

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Sand Lake Elementary  
8301 BUENA VISTA WOODS BLVD  
Orlando, FL 32836  
407-903-7400

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 39%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 47%

### School Grades History

<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> B
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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Sand Lake Elementary

##### Principal

Mary Hool

##### School Advisory Council chair

Mary Waters

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

Name	Title
Wendy Harmon	Administrative Dean
Jennifer Rejim	Curriculum Resource Teacher
Tashia Youmans	Staffing Specialist
Laura Stockwell	Gifted Resource Teacher
Ellen Kaak	Behavioral Specialist

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Mary Waters, Chair; Terry Fay, Co-Chair; Jerrienne Wingerter, Secretary  
80% (12) of the SAC members are from the business and parent community. 20% (3) are employed by Orange County Public Schools and work at Sand Lake Elementary: the principal, administrative dean, and one teacher. The racial diversity of the SAC is reflective of the school's demographic make-up.

#### Involvement of the SAC in the development of the SIP

SAC committee members met in the spring with teachers from each grade level in order to discuss the current school year's school improvement plan's 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 2013-2014 school year and the full implementation of Common Core State Standards. Specific strategies to be included in the school improvement plans were recorded by SAC members and documented for writing the school improvement plan.

**Activities of the SAC for the upcoming school year**

SAC will meet monthly in order to discuss issues pertinent to the growth and improvement of the school, especially as a new development is being built across the street. Funds will continue to be allocated and the principal and CRT will share the school improvement plan with the SAC as a means of informing members of the plans of the school.

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

n/a

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Mary Hool**

Principal

Years as Administrator: 16

Years at Current School: 7

**Credentials**

Nova University, Masters of Science 1993  
 University of Florida, Bachelor of Art Education 1983  
 School Principal (all levels)  
 Early Childhood Education  
 Elementary Education 1-6

**Performance Record**

Student Achievement Record Sand Lake Elementary School  
 Year R3+ M3+ S3+ W LGR LGM 25R 25M PTS Grade  
 10-11 92 90 74 93 78 70 74 76 647 A  
 11-12 76 76 71 95 78 81 53 62 592 A  
 12-13 81 81 77 73 74 67 65 54 572 A

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Jennifer Rejim</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data, Other	
<b>Credentials</b>	Bachelor of Art, Elementary Education/ Grades K-6 Exception Student Education/ Grades K-12 English to Speakers of Other Languages/ Grades K-12	
<b>Performance Record</b>	Student Achievement Record Sand Lake Elementary School Year R3+ M3+ S3+ W LGR LGM 25R 25M PTS Grade 10-11 92 90 74 93 78 70 74 76 647 A 11-12 76 76 71 95 78 81 53 62 592 A 12-13 81 81 77 73 74 67 65 54 572 A	

<b>Wendy Harmon</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
<b>Areas</b>	Rtl/MTSS	
<b>Credentials</b>	Bachelor of Music Education Masters of Music Education Educational Specialist Degree in Educational Leadership Educational Leadership/ (all Levels) Elementary Education/ (grades K - 6) English to Speakers of Other Languages/ (grades K - 12) Music Education/ (grades K - 12)	
<b>Performance Record</b>	Student Achievement Record Sand Lake Elementary School Year R3+ M3+ S3+ W LGR LGM 25R 25M PTS Grade 10-11 92 90 74 93 78 70 74 76 647 A 11-12 76 76 71 95 78 81 53 62 592 A 12-13 81 81 77 73 74 67 65 54 572 A	

**Classroom Teachers**

<b># of classroom teachers</b>	30
<b># receiving effective rating or higher</b>	30, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	30, 100%
<b># ESOL endorsed</b>	26, 87%

**# reading endorsed**

5, 17%

**# with advanced degrees**

11, 37%

**# National Board Certified**

2, 7%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

5, 17%

**# with 6-14 years of experience**

12, 40%

**# with 15 or more years of experience**

14, 47%

**Education Paraprofessionals**

**# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

The instructional staff receives continuous professional development opportunities throughout the year both at Sand Lake Elementary and through Orange County Public School/Professional Development Services-Online. Sand Lake Elementary School is culturally embedded in learning and implementing Marzano's effective teaching strategies to improve student achievement. Led by Mary Hool, principal, our instructional personnel value the climate of excellence that has been created which has resulted in almost no turn-over at Sand Lake Elementary School.

**Teacher Mentoring Program/Plan**

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

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



New teachers are paired with seasoned teachers to help them fully develop their potential. The instructional staff is encouraged to mentor each other through Professional Learning Communities. The Instructional Coach/Curriculum Resource Teacher collaborates 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.

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

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

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

Teachers use a combination of Florida Assessment in Reading (FAIR), benchmark assessment, Renaissance Learning Reading STAR assessment (STAR), and Florida Comprehensive Achievement Test (FCAT) scores to determine student eligibility for MTSS intervention. Teachers facilitate Tier II intervention groups in their classrooms and use Houghton Mifflin's Journey's "Write In Readers" to instruct and assess. MTSS effectiveness is gauged by student growth based on the above measures. The MTSS process specifically supports our SIP goal of learning gains for our lowest 25%.

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

Principal: Oversees the MTSS implementation and assessment; Administrative Dean: Serves as MTSS coach, holding monthly meetings with PLC's and individual meetings as necessary, facilitates instruction for Tier III intervention groups, participates in exceptional student education (ESE) consent meetings and staffings; Staffing Specialist: Attends MTSS monthly meetings, facilitates all ESE consent meetings and staffings; Behavior Specialist: Assists MTSS team and teachers in suggesting behavior strategies that will enable students to learn, monitors those strategies; CRT: Assists in data collection used for MTSS student eligibility, leads the SIP writing team.

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

The Administrative Dean, acting as MTSS coach, continuously pulls reports from Florida Assessment in Reading (FAIR), benchmark assessment, Renaissance Learning Reading STAR assessment (STAR), and Florida Comprehensive Achievement Test (FCAT) to use to assist teachers in their knowledge of student progress. The reports are used in individual teacher meetings as well as professional learning communities (PLC's). These reports also are used in continuous monitoring of our SIP goals.

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

The following systems are used to access and analyze data to monitor effectiveness: Enterprise Data Warehouse, Instructional Management System, Successmaker, STAR, FAIR, benchmark assessments, Student Management Systems, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Performance Matters.

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

Monthly meetings and frequent communication from the MTSS team support understanding of the process and the need for data use for all students. Letters and other communication from the teachers and school-based leadership team continue to build that understanding with parents.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 360

4th grade Writing Club is an activity designed to meet the needs of our writers who need an extra push to extend beyond the basics of writing to reach higher levels of writing. Activities push writers into more mature skills that involve an understanding of the writing process beyond fourth grade expectations. Through these activities, students are expected to produce writing that uses precise language and fully developed ideas. Students meet before school twice weekly for the four weeks leading up to the FCAT Writes and are exposed to a multitude of writing experiences and lessons.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Student writing samples are collected throughout each lesson as well as writing samples from students' classroom writing prompts. In addition, student performance on FCAT Writes is carefully monitored.

**Who is responsible for monitoring implementation of this strategy?**

CRT, 4th grade teachers, and the principal

**Literacy Leadership Team (LLT)**

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

Name	Title
Randolyn "Brooke" Freiberger	4th Grade Teacher, Chairperson
Sandra Gourash	5th Grade Teacher
Angela DelVillar	3rd Grade Teacher
Alyssa Shaw	2nd Grade Teacher
Marcia Hus	1st Grade Teacher
Tierra Guion	Kindergarten Teacher

**How the school-based LLT functions**

Team meets monthly to discuss curricular goals and plans.

In addition, they discuss the implementation of the District K-12 Reading Plan and how it is being followed at the school level as well as in each grade level.

The team is built on a strong foundation of collaboration and in addition to sharing ideas with one another, they utilize this as an opportunity to seek guidance across grade levels.

The goal of this team is to lead our school in a continual path of literary growth and improvement.

### **Major initiatives of the LLT**

Facilitating the transition from the Next Generation Sunshine State Standards to the full implementation of the Common Core standards school-wide and all that it entails from planning professional development, sharing ideas, and securing resources. In addition, the Literacy Leadership Team will spearhead the movement of text-based questioning and rigor in the classroom as it relates to our students' experiences with text. They will develop a Professional Learning Community (PLC) related specifically to this topic in order for teachers to gather and share resources, strategies, and build a community of support as we embark on this new change.

### **Preschool Transition**

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

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

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 Florida Kindergarten Readiness Screener.

Parents and students are invited to their own "Meet the Teacher" evening before school begins to learn who will be their teacher and to become familiar with their classroom and the school. Finally, 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.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	81%	No	87%
American Indian				
Asian	88%	97%	Yes	90%
Black/African American	58%	54%	No	63%
Hispanic	78%	63%	No	80%
White	94%	94%	Yes	95%
English language learners	78%	75%	No	80%
Students with disabilities	64%	23%	No	68%
Economically disadvantaged	68%	62%	No	71%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	19%	20%
Students scoring at or above Achievement Level 4	157	65%	70%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	110	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	22	65%	68%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	65	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	52	58%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	43%	50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	62	73%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	81%	No	86%
American Indian				
Asian	94%	97%	Yes	95%
Black/African American	63%	54%	No	67%
Hispanic	66%	70%	Yes	69%
White	93%	89%	No	93%
English language learners	70%	75%	Yes	73%
Students with disabilities	76%	36%	No	78%
Economically disadvantaged	64%	62%	No	68%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	29%	30%
Students scoring at or above Achievement Level 4	125	52%	60%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	101	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	54%	57%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	25%	28%
Students scoring at or above Achievement Level 4	40	52%	55%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		12
Participation in STEM-related experiences provided for students	421	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade	16	20%	17%
Students who receive two or more behavior referrals	17	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	3%	2%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Our school maintains a goal of 100% PTA membership for each year.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
100% PTA Membership for parents	423	100%	100%
Family Curricular Enhancement Nights (Mystery Science Night, Storybook night, etc.)	182	43%	50%
All Pro Dad's breakfast meetings to encourage active father participation	41	10%	15%

## Goals Summary

- G1.** Sand Lake Elementary will continue implementation of a Multi-tiered System of Student Support with fidelity.
- G2.** Sand Lake Elementary will embed real world problem solving and focused critical thinking instruction in order to raise the percentage of students making learning gains in reading and math.
- G3.** Sand Lake will provide professional development to instructional personnel in the integration of the Common Core State Standards and Marzano's Art and Science of Teaching.
- G4.** Sand Lake teachers will implement a writing program K-5 that includes a holistic scoring rubric, writing across the curriculum, as well as an increased focus on grammar and mechanics in authentic writing experiences.
- G5.** Sand Lake Elementary will provide professional development to instructional personnel on STEM in order to facilitate an increase in the number of STEM experiences for all students.
- G6.** Sand Lake Elementary will develop a program to nurture the social and emotional needs of opportunity scholars to more effectively develop their 21st Century Learning Skills of communication, collaboration, and leadership.
- G7.** Sand Lake Elementary will develop teacher Professional Learning Communities to research and implement Marzano's High Effect Design Questions to develop rigor in our instruction.
- G8.** Sand Lake Elementary's Principal will implement a leadership organizational design that will allow the principal to focus on instructional leadership and development.
- G9.** Sand Lake Elementary will increase basic mathematics skills instruction in order to fill gaps and build stronger foundations for students in the bottom 25%.
- G10.** Sand Lake Elementary will increase the implementation of fluency strategies for English language learners (ELL's) which will close the achievement gap with our ELL subgroup.

## Goals Detail



**G1. Sand Lake Elementary will continue implementation of a Multi-tiered System of Student Support with fidelity.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Instructional Personnel
- MTSSS Meetings to monitor
- Resource room with supplemental instructional materials

**Targeted Barriers to Achieving the Goal**

- Funding to secure Voyagers intervention reading program.
- Utilizing special area instructional personnel effectively.

**Plan to Monitor Progress Toward the Goal**

Monitor implementation of multi-tier support with fidelity.

**Person or Persons Responsible**

Wendy Harmon, MTSSS Coach

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Schedule, observation, benchmark assessments and Tier III progress monitoring

**G2.** Sand Lake Elementary will embed real world problem solving and focused critical thinking instruction in order to raise the percentage of students making learning gains in reading and math.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Mentoring Minds: Critical Thinking for Life program and Critical Thinking for Life: Teacher Wheels This program is designed for teaching students to identify their own levels of thinking on a thinking wheel based on the six levels of critical thinking. Students use the question stems provided to guide themselves in reaching for higher level questions in their discussions with others as well as identifying levels of thinking in their own work.

**Targeted Barriers to Achieving the Goal**

- Ensuring classroom implementation of critical thinking program is consistent across the grade levels 2-5.

**Plan to Monitor Progress Toward the Goal**

Monitor the use of real-world problem solving and critical thinking instruction in classrooms by collecting student evidence of STEM activities, teacher created activities, and unit benchmark assessments.

**Person or Persons Responsible**

CRT, Gifted Resource Teacher, Guidance Counselor, Classroom Teachers, Principal

**Target Dates or Schedule:**

Quarterly for School Year 2013-2014

**Evidence of Completion:**

Student work samples, teacher created assessments, unit benchmark assessments, FAIR, FCAT 2.0

**G3.** Sand Lake will provide professional development to instructional personnel in the integration of the Common Core State Standards and Marzano's Art and Science of Teaching.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Marzano's Art and Science of Teaching
- teacher leaders trained in the implementation of Marzano's Teaching Evaluation System
- principal trained to effectively evaluate teachers and provide professional development with Marzano's Teacher Evaluation System
- iObservation online resources for Marzano's Teacher Evaluation System
- The Common Core State Standards (CCSS)

**Targeted Barriers to Achieving the Goal**

- Providing professional development that meets teachers at their different levels of need in transitioning from Next Generation Sunshine State Standards (NGSSS) to the rigor of Common Core State Standards (CCSS).

**Plan to Monitor Progress Toward the Goal**

Unit benchmark assessments, FAIR, district benchmark assessments, FCAT 2.0

**Person or Persons Responsible**

Principal, CRT, Administrative Dean, classroom teachers

**Target Dates or Schedule:**

Quarterly unit benchmark assessments, on district/state schedule for others

**Evidence of Completion:**

Data notebook, teacher data notebooks

**G4.** Sand Lake teachers will implement a writing program K-5 that includes a holistic scoring rubric, writing across the curriculum, as well as an increased focus on grammar and mechanics in authentic writing experiences.

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

#### **Resources Available to Support the Goal**

- 45-day Writing Plan written and provided by Orange County Public Schools is a plan for teacher to use in the 45 days leading up to FCAT writes to ensure that students have reviewed and covered the necessary skills to be prepared for the FCAT Writes assessment in February.
- Journeys Core ELA Program addresses need for instruction and practice in skills that address grammar and mechanics.
- Literacy Leadership Team is a resource of teacher leaders from across grade levels that meet monthly to discuss literacy.

#### **Targeted Barriers to Achieving the Goal**

- Teachers are not comfortable and experienced with consistent use of a holistic writing rubric and do not know how to apply that to writing in curricular areas.

#### **Plan to Monitor Progress Toward the Goal**

Monthly assessment (data) meetings December-February for 4th grade where teachers will bring their data for student scores on writing prompts as well as other writing assignments given in their classes. All other grade levels will be monitored through grade level Holistic writing PLC member who will bring grade level samples of student work from across the curriculum.

#### **Person or Persons Responsible**

Principal, Literacy Leadership Team, CRT, MTSSS Coach

#### **Target Dates or Schedule:**

Monthly assessment (data) meetings December-February for 4th grade All other grade levels will be monitored through grade level PLC member. This PLC will meet a minimum of three times this year.

#### **Evidence of Completion:**

4th grade writing data charts PLC minutes of grade level evidences Orange County Writes School-wide Writing prompts

**G5.** Sand Lake Elementary will provide professional development to instructional personnel on STEM in order to facilitate an increase in the number of STEM experiences for all students.

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- OCPS STEM District Personnel
- OCPS STEM Lesson Planning Idea Websites
- CRT and Gifted Resource Teacher

**Targeted Barriers to Achieving the Goal**

- Instructional personnel are unaware of what STEM is and how to do a STEM project in their classroom.

**Plan to Monitor Progress Toward the Goal**

Monitor the number of STEM challenges implemented in the classroom and use of available STEM resources used by instructional staff.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule:**

September - June

**Evidence of Completion:**

Lesson Plans and Observations

**G6.** Sand Lake Elementary will develop a program to nurture the social and emotional needs of opportunity scholars to more effectively develop their 21st Century Learning Skills of communication, collaboration, and leadership.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- CRT, Staffing Specialist, Gifted Resource Teacher, Administrative Dean are making time available weekly at first and then biweekly to meet with the 28 opportunity scholars.
- Time set aside weekly/biweekly

- Lessons developed around the needs of the club to develop social skills, team building, leadership, problem solving, and conflict resolution.

#### **Targeted Barriers to Achieving the Goal**

- Lessons will need to be developed for the specific needs of this club.
- Financial resources for materials

#### **Plan to Monitor Progress Toward the Goal**

Monitor development of lessons

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule:**

School Year 2013-2014

#### **Evidence of Completion:**

Benchmark tests, classroom observation, decrease in behavior issues

**G7.** Sand Lake Elementary will develop teacher Professional Learning Communities to research and implement Marzano's High Effect Design Questions to develop rigor in our instruction.

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

#### **Resources Available to Support the Goal**

- Marzano's "Art and Science of Teaching", Marzano's "Art and Science of Teaching Workbook", iObservation for teachers, and teacher resource library with a variety of additional Marzano books

#### **Targeted Barriers to Achieving the Goal**

- Developing a system for PLC's to reach beyond discussions into researching, implementing, observing, and reflecting with one another as they begin to implement their high effect design question in their classrooms.

## Plan to Monitor Progress Toward the Goal

PLC members will share personal data collected, PLC data will be combined for overall growth, and growth will be measured by student knowledge of element and application as well as its implication on overall student performance on unit benchmark performance.

### Person or Persons Responsible

Principal, CRT, PLC leaders

### Target Dates or Schedule:

October 2013-April 2014

### Evidence of Completion:

Data graphs/charts, PLC notes/minutes, PLC agendas

**G8.** Sand Lake Elementary's Principal will implement a leadership organizational design that will allow the principal to focus on instructional leadership and development.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Dedicated classroom for principal's use in order to facilitate weekly professional development and instructional coaching
- Dr. Marzano's books; "The Art and Science of Teaching" and "Becoming a Reflective Teacher".

### Targeted Barriers to Achieving the Goal

- Preconceived attitudes and perceptions of the role of a principal that prevent faculty, staff, and/or parents from embracing new leadership design.



## Plan to Monitor Progress Toward the Goal

Results will be evaluated by measuring teacher and student growth.

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

iObservation and benchmark testing

**G9.** Sand Lake Elementary will increase basic mathematics skills instruction in order to fill gaps and build stronger foundations for students in the bottom 25%.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

### Resources Available to Support the Goal

- Florida Go Math!
- Moby Max
- SuccessMaker
- Edmodo
- teacher video instruction
- motivation program to encourage mastery of basic facts

### Targeted Barriers to Achieving the Goal

- New opportunity scholarship students in 4th and 5th grade with significant mathematical learning gaps.
- Learning curve for teachers to fully adapt to using a new textbook series and all of its instructional components.

## Plan to Monitor Progress Toward the Goal

Common Core State Standards aligned instructional materials/lessons, classroom observations, and monitoring lesson plans

### Person or Persons Responsible

Principal, CRT, and classroom instructional personnel

### Target Dates or Schedule:

Incremental changes will be monitored on a monthly basis.

### Evidence of Completion:

Florida Go MATH! unit assessments, district benchmarks assessments, FOCUS: Florida's Continuous Improvement Model benchmark assessments, and CAIR/MTSS meeting minutes.

**G10.** Sand Lake Elementary will increase the implementation of fluency strategies for English language learners (ELL's) which will close the achievement gap with our ELL subgroup.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Variety of fluency programs, including Houghton Mifflin Journeys components, are available in classrooms and the school resource room for teachers to use.
- reading buddies across grade levels give opportunities for older students to read to younger students and younger students to practice reading to the older students. In this environment neither student realizes that they are actually practicing the art of fluency
- multidimensional fluency scales that allow the teacher to identify fluency based on a student's accuracy, phrasing, smoothness, and pace to monitor greater precision and assist English language learners in their mastery of oral reading
- two English language learner (ELL) paraprofessionals are available for working with English language learners within the classrooms
- Readers' Theater resources are available for teachers to use within the classroom for English language learners to participate with their peers in additional opportunities for fluency practice.

**Targeted Barriers to Achieving the Goal**

- Instructional personnel do not know how to effectively utilize the paraprofessionals in order to maximize benefits for English language learner (ELL) learners.
- English language learner (ELL) paraprofessionals have not been adequately trained in strategies and programs to develop and monitor student reading fluency

**Plan to Monitor Progress Toward the Goal**

Through meetings with paraprofessionals student fluency data will be collected and shared with classroom teachers.

**Person or Persons Responsible**

Staffing specialist

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Student growth will be recorded on a graph at the end of each quarter to monitor their rate of fluency as well as passage difficulty.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Sand Lake Elementary will continue implementation of a Multi-tiered System of Student Support with fidelity.

**G1.B1** Funding to secure Voyagers intervention reading program.

**G1.B1.S1** Secure funding for Voyagers intervention reading program.

#### Action Step 1

Investigate options for funding.

#### Person or Persons Responsible

Mary Hool, Principal

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Funding

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

Monitor researching funding options and applying for grant.

#### Person or Persons Responsible

Mary Hool

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Applications

## Plan to Monitor Effectiveness of G1.B1.S1

Monitor status of grant applications

### Person or Persons Responsible

Mary Hool

### Target Dates or Schedule

October 2013

### Evidence of Completion

Applications

## G1.B2 Utilizing special area instructional personnel effectively.

**G1.B2.S1** Develop a schedule that utilizes blocks of time for Tier III interventions.

### Action Step 1

Create a schedule to match special area instructional personnel with Tier III intervention students.

### Person or Persons Responsible

Wendy Harmon

### Target Dates or Schedule

School Year 2013-2014

### Evidence of Completion

Schedule

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitor effectiveness of instruction, schedule and utilization of special area instructors.

### Person or Persons Responsible

Wendy Harmon, MTSSS Coach

### Target Dates or Schedule

School Year 2013-2014

### Evidence of Completion

Schedule, observation, benchmark assessments and Tier III progress monitoring

### Plan to Monitor Effectiveness of G1.B2.S1

Monitor effectiveness of special area instructors working with Tier III students

#### Person or Persons Responsible

MTSSS Coach

#### Target Dates or Schedule

Monthly MTSSS meetings

#### Evidence of Completion

Schedule, observation, benchmark assessments and Tier III progress monitoring

**G2.** Sand Lake Elementary will embed real world problem solving and focused critical thinking instruction in order to raise the percentage of students making learning gains in reading and math.

**G2.B1** Ensuring classroom implementation of critical thinking program is consistent across the grade levels 2-5.

**G2.B1.S1** Gifted teacher, guidance counselor, and curriculum resource teacher will model the instruction of the Critical Thinking for Life program in classrooms in grades 2-5 using STEM activities.

#### Action Step 1

Model Critical Thinking for Life lessons in classrooms for grades 2-5.

#### Person or Persons Responsible

Laura Stockwell, Tashia Youmans, Jennifer Rejim

#### Target Dates or Schedule

November 2013 - April 2014

#### Evidence of Completion

Lesson plans

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

Monitor instruction in the classroom

**Person or Persons Responsible**

Mary Hool, principal

**Target Dates or Schedule**

Monthly November 2013 - April 2014

**Evidence of Completion**

Lesson plans, student work samples, observations of lessons

### Plan to Monitor Effectiveness of G2.B1.S1

Monitor increase in use of critical thinking skills in the classroom

**Person or Persons Responsible**

Instructional personnel, principal

**Target Dates or Schedule**

Ongoing November 2013 - April 2014

**Evidence of Completion**

Teacher observation, unit benchmark assessments for reading and math, FAIR, FCAT 2.0 results

**G3.** Sand Lake will provide professional development to instructional personnel in the integration of the Common Core State Standards and Marzano's Art and Science of Teaching.

**G3.B1** Providing professional development that meets teachers at their different levels of need in transitioning from Next Generation Sunshine State Standards (NGSSS) to the rigor of Common Core State Standards (CCSS).

**G3.B1.S1** Implement weekly team "CAIR" meetings to address Curriculum, Assessment, Instruction, and Rtl as it applies to CCSS and Marzano's Art and Science of Teaching to provide training.

**Action Step 1**

Facilitate weekly meetings to address curricular needs, training, and data collection

**Person or Persons Responsible**

The Administrative Team

**Target Dates or Schedule**

Weekly from September 2013- May 2014

**Evidence of Completion**

Weekly agendas

**Facilitator:**

Administrative Team (principal, administrative dean, CRT)

**Participants:**

All grade level teams, Special area teams

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Maintain/review agendas and meeting minutes

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Maintenance of professional development notebook

### Plan to Monitor Effectiveness of G3.B1.S1

Weekly agendas, training materials, minutes, student benchmark test results on new CCSS

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Monthly from October 2013-April 2014

#### Evidence of Completion

MTSS data notebook, professional development notebook, student achievement data notebook

**G4.** Sand Lake teachers will implement a writing program K-5 that includes a holistic scoring rubric, writing across the curriculum, as well as an increased focus on grammar and mechanics in authentic writing experiences.

**G4.B1** Teachers are not comfortable and experienced with consistent use of a holistic writing rubric and do not know how to apply that to writing in curricular areas.

**G4.B1.S1** Provide training, practice, and collaboration for teachers in all grade levels in the application and use of holistic scoring rubrics across the curriculum.

#### Action Step 1

"Use of a Holistic Writing Scale Across the Curriculum" training

#### Person or Persons Responsible

All teachers in kindergarten through fifth grade will participate.

#### Target Dates or Schedule

November-December

#### Evidence of Completion

Agenda, Teacher handouts

#### Facilitator:

Brooke Freiburger, Jennifer Rejim, Alyssa Shaw

#### Participants:

K-5 teachers



### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor professional development trainings in holistic scoring

**Person or Persons Responsible**

Mary Hool, Principal

**Target Dates or Schedule**

November-December 2013

**Evidence of Completion**

Observation and professional development sign-in sheets

### Plan to Monitor Effectiveness of G4.B1.S1

Monitor effectiveness of use of holistic scoring rubrics in the classroom by trained teachers.

**Person or Persons Responsible**

Mary Hool, Principal

**Target Dates or Schedule**

Quarterly January-June 2014

**Evidence of Completion**

iObservation, Orange County Writes, school-wide writing prompts

**G4.B1.S2** Develop a Professional Learning Community (PLC) consisting of teachers from across grade levels that monitor Sand Lake Elementary's progress towards the effective use of holistic scoring rubrics across grade levels. This PLC will report back to grade levels, develop new goals, and modify scales as needed to continue school growth.

**Action Step 1**

Professional Learning Community

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

January - May

**Evidence of Completion**

Student work samples with evidence of holistic scoring rubric(s), PLC minutes/notes

## Plan to Monitor Fidelity of Implementation of G4.B1.S2

PLC

### Person or Persons Responsible

CRT, Principal

### Target Dates or Schedule

January-May

### Evidence of Completion

PLC minutes/notes, student work samples with evidence of use of holistic scoring rubric.

## Plan to Monitor Effectiveness of G4.B1.S2

Increased proficiency (3.5 or above) writing score on the FCAT Writes 2014. If implementation does not occur, scores will not improve and student writing will remain stagnant. Most evident at the 4th grade level will be that student work will not demonstrate an increased focus on grammar, spelling, and mechanics as a integral part of their writing process. If this is the case, teachers will need to refocus their lessons to address specific student needs and the use of the rubric.

### Person or Persons Responsible

Principal, CRT

### Target Dates or Schedule

Monthly December-February, Upon receipt of FCAT Writes 2014 scores

### Evidence of Completion

Student writing is visibly displayed in the hallway and reflects writing that is across the curriculum and scored using a holistic scoring rubric and demonstrates an increased focus on grammar, spelling, and mechanics. . FCAT Writes Scores indicate an overall gain in students scoring 3.5% or above of 10% or more.

**G5.** Sand Lake Elementary will provide professional development to instructional personnel on STEM in order to facilitate an increase in the number of STEM experiences for all students.

**G5.B1** Instructional personnel are unaware of what STEM is and how to do a STEM project in their classroom.

**G5.B1.S1** Create awareness of OCPS resources available on OCPS STEM website.

**Action Step 1**

Communicate to staff of available resources via email

**Person or Persons Responsible**

CRT, Gifted Resource Teacher

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Email

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Monitor email of resources sent to teachers

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

September

**Evidence of Completion**

Email

**Plan to Monitor Effectiveness of G5.B1.S1**

Monitor increase in the number of STEM projects done in the classroom

**Person or Persons Responsible**

Principal, CRT, Gifted Resource

**Target Dates or Schedule**

September - June

**Evidence of Completion**

Lesson Plans

**G5.B1.S2** Conduct a professional development to teach the concept of STEM and how to teach it in the classroom to instructional personnel.

**Action Step 1**

Conduct a professional development opportunity to train teachers on how to implement STEM in the classroom.

**Person or Persons Responsible**

CRT, Gifted Resource Teacher

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Meeting date/professional development sign in

**Facilitator:**

Laura Stockwell, Jen Rejim

**Participants:**

All instructional personnel

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Monitor professional development opportunity for STEM

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

PD class, agendas, lesson plans, teacher observations

## Plan to Monitor Effectiveness of G5.B1.S2

Monitor STEM opportunities in classrooms conducted by instructional personnel.

### Person or Persons Responsible

Principal

### Target Dates or Schedule

2013-2014 School Year

### Evidence of Completion

Increase in student achievement in math and science

**G6.** Sand Lake Elementary will develop a program to nurture the social and emotional needs of opportunity scholars to more effectively develop their 21st Century Learning Skills of communication, collaboration, and leadership.

**G6.B3** Lessons will need to be developed for the specific needs of this club.

**G6.B3.S1** Research and develop lessons to improve communication, collaboration and leadership skills.

### Action Step 1

Research and develop lessons for opportunity scholars (Tiger Club) to improve 21st Century Learning skills.

### Person or Persons Responsible

CRT, Dean, Guidance Counselor, and Gifted Resource Teacher

### Target Dates or Schedule

2013-2014 School Year

### Evidence of Completion

Lesson plans

### Plan to Monitor Fidelity of Implementation of G6.B3.S1

Monitor lesson development for Tiger Club.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson Plans

### Plan to Monitor Effectiveness of G6.B3.S1

Growth of communication, collaboration and leaderships skills of opportunity scholars.

#### Person or Persons Responsible

Principal, Instructional Personnel

#### Target Dates or Schedule

School year 2013-2014

#### Evidence of Completion

Decrease in behavioral issues and increase in student achievement

### G6.B4 Financial resources for materials

#### G6.B4.S1 Find partners that will support this program.

##### Action Step 1

Contact partners to support program.

#### Person or Persons Responsible

Laura Stockwell

#### Target Dates or Schedule

School Year 2013-2014

#### Evidence of Completion

Donations to program

### **Plan to Monitor Fidelity of Implementation of G6.B4.S1**

Monitor need for resources of program.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

School Year 2013-2014

**Evidence of Completion**

Feedback and donations from instructional personnel, partners, and community.

### **Plan to Monitor Effectiveness of G6.B4.S1**

Monitor need of resources vs. financial ability to support program.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

School Year 2013-2014

**Evidence of Completion**

Resources for program

**G7.** Sand Lake Elementary will develop teacher Professional Learning Communities to research and implement Marzano's High Effect Design Questions to develop rigor in our instruction.

**G7.B2** Developing a system for PLC's to reach beyond discussions into researching, implementing, observing, and reflecting with one another as they begin to implement their high effect design question in their classrooms.

**G7.B2.S1** Teachers form PLC's based on common deliberate practice goals.

**Action Step 1**

Meet in PLC's for planning, researching, and implementing Marzano's strategies in the classroom. Follow-up will include observations and reflections.

**Person or Persons Responsible**

All teachers K-5, special areas, and resource teachers

**Target Dates or Schedule**

October/November planning dates Ongoing implementation through April 2014

**Evidence of Completion**

iObservation Deliberate Practice Final Scores

**Plan to Monitor Fidelity of Implementation of G7.B2.S1**

PLC agendas, action plans, observations of steps

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

October/November 2013

**Evidence of Completion**

Collection of agendas for planning dates Teachers create Deliberate Practice action plans



### Plan to Monitor Effectiveness of G7.B2.S1

Effect of Marzano's elements on student learning based on teacher made pre-test, PLC will evaluate and support classes not demonstrating growth.

#### Person or Persons Responsible

PLC leaders

#### Target Dates or Schedule

Initial collection October-November 2013, mid-line collections November 2013-March 2014, final collections by April 2014

#### Evidence of Completion

Teacher made post-test, student benchmark assessments, FAIR

**G8.** Sand Lake Elementary's Principal will implement a leadership organizational design that will allow the principal to focus on instructional leadership and development.

**G8.B3** Preconceived attitudes and perceptions of the role of a principal that prevent faculty, staff, and/or parents from embracing new leadership design.

**G8.B3.S1** Implement new leadership design and allow stakeholders to have input into its continued development.

#### Action Step 1

Adapt proven business management techniques to the educational environment.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

The plan will be implemented for the entire year beginning in August 2013 and concluding in June 2014.

#### Evidence of Completion

Timely completion of all instructional formal and informal evaluations with detailed, explicit, teacher coaching and feedback.

#### Facilitator:

Principal

#### Participants:

All instructional personnel

### **Plan to Monitor Fidelity of Implementation of G8.B3.S1**

Provide teachers with focused and effective instructional leadership including weekly professional development, classroom visitations, and coaching opportunities.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

2013-2014 School Year

#### **Evidence of Completion**

Completed formal and informal observations will be evident in iobservation.

### **Plan to Monitor Effectiveness of G8.B3.S1**

Final teacher evaluation rating and increased student achievement.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

June 2014

#### **Evidence of Completion**

Effectiveness evidence will be available in iObservation and in FCAT results.

**G9.** Sand Lake Elementary will increase basic mathematics skills instruction in order to fill gaps and build stronger foundations for students in the bottom 25%.

**G9.B1** New opportunity scholarship students in 4th and 5th grade with significant mathematical learning gaps.

**G9.B1.S1** Evaluate and identify learning gaps to create an instructional plan for each students.

**Action Step 1**

Assessments to identify learning gaps in math

**Person or Persons Responsible**

Instructional personnel, CRT

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Benchmark testing

**Action Step 2**

Create individual lesson plan for opportunity scholars to address learning gaps.

**Person or Persons Responsible**

Instructional personnel

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Monitor benchmark testing, interpretation of data, and lesson creation

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

September - October 2013

**Evidence of Completion**

Benchmark assessments, data, lessons

### Plan to Monitor Effectiveness of G9.B1.S1

Monitor if learning gains are being made by opportunity scholars and learning gaps are being filled.

#### Person or Persons Responsible

Principal, classroom teacher, CRT

#### Target Dates or Schedule

School Year 2013-2014

#### Evidence of Completion

FCAT Scores, benchmark assessments

**G9.B4** Learning curve for teachers to fully adapt to using a new textbook series and all of its instructional components.

**G9.B4.S1** Identify a champion(s) to train instructional personnel on the various components of the digital portion of the textbook.

#### Action Step 1

Identify champion to train instructional staff on Florida GO Math! digital opportunities.

#### Person or Persons Responsible

Principal CRT

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Identification of champion

#### Facilitator:

CRT

#### Participants:

Instructional Personnel

**Action Step 2**

Train instructional staff on Florida GO Math! digital instructional aspects.

**Person or Persons Responsible**

Florida GO Math! digital champion

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional development sign-in sheet

**Plan to Monitor Fidelity of Implementation of G9.B4.S1**

Professional development in Florida GO Math! digital component.

**Person or Persons Responsible**

Principal and CRT

**Target Dates or Schedule**

September-December

**Evidence of Completion**

Observations , monitor lesson plans, and feedback

**Plan to Monitor Effectiveness of G9.B4.S1**

Increase of use of digital resources of the Florida GO Math! series.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

September-June

**Evidence of Completion**

iObservation, lesson plans, and teacher feedback

**G10.** Sand Lake Elementary will increase the implementation of fluency strategies for English language learners (ELL's) which will close the achievement gap with our ELL subgroup.

**G10.B1** Instructional personnel do not know how to effectively utilize the paraprofessionals in order to maximize benefits for English language learner (ELL) learners.

**G10.B1.S1** Train and monitor instructional personnel on how evaluate an ELL's benchmark data to select English to Speakers of Other Languages (ESOL) resources to help reinforce reading strategies.

**Action Step 1**

Professional development on effective use of English language learner (ELL) para professionals in reading instruction

**Person or Persons Responsible**

CRT, guidance counselor

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional development sign In

**Facilitator:**

Tashia Youmans

**Participants:**

Instructional staff, English language learner (ELL) paraprofessionals

**Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Monitor training of instructional personnel

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Training completed

### Plan to Monitor Effectiveness of G10.B1.S1

Comprehensive English Language Learning Assessment (CELLA), FCAT, and district benchmark assessments will be used to monitor incremental growth of students.

#### Person or Persons Responsible

Principal, CRT, guidance counselor, instructional personnel

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Comprehensive English Language Learning Assessment (CELLA), FCAT, Benchmark Assessments

**G10.B2** English language learner (ELL) paraprofessionals have not been adequately trained in strategies and programs to develop and monitor student reading fluency

**G10.B2.S1** Train ELL paraprofessionals in the use of fluency programs and how to monitor student progress.

#### Action Step 1

Training of paraprofessionals on fluency strategies and programs

#### Person or Persons Responsible

Paraprofessionals, CRT, Guidance Counselor, Gifted Resource

#### Target Dates or Schedule

September 2013

#### Evidence of Completion

Professional Development Meeting

#### Facilitator:

Tashia Youmans, Jen Rejim, Laura Stockwell

#### Participants:

ESOL Paraprofessionals

### **Plan to Monitor Fidelity of Implementation of G10.B2.S1**

Monitor use of fluency strategies with ELL students.

#### **Person or Persons Responsible**

Guidance Counselor, Principal

#### **Target Dates or Schedule**

September 2013-June 2014

#### **Evidence of Completion**

Lesson plans and observation of lessons

### **Plan to Monitor Effectiveness of G10.B2.S1**

Monitor paraprofessional's use and effectiveness of fluency strategies and programs on closing achievement gap of ELL students.

#### **Person or Persons Responsible**

Principal, Guidance Counselor, CRT

#### **Target Dates or Schedule**

September 2013-June 2014

#### **Evidence of Completion**

FCAT, benchmark assessments, observations



## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G3.** Sand Lake will provide professional development to instructional personnel in the integration of the Common Core State Standards and Marzano's Art and Science of Teaching.

**G3.B1** Providing professional development that meets teachers at their different levels of need in transitioning from Next Generation Sunshine State Standards (NGSSS) to the rigor of Common Core State Standards (CCSS).

**G3.B1.S1** Implement weekly team "CAIR" meetings to address Curriculum, Assessment, Instruction, and Rtl as it applies to CCSS and Marzano's Art and Science of Teaching to provide training.

### PD Opportunity 1

Facilitate weekly meetings to address curricular needs, training, and data collection

#### Facilitator

Administrative Team (principal, administrative dean, CRT)

#### Participants

All grade level teams, Special area teams

#### Target Dates or Schedule

Weekly from September 2013- May 2014

#### Evidence of Completion

Weekly agendas

**G4.** Sand Lake teachers will implement a writing program K-5 that includes a holistic scoring rubric, writing across the curriculum, as well as an increased focus on grammar and mechanics in authentic writing experiences.

**G4.B1** Teachers are not comfortable and experienced with consistent use of a holistic writing rubric and do not know how to apply that to writing in curricular areas.

**G4.B1.S1** Provide training, practice, and collaboration for teachers in all grade levels in the application and use of holistic scoring rubrics across the curriculum.

**PD Opportunity 1**

"Use of a Holistic Writing Scale Across the Curriculum" training

**Facilitator**

Brooke Freiburger, Jennifer Rejim, Alyssa Shaw

**Participants**

K-5 teachers

**Target Dates or Schedule**

November-December

**Evidence of Completion**

Agenda, Teacher handouts

**G5.** Sand Lake Elementary will provide professional development to instructional personnel on STEM in order to facilitate an increase in the number of STEM experiences for all students.

**G5.B1** Instructional personnel are unaware of what STEM is and how to do a STEM project in their classroom.

**G5.B1.S2** Conduct a professional development to teach the concept of STEM and how teach it in the classroom to instructional personnel.

**PD Opportunity 1**

Conduct a professional development opportunity to train teachers on how to implement STEM in the classroom.

**Facilitator**

Laura Stockwell, Jen Rejim

**Participants**

All instructional personnel

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Meeting date/professional development sign in

**G8.** Sand Lake Elementary's Principal will implement a leadership organizational design that will allow the principal to focus on instructional leadership and development.

**G8.B3** Preconceived attitudes and perceptions of the role of a principal that prevent faculty, staff, and/or parents from embracing new leadership design.

**G8.B3.S1** Implement new leadership design and allow stakeholders to have input into its continued development.

**PD Opportunity 1**

Adapt proven business management techniques to the educational environment.

**Facilitator**

Principal

**Participants**

All instructional personnel

**Target Dates or Schedule**

The plan will be implemented for the entire year beginning in August 2013 and concluding in June 2014.

**Evidence of Completion**

Timely completion of all instructional formal and informal evaluations with detailed, explicit, teacher coaching and feedback.

**G9.** Sand Lake Elementary will increase basic mathematics skills instruction in order to fill gaps and build stronger foundations for students in the bottom 25%.

**G9.B4** Learning curve for teachers to fully adapt to using a new textbook series and all of its instructional components.

**G9.B4.S1** Identify a champion(s) to train instructional personnel on the various components of the digital portion of the textbook.

**PD Opportunity 1**

Identify champion to train instructional staff on Florida GO Math! digital opportunities.

**Facilitator**

CRT

**Participants**

Instructional Personnel

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Identification of champion

**G10.** Sand Lake Elementary will increase the implementation of fluency strategies for English language learners (ELL's) which will close the achievement gap with our ELL subgroup.

**G10.B1** Instructional personnel do not know how to effectively utilize the paraprofessionals in order to maximize benefits for English language learner (ELL) learners.

**G10.B1.S1** Train and monitor instructional personnel on how evaluate an ELL's benchmark data to select English to Speakers of Other Languages (ESOL) resources to help reinforce reading strategies.

**PD Opportunity 1**

Professional development on effective use of English language learner (ELL) para professionals in reading instruction

**Facilitator**

Tashia Youmans

**Participants**

Instructional staff, English language learner (ELL) paraprofessionals

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Professional development sign In

**G10.B2** English language learner (ELL) paraprofessionals have not been adequately trained in strategies and programs to develop and monitor student reading fluency

**G10.B2.S1** Train ELL paraprofessionals in the use of fluency programs and how to monitor student progress.

**PD Opportunity 1**

Training of paraprofessionals on fluency strategies and programs

**Facilitator**

Tashia Youmans, Jen Rejim, Laura Stockwell

**Participants**

ESOL Paraprofessionals

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Professional Development Meeting

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Sand Lake Elementary will continue implementation of a Multi-tiered System of Student Support with fidelity.	\$5,000
G2.	Sand Lake Elementary will embed real world problem solving and focused critical thinking instruction in order to raise the percentage of students making learning gains in reading and math.	\$800
Total		\$5,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
TBD		\$5,000
SAI 176		\$800
Total		\$5,800

### Budget Details

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

**G1.** Sand Lake Elementary will continue implementation of a Multi-tiered System of Student Support with fidelity.

**G1.B1** Funding to secure Voyagers intervention reading program.

**G1.B1.S1** Secure funding for Voyagers intervention reading program.

#### Action Step 1

Investigate options for funding.

#### Resource Type

Evidence-Based Program

#### Resource

Voyagers Reading Intervention Program

#### Funding Source

TBD

#### Amount Needed

\$5,000



**G2.** Sand Lake Elementary will embed real world problem solving and focused critical thinking instruction in order to raise the percentage of students making learning gains in reading and math.

**G2.B1** Ensuring classroom implementation of critical thinking program is consistent across the grade levels 2-5.

**G2.B1.S1** Gifted teacher, guidance counselor, and curriculum resource teacher will model the instruction of the Critical Thinking for Life program in classrooms in grades 2-5 using STEM activities.

**Action Step 1**

Model Critical Thinking for Life lessons in classrooms for grades 2-5.

**Resource Type**

Evidence-Based Program

**Resource**

Program designed to teach students how to identify and develop their own higher levels of critical thinking.

**Funding Source**

SAI 176

**Amount Needed**

\$800