Measurement Topic Plans (MTPs), CPALMS, Think Central, i-Ready Teacher toolbox, Making Content Comprehensible for English Language Learners (ELLs): the Sheltered Instruction Observation Protocol (SIOP) model, English Language Arts (ELA)/ mathematics Florida Standards (LAFS/MAFS), FSA test item specifications
- Dr. Marzano's Becoming a Reflective Teacher, Marzano Center/Learning Sciences Book Series: Essentials for Achieving Rigor (Performance Tasks and Scales, Identifying Critical Content, Processing New Content, Recording and Representing Knowledge)

Plan to Monitor Progress Toward G1. 8

Instructional Coaches will conduct classroom walkthroughs to observe instruction and to review student performance data to monitor for improvement.

Person Responsible

Laura Suprenard

Schedule

Every 6 Weeks, from 9/1/2016 to 5/12/2017

Evidence of Completion

Classroom walkthrough data, increase in student performance data

G2. Sand Lake Elementary School faculty will engage in Professional Learning Communities (PLCs) to analyze student data and make appropriate instructional decisions that will improve all students' learning. (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps) 1a

G084356

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Gains	70.0
Math Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Structured times for PLCs (general education teachers, ESE teachers and administrators) to analyze data and plan for adjustments to instruction have not previously been consistently scheduled.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS documents, progress monitoring documents, i-Ready data, Star data, common assessment data, FSA data
- Marzano Center Essentials for Achieving Rigor Series (books): Processing New Information, Creating Learning Targets and Performance Scales, Engaging in Cognitively Complex Tasks, Revising Knowledge, Identifying Critical Content

Plan to Monitor Progress Toward G2. 8

Leadership Team will monitor student growth on formative and summative assessments as well as an increase in standards-aligned rigorous activities within the classroom as effective planning leads to effectively achieving the appropriate depth of rigor of the standards.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Results from formative and summative assessments, classroom observation, lesson plans

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. Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments) **1**

G084355

G1.B1 Teachers and paraprofessionals need additional knowledge and strategies to implement differentiated instruction more effectively. **2**

B224125

G1.B1.S1 Leadership Team will provide specific targeted professional development with teachers and paraprofessionals on Wednesday afternoons. **4**

S236512

Strategy Rationale

Providing teachers and paraprofessionals with targeted professional development in differentiated instruction, inclusion, and the WIDA MODEL World-class Instructional Design Assessment Measure Of Developing English Language (WIDA MODEL, which advances academic language development and academic achievement for linguistically diverse students through high quality standards, will increase teachers' and paraprofessionals' knowledge and understanding about how to differentiate instruction effectively

Action Step 1 **5**

Leadership Team will provide professional development (PD) to address strategies to effectively meet the needs of all students. Professional development will vary based on faculty needs.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

PD artifacts, PowerPoint presentations, informational documents, lesson plans, and sign-in sheets

Action Step 2 5

After teachers have received professional development, Principal and Leadership Team will observe implementation and provide coaching feedback.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

iObservation, lesson plans, unit plans, common assessments

Action Step 3 5

Leadership Team will provide coaching and modeling, and instructional rounds for teachers who need additional support. Coaching and modeling support will also be provided to paraprofessionals who need support.

Person Responsible

Laura Suprenard

Schedule

Every 3 Weeks, from 9/1/2016 to 5/12/2017

Evidence of Completion

iObservation coaching feedback tool, coaching feedback logs, lesson plans

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

Principal will monitor coaching feedback as well as lesson plans ensuring differentiated instruction is occurring

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

PD handouts, sign-in sheets, informational handouts, lesson plans feedback

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

When conducting classroom observations teachers and paraprofessionals will be observed implementing strategies for differentiation for a variety of student needs.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Teacher observation notes, iObservation protocols, changes in student formative and summative assessment results

G1.B1.S2 Common planning days will be scheduled during the school year for teachers and paraprofessionals to plan differentiated lessons for students. 4

S236513

Strategy Rationale

Teachers and paraprofessionals will collaboratively plan differentiated lessons for students during common planning days scheduled during the school year.

Action Step 1 5

Leadership Team will create an agenda and a list of deliverables for the common planning days.

Person Responsible

Jennifer Rejim

Schedule

Triannually, from 9/1/2016 to 5/15/2017

Evidence of Completion

PD agendas, sign-in sheets, deliverables

Action Step 2 5

Leadership Team will participate in the common planning days to offer support and resources.

Person Responsible

Jennifer Rejim

Schedule

Quarterly, from 9/1/2016 to 5/15/2017

Evidence of Completion

PD agendas, sign-in sheets

Action Step 3 5

Teachers and paraprofessionals will participate in the common planning days using the provided agenda.

Person Responsible

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Completion of list of deliverables

Action Step 4 5

The teachers and paraprofessionals will implement the differentiated activities that have been planned during the common planning days.

Person Responsible

Laura Suprenard

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Lesson plans, student assessment data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership Team will review differentiated lessons to ensure strategies are implemented.

Person Responsible

Jennifer Rejim

Schedule

Triannually, from 9/9/2016 to 5/19/2017

Evidence of Completion

Differentiated activities will be embedded into lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership Team will monitor student data and observe instruction that was planned for during the common planning days to ensure differentiated, standards-based instruction is meeting the needs of learners to improve student achievement.

Person Responsible

Laura Suprenard

Schedule

Triannually, from 9/12/2016 to 5/22/2017

Evidence of Completion

Classroom observation data, student assessment data

G2. Sand Lake Elementary School faculty will engage in Professional Learning Communities (PLCs) to analyze student data and make appropriate instructional decisions that will improve all students' learning. (District Priorities: Accelerate Student Performance and Narrow Achievement Gaps) 1

G084356

G2.B1 Structured times for PLCs (general education teachers, ESE teachers and administrators) to analyze data and plan for adjustments to instruction have not previously been consistently scheduled. 2

B224126

G2.B1.S1 Leadership Team will facilitate data PLCs to guide teachers in conversations on data analysis and create next steps for adjustments to instruction based on the data. 4

S236514

Strategy Rationale

Leadership Team and grade level teachers need to effectively analyze multiple sources of data in a timely manner and collaborate to increase student achievement among all subgroups.

Action Step 1 5

Leadership Team will create a data meeting calendar.

Person Responsible

Judy Bransford

Schedule

On 9/1/2016

Evidence of Completion

Calendar

Action Step 2 5

The Florida Continuous Improvement Model (FCIM) will be utilized to structure data meetings.

Person Responsible

Judy Bransford

Schedule

Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Calendar, data meeting notes, progress monitoring data

Action Step 3 5

Adjustments to instruction will be planned and executed based on data.

Person Responsible

Laura Suprenard

Schedule

Biweekly, from 9/1/2016 to 5/19/2017

Evidence of Completion

Classroom observations, student assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership Team will participate in data meetings and PLCs, conduct classroom observations, and review lesson plans and formative assessments to ensure action steps are being carried out.

Person Responsible

Judy Bransford

Schedule

On 9/1/2016

Evidence of Completion

Calendar

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership Team will monitor student achievement data to evaluate the effectiveness of implementation.

Person Responsible

Judy Bransford

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Sign-in sheets

G2.B1.S2 ESE teachers will join general education teachers in PLCs to collaborate in data analysis and lesson planning in order to improve student learning. 4

S236515

Strategy Rationale

Including ESE teachers in PLCs with general education teachers during data analysis and lesson planning will provide the ESE teachers with additional data to align their core instruction. This collaboration will result in improved student learning as a better understanding of students' needs evolves from this process.

Action Step 1 5

ESE teachers create a schedule that allows them to attend weekly PLCs with general education teachers.

Person Responsible

Ellen Kaak

Schedule

On 8/12/2016

Evidence of Completion

ESE teachers schedules, PLC sign-in sheets

Action Step 2 5

ESE teachers will participate in one PLC meeting with general education teachers per week.

Person Responsible

Ellen Kaak

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership Team will participate in weekly PLCs.

Person Responsible

Judy Bransford

Schedule

Weekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

PLC sign-in sheets and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership Team will conduct classroom observations to monitor for the implementation of instruction that was planned for using data.

Person Responsible

Laura Suprenard

Schedule

Biweekly, from 9/1/2016 to 5/22/2017

Evidence of Completion

Lesson plans, classroom observation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership Team will review student data to monitor whether an increase in student achievement has occurred as a result of the strategy.

Person Responsible

Laura Suprenard

Schedule

Monthly, from 9/1/2016 to 5/12/2017

Evidence of Completion

Student performance Data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S2.A1 A305139	ESE teachers create a schedule that allows them to attend weekly PLCs with general education...	Kaak, Ellen	8/12/2016	ESE teachers schedules, PLC sign-in sheets	8/12/2016 one-time
G2.B1.S1.MA1 M311125	Leadership Team will participate in data meetings and PLCs, conduct classroom observations, and...	Bransford, Judy	9/1/2016	Calendar	9/1/2016 one-time
G2.B1.S1.A1 A305136	Leadership Team will create a data meeting calendar.	Bransford, Judy	9/1/2016	Calendar	9/1/2016 one-time
G1.MA1 M311123	Instructional Coaches will conduct classroom walkthroughs to observe instruction and to review...	Suprenard, Laura	9/1/2016	Classroom walkthrough data, increase in student performance data	5/12/2017 every-6-weeks
G2.MA1 M311129	Leadership Team will monitor student growth on formative and summative assessments as well as an...	Suprenard, Laura	9/1/2016	Results from formative and summative assessments, classroom observation, lesson plans	5/12/2017 monthly
G1.B1.S1.MA1 M311119	When conducting classroom observations teachers and paraprofessionals will be observed implementing...	Suprenard, Laura	9/1/2016	Teacher observation notes, iObservation protocols, changes in student formative and summative assessment results	5/12/2017 monthly
G1.B1.S1.MA1 M311120	Principal will monitor coaching feedback as well as lesson plans ensuring differentiated...	Suprenard, Laura	9/1/2016	PD handouts, sign-in sheets, informational handouts, lesson plans feedback	5/12/2017 monthly
G1.B1.S1.A1 A305129	Leadership Team will provide professional development (PD) to address strategies to effectively...	Suprenard, Laura	9/1/2016	PD artifacts, PowerPoint presentations, informational documents, lesson plans, and sign-in sheets	5/12/2017 monthly
G1.B1.S1.A2 A305130	After teachers have received professional development, Principal and Leadership Team will observe...	Suprenard, Laura	9/1/2016	iObservation, lesson plans, unit plans, common assessments	5/12/2017 monthly
G1.B1.S1.A3 A305131	Leadership Team will provide coaching and modeling, and instructional rounds for teachers who need...	Suprenard, Laura	9/1/2016	iObservation coaching feedback tool, coaching feedback logs, lesson plans	5/12/2017 every-3-weeks
G2.B1.S1.MA1 M311124	Leadership Team will monitor student achievement data to evaluate the effectiveness of...	Bransford, Judy	9/1/2016	Sign-in sheets	5/12/2017 monthly
G2.B1.S2.MA1 M311126	Leadership Team will review student data to monitor whether an increase in student achievement has...	Suprenard, Laura	9/1/2016	Student performance Data	5/12/2017 monthly
G1.B1.S2.A1 A305132	Leadership Team will create an agenda and a list of deliverables for the common planning days.	Rejim, Jennifer	9/1/2016	PD agendas, sign-in sheets, deliverables	5/15/2017 triannually
G1.B1.S2.A2 A305133	Leadership Team will participate in the common planning days to offer support and resources.	Rejim, Jennifer	9/1/2016	PD agendas, sign-in sheets	5/15/2017 quarterly
G2.B1.S1.A3 A305138	Adjustments to instruction will be planned and executed based on data.	Suprenard, Laura	9/1/2016	Classroom observations, student assessment data	5/19/2017 biweekly
G1.B1.S2.MA1 M311122	Leadership Team will review differentiated lessons to ensure strategies are implemented.	Rejim, Jennifer	9/9/2016	Differentiated activities will be embedded into lesson plans.	5/19/2017 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M311121	Leadership Team will monitor student data and observe instruction that was planned for during the...	Suprenard, Laura	9/12/2016	Classroom observation data, student assessment data	5/22/2017 triannually
G2.B1.S2.MA1 M311127	Leadership Team will participate in weekly PLCs.	Bransford, Judy	9/1/2016	PLC sign-in sheets and notes	5/22/2017 weekly
G2.B1.S2.MA3 M311128	Leadership Team will conduct classroom observations to monitor for the implementation of...	Suprenard, Laura	9/1/2016	Lesson plans, classroom observation data	5/22/2017 biweekly
G2.B1.S1.A2 A305137	The Florida Continuous Improvement Model (FCIM) will be utilized to structure data meetings.	Bransford, Judy	8/29/2016	Calendar, data meeting notes, progress monitoring data	5/26/2017 biweekly
G1.B1.S2.A3 A305134	Teachers and paraprofessionals will participate in the common planning days using the provided...		9/1/2016	Completion of list of deliverables	5/26/2017 quarterly
G1.B1.S2.A4 A305135	The teachers and paraprofessionals will implement the differentiated activities that have been...	Suprenard, Laura	9/12/2016	Lesson plans, student assessment data	5/26/2017 weekly
G2.B1.S2.A2 A305140	ESE teachers will participate in one PLC meeting with general education teachers per week.	Kaak, Ellen	8/15/2016	PLC sign-in sheets	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Sand Lake Elementary School teachers, paraprofessionals, and administrative staff will deepen their understanding and increase the quality of differentiated instruction as it relates to the Florida Standards and meeting individual student needs across content areas and grade levels. (District Priorities: Ensure Career and College Readiness, Narrow Achievement Gaps, Provide Empowering Environments)

G1.B1 Teachers and paraprofessionals need additional knowledge and strategies to implement differentiated instruction more effectively.

G1.B1.S1 Leadership Team will provide specific targeted professional development with teachers and paraprofessionals on Wednesday afternoons.

PD Opportunity 1

Leadership Team will provide professional development (PD) to address strategies to effectively meet the needs of all students. Professional development will vary based on faculty needs.

Facilitator

Jennifer Rejim

Participants

All teachers and paraprofessionals at Sand Lake Elementary School

Schedule

Monthly, from 9/1/2016 to 5/12/2017

PD Opportunity 2

Leadership Team will provide coaching and modeling, and instructional rounds for teachers who need additional support. Coaching and modeling support will also be provided to paraprofessionals who need support.

Facilitator

Sand Lake Elementary School principal and coaches

Participants

Principal, school coaches

Schedule

Every 3 Weeks, from 9/1/2016 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Leadership Team will provide professional development (PD) to address strategies to effectively meet the needs of all students. Professional development will vary based on faculty needs.				\$2,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1731 - Sand Lake Elementary	General Fund		\$2,520.00
			<i>Notes: Purchase of three titles of books from the Marzano Essentials for Achieving Rigor Series to support professional development and enhance growth of teacher pedagogy.</i>			
2	G1.B1.S1.A2	After teachers have received professional development, Principal and Leadership Team will observe implementation and provide coaching feedback.				\$0.00
3	G1.B1.S1.A3	Leadership Team will provide coaching and modeling, and instructional rounds for teachers who need additional support. Coaching and modeling support will also be provided to paraprofessionals who need support.				\$0.00
4	G1.B1.S2.A1	Leadership Team will create an agenda and a list of deliverables for the common planning days.				\$0.00
5	G1.B1.S2.A2	Leadership Team will participate in the common planning days to offer support and resources.				\$0.00
6	G1.B1.S2.A3	Teachers and paraprofessionals will participate in the common planning days using the provided agenda.				\$14,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	1731 - Sand Lake Elementary	General Fund		\$14,400.00
			<i>Notes: Teams will utilize substitutes for common planning days in order to accomplish specific agenda tasks related to student learning and accountability.</i>			
7	G1.B1.S2.A4	The teachers and paraprofessionals will implement the differentiated activities that have been planned during the common planning days.				\$0.00
8	G2.B1.S1.A1	Leadership Team will create a data meeting calendar.				\$0.00
9	G2.B1.S1.A2	The Florida Continuous Improvement Model (FCIM) will be utilized to structure data meetings.				\$0.00
10	G2.B1.S1.A3	Adjustments to instruction will be planned and executed based on data.				\$0.00
11	G2.B1.S2.A1	ESE teachers create a schedule that allows them to attend weekly PLCs with general education teachers.				\$0.00

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12	G2.B1.S2.A2	ESE teachers will participate in one PLC meeting with general education teachers per week.	\$0.00
Total:			\$16,920.00