

Sand Lake Elementary

8301 BUENA VISTA WOODS BLVD, Orlando, FL 32836

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
39%

Alternative/ESE Center
No

Charter School
No

Minority
47%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Sand Lake Elementary School is a school rich in cultural diversity. Due to recent rezoning, the school has welcomed even more students from around the world. Currently, twenty-five different languages are spoken throughout the school from Arabic to American Sign Language. All staff members at Sand Lake Elementary School are ESOL certified/endorsed or in the final stages of receiving their endorsement. Additionally, staff development focuses on strategies specifically aimed towards the needs of our English Language Learners as well as other at-risk students. These strategies include, but are not limited to, intensive training in Dr. Marzano's instructional strategies. Teachers embrace the diversity of our school and often use this as a catalyst for their instructional units in the classroom. Students are encouraged to learn more about their own cultures and share with their classmates, as this sense of community learning is embraced at Sand Lake Elementary School. Black History studies expand beyond the traditional Black History Month as teachers incorporate learning about important people and events involved in Black History into ELA instruction. Hispanic Heritage is celebrated as well and parents are encouraged to participate in the annual Teach-In event in November when they share about the traditions, geography, and history of their homelands. By bringing cultural diversity into the classrooms through student learning, it creates an environment built on acceptance and an eagerness to learn more about those around us.

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

At Sand Lake Elementary School, students, parents, teachers, and other staff members pride themselves with creating an environment where students feel safe and respected not only by their peers, but 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. Teachers reinforce our focus on safety with their students when coming in or out of the school, giving them the comfort that they are secure inside of the school. When arriving in the morning, students are met at their cars by patrols or staff members who assist them with getting out of the car, greet them with a smile, and send them on their way with wishes for a great day. Bus riders are greeted by our staff as well, who walk with them to the cafeteria. Systems and procedures in place provide students with the comfort they need to be able to maximize their learning potential each and every day. Each month students participate in emergency drills to provide them with the opportunity to build automaticity in their actions should such an emergency occur. Special care and attention is given to the pre-kindergarten autism spectrum disorder unit to ensure that even the smallest students at Sand Lake Elementary School feel safe and secure during each of our drills and have a plan that accommodates to their specific needs. A school guidance counselor and behavioral specialist are both on hand to meet with students on an as-

needed basis to provide additional support. Outreach programs to assist our families in need are handled discreetly and compassionately through the Kids Kare Club and our guidance counselor.

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

Grade level disciplinary systems are in place and created by each grade level team. These plans support the school-wide system developed for student behavioral expectations using the acronym W.A.T.E.R. (Sand Lake Stingrays). This system was developed to be proactive with student expectations, while maintaining a positive learning environment that supports the Orange County Public Schools (OCPS) Student Code of Conduct. Additionally, students review the OCPS Student Code of Conduct quarterly to ensure full understanding of the expectations and consequences of their behaviors. Student responsibility is stressed. An administrative dean and behavioral specialist work with teachers to address specific student behavioral needs, including setting up behavioral modification plans.

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 is a school with a vast economic gap between students. The school has been fortunate to have developed an after-school program involving parents and students, Kids Kare Club, that focuses on the needs of our families and organizes clothing, toy, and food drives to support Sand Lake families as well as other community programs. This club is facilitated through the school guidance counselor who works to identify families in need and distribute materials or services. Additionally, through the S.T.A.R. program, economically disadvantaged students are able to receive a backpack and school supplies free of charge. Students with additional social-emotional needs are assisted by matching them up with other faculty members that may be able to fill that gap through school-based mentoring. Students meet with teachers, the principal, or other members of the faculty for additional support and mentoring. The school guidance counselor and behavioral specialist are available on a more regular basis for students who have more specific social emotional needs.

Early Warning Systems

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

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

Students are identified and monitored through the MTSS process. Teachers use behavioral indicators for referral for Tier II behavior interventions in addition to students recommended for academic failures. Administrative team members monitor progress reports and report cards for students receiving an "F" in English Language Arts or mathematics. Those lists are then compared to FCAT scores, suspensions, and absences. Decisions to move forward with further interventions are based upon this data collection process. The administrative team discusses students who are identified as having multiple early warning indicators in their weekly meeting as well as other more frequent meetings with the coaching team and the principal.

Indicators used:

- *FCAT Level 1 or Level 2 in English Language Arts (ELA) or mathematics
- *Low performance on district interim assessments, grade level summative assessments
- *Course failure in ELA or mathematics
- *Suspension records
- *Attendance records

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	8	2	6	5	2	31
One or more suspensions	1	2	4	3	5	0	15
Course failure in ELA or Math	0	0	10	7	12	16	45
Level 1 on statewide assessment	0	0	0	6	8	12	26

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	3	5	7	19

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

For attendance, the school registrar 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 counselor 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. With regards to suspensions, the administrative dean facilitates communication with the classroom teacher, parent, and behavioral specialist in order to address behaviors that are leading to suspension. Children are placed on the appropriate tier in the MTSS process in order to monitor progress with their behavior. In circumstances involving bus transportation behavior, the administrative dean works with district personnel in the transportation department in order to facilitate behavioral plans on the bus. This is monitored by the principal. Course failures are identified on mid-quarter progress reports as well as report cards. The MTSS coach gathers 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 received 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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Our school maintains a goal of 100% PTA membership for each year by involving the PTA from the onset of the school year in Meet Your Teacher and other activities to demonstrate a united bond between the school and parents. Parents are encouraged to volunteer in school activities, the media center, cafeteria, and with classroom activities, as needed. 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 grade book portal, for regularly updated grades and notes from their child's teacher. Members of the administrative staff work with the principal to return phone calls and communicate with parents in regards to concerns they may have. This facilitates a timely response to concerns and allows the school to work more closely with parents. As our Spanish speaking population is increasing, Sand Lake Elementary is taking the necessary measures to secure additional Spanish speaking personnel to aid parents with vital translations and to help them feel welcomed and involved at the school. The school's mission and vision are the forefront of all activities at the school, and parents at Sand Lake Elementary School are kept aware that the central focus of the school is preparing their children for the 21st Century and all decisions are focused around this mission and vision.

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 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 specify 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 is celebrated at a breakfast in their honor where classes create special cards and gifts for their volunteers.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Hool, Mary	Principal
Rejim, Jennifer	Instructional Coach
Stockwell, Laura	Instructional Coach
Freiberger, Randolyn Brooke	Instructional Coach
Weber, Daniel	Dean
Youmans, Tashia	Guidance Counselor
Kaak, Ellen	Other

Duties

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; Administrative Dean: Oversees facility management ; Staffing Specialist: Attends MTSS monthly meetings, facilitates all ESE consent meetings and staffings; Curriculum Compliance Teacher: Facilitates and monitors services for ELL student population, oversees implementation of science curriculum, and 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 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; CRT: Assists in data collection used for MTSS student eligibility, leads the SIP writing team, 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: Serves as MTSS co-coach, holds 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, monitors implementation of ELA Florida Standards (LAFS), coaches teachers in instructional practices that facilitate the instructional shifts in English Language Arts.

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 administrative 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 Florida Assessment in Reading (FAIR), district interim assessments, common formal and summative assessments, 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%.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Terry Fay	Parent
Rhonda Schoenenberg	Parent
Mary Hool	Principal
Cathy Williams	Parent
Rebecca Phillips	Parent
Vanessa Paniagua	Parent
Jayonithi Balachandran	Parent
Miles Katz	Parent
Melinda Vealey	Parent
Brian LeVine	Business/Community
Linda Morrison	Parent
Marcia Fletcher-Goldsmith	Teacher
Sherrie Strickland	Teacher

Duties

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

Evaluation of last year's school improvement plan

SAC committee members participated in a public meeting in order to discuss the school improvement plan with members of the administrative team and Mary Hool, the principal. Opportunities for questions and clarification were given at the culmination of the presentation. As a follow-up to this, SAC committee 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.

Development of this school improvement plan

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 2014-2015 school year and the implementation of the Florida Standards. Specific strategies to be included in the school improvement plans were recorded by SAC members and documented for writing the school improvement plan.

Preparation of the school's annual budget and plan

As a regular part of the SAC committee 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 committee members meet with teachers in subject area committees to discuss the progress towards meeting the goals of the school improvement plan 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 school improvement plan and the accompanying budget.

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Freiberger, Randolyn Brooke	Instructional Coach
Rejim, Jennifer	Instructional Coach
Stockwell, Laura	Instructional Coach
Hool, Mary	Principal

Duties

Describe how the LLT promotes literacy within the school

Facilitating the transition to the new ELA Florida Standards 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. Additionally, they will gather feedback from data, teacher and student surveys, and observations in order to guide the direction the team will move in regards to the school's successful implementation of the Florida Standards and preparation for the Florida State Assessment (FSA) and the End of Course (EOC) exams.

Public and Collaborative Teaching

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

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

At Sand Lake Elementary School teams are expected to work together to plan collaboratively and problem solve. One weekly team meeting (50 minutes) is specifically reserved for the sole purpose of common planning, though teams use additional times during the week as well. Teachers collaborate to create unit designs and common assessments. The administrative coaching team attends these meetings in order to share strategies, district information, provide coaching, and to gather team needs. During monthly data meetings, the team comes together with the MTSS coaches to meet, analyze data, and identify the needs of their students. Using their data, the team sets forth on the modification of current unit plans using resources from Universal Design for Learning (UDL) and Sheltered Instruction Observation Protocol (SIOP). Training on Dr. Marzano's Instructional Strategies is provided weekly during an additional 50-minute period directly by the principal and monitored during teacher informal and formal observations in the classrooms. Teachers may work in grade-level teams, cross-grade level teams, or be grouped based on their deliberate practice during this time. By alternating groupings, teachers build positive working relationships that extend beyond their teams and collaboration opportunities are expanded. Through this process, teachers engage in deep conversations regarding instructional practices, not simply their grade level instruction.

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 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. This year Learning Sciences International has identified Sand Lake Elementary School as a demonstration school of rigor and is providing the school with additional professional development on-site, as well as classroom observations and feedback with the coaching team, based upon the school development plan.

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

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

Through careful analyzation of the FCAT data, trends and needs are identified at Sand Lake Elementary School and discussed in faculty meetings and team data meetings. Students needing interventions are identified as well as students needing enrichment to 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 30-minute intervention time. Data is collected to determine growth and this is discussed as a part of the MTSS process. Expectations remain high, though materials are modified 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. Sand Lake Elementary School achieves levels 4 and 5 with sixty percent or more of its students each year. With such a high percent of students achieving at the advanced level and many achieving a perfect or near perfect score, it is imperative that enrichment opportunities be embedded into the core instruction each day and rigorous activities are an

expectation, not simply something to be used occasionally. Without these, the students achieving the highest levels will not maintain their advanced levels in the upcoming year.

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: 360

4th and 5th 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 academic 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 to support their claims in response to text(s). Students meet before school twice weekly for the four weeks leading up to the FSA ELA Writing assessment.

Strategy Rationale

Classroom interventions are given for students through the MTSS process, but due to the high number of FCAT level 4 and level 5 learners, Sand Lake Elementary School assessed the need for rigorous enrichment programs. Through additional support for more advanced writers, students are receiving enrichment opportunities that will extend their learning. Isolating the most academically advanced students allows teachers to hone in on the specific needs of this group, as well as strategies to extend their thinking.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Freiberger, Randolyn Brooke, randolyn.freiberger@ocps.net

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

Student writing samples are collected throughout each lesson as well as student performance on the district writing assessments and previous year FCAT scores in reading. In addition, student performance on the new FSA will be monitored.

Student Transition and Readiness

PreK-12 Transition

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

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

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.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Sand Lake Elementary School teachers and administrative staff will deepen their understanding of Florida Standards and conditions of rigor in order to make connections between data and teaching strategies to utilize them to make focused instructional decisions and increase rigor in effective instruction.
- G2.** Sand Lake Elementary School teachers and administrators will focus on explicitly teaching conative skills to students in order to nurture and develop the 21st Century Learning Skills of communication, collaboration, and leadership for effective use in the classroom, leading to an increase in student accountability and autonomy.

Strategic Goals Detail

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

G1. Sand Lake Elementary School teachers and administrative staff will deepen their understanding of Florida Standards and conditions of rigor in order to make connections between data and teaching strategies to utilize them to make focused instructional decisions and increase rigor in effective instruction.

1a

G042982

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Reading - African American	67.0
AMO Reading - ED	74.0
AMO Reading - ELL	82.0
AMO Reading - Hispanic	82.0
AMO Reading - SWD	71.0

Resources Available to Support the Goal 2

- Dr. Marzano's Reflective Teacher, iObservation teacher resources, Learning Sciences International professional development facilitators and resources

Targeted Barriers to Achieving the Goal 3

- Lack of common time for teachers to meet with administrators to analyze data and make connections to their instruction.
- Need for differentiated professional development..

Plan to Monitor Progress Toward G1. 8

Teacher unit lesson plans will be monitored for evidence of focused instructional decisions that reflect modifications made based on student data as well as student performance data that indicates student growth towards mastery of the standards.

Person Responsible

Mary Hool

Schedule

Every 6 Weeks, from 11/14/2014 to 4/24/2015

Evidence of Completion

Student work samples, common formative and summative assessments, unit benchmark assessments, FAIR, FSA scores, team unit plans

G2. Sand Lake Elementary School teachers and administrators will focus on explicitly teaching conative skills to students in order to nurture and develop the 21st Century Learning Skills of communication, collaboration, and leadership for effective use in the classroom, leading to an increase in student accountability and autonomy. **1a**

 G042986

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Reading - All Students	88.0
FCAT 2.0 Science Proficiency	80.0
ELA/Reading Gains	80.0
Math Gains	80.0

Resources Available to Support the Goal **2**

- Teaching and Assessing 21st Century Skills by Dr. Robert Marzano and Tammy Heflebower
- Marzano Center Teacher Observation Protocol for the 2014 Marzano Teacher Evaluation Model
- Teach to Reach: Insights for the Next Century of Teaching

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with what conative skills are and ways to teach these explicitly to students.
- Teachers have not found where these conative skills are implicit in the Mathematics Practice standards and the College and Career Readiness Anchor Standards and still see them as social/emotional skills and separate.

Plan to Monitor Progress Toward G2. **8**

Monitor student growth on formative and summative assessments as well as student autonomy on increasingly rigorous activities within the classroom.

Person Responsible

Mary Hool

Schedule

Monthly, from 1/5/2015 to 6/5/2015

Evidence of Completion

Results from formative and summative assessments, classroom observation, student surveys, 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 and administrative staff will deepen their understanding of Florida Standards and conditions of rigor in order to make connections between data and teaching strategies to utilize them to make focused instructional decisions and increase rigor in effective instruction. **1**

 G042982

G1.B1 Lack of common time for teachers to meet with administrators to analyze data and make connections to their instruction. **2**

 B105035

G1.B1.S1 Provide common planning time each Tuesday morning from 8:00-8:50 for teams to meet in addition to monthly data meetings with administration and coaches. **4**

 S116304

Strategy Rationale

Teams need time that is set aside for planning together as well as meeting to discuss and monitor data. Following data meetings, information can be used to make instructional decisions. Administrations can use information from data meetings to plan professional development on specific strategies geared towards meeting the needs of the at-risk learners.

Action Step 1 **5**

Teams will meet with the administrative team to discuss data and receive feedback/professional development in regards to teaching strategies related to addressing their specific needs.

Person Responsible

Mary Hool

Schedule

Monthly, from 10/23/2014 to 4/24/2015

Evidence of Completion

Lesson plans, agendas

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

Instruction in the classroom will be monitored for implementation of aligned strategies as well as evidence in the lesson plans (unit plans).

Person Responsible

Jennifer Rejim

Schedule

Monthly, from 11/3/2014 to 4/24/2015

Evidence of Completion

Lesson plans, student work samples, observations of lessons

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

Monitoring of focused instructional decisions to use specific instructional strategies to meet the needs of specific subgroups of learners will be done through observation of lessons, attending team common planning times, and staff reflective questionnaires.

Person Responsible

Mary Hool

Schedule

Evidence of Completion

Teacher observation data, common formative and summative assessments for reading and math, FAIR, FSA results

G1.B2 Need for differentiated professional development.. 2

 B105036

G1.B2.S1 Add additional professional development is needed for thirteen teachers who have not received three years worth of professional development in Dr. Marzano's Art and Science of Teaching at Sand Lake Elementary School. 4

 S133863

Strategy Rationale

Just like in the classroom, professional development needs to be differentiated to meet the needs of the different learners in order to assure that all teachers are utilizing teaching strategies to aligned to their data in order to increase rigor in their classrooms.

Action Step 1 5

Additional professional development will be provided for the teachers coming in new to Sand Lake Elementary School this year in Dr. Marzano's Art and Science of Teaching and Marzano's Instructional Strategies.

Person Responsible

Mary Hool

Schedule

Monthly, from 8/1/2014 to 12/17/2014

Evidence of Completion

iObservation, teacher observation notes, teacher feedback

Action Step 2 5

Teacher Implementation from the professional development

Person Responsible

Mary Hool

Schedule

Monthly, from 9/29/2014 to 4/1/2015

Evidence of Completion

iObservation, lesson plans, unit plans

Action Step 3 5

Coaching and modeling [copy]

Person Responsible

Mary Hool

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

iObservation coaching feedback tool, coaching feedback logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

During informal observations, new teachers will be monitored for implementation of learning goals and scales as well as other beginning level strategies from Dr. Marzano's Art and Science of Teaching.

Person Responsible

Mary Hool

Schedule

Monthly, from 8/18/2014 to 12/17/2014

Evidence of Completion

Teacher observation notes, iObservation protocols

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

New teachers will be observed informally for evidence of effective implementation of Dr. Marzano's instructional strategies.

Person Responsible

Mary Hool

Schedule

Monthly, from 8/18/2014 to 12/17/2014

Evidence of Completion

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

G1.B2.S2 Bring in professional developers from Learning Sciences International to provide training in Dr. Marzano's instructional strategies as well as coaching, classroom observations, and feedback. 4

 S133868

Strategy Rationale

Having trainers come from such a renowned organization to provide teachers with staff development would afford them the opportunity to learn the strategies from the source with the feedback to know whether they were utilizing them correctly.

Action Step 1 5

Learning Sciences International will provide professional development to the faculty at Sand Lake Elementary School in the teaching strategies of Dr. Marzano's work and how to connect these strategies to their classroom data to make focused instructional decisions.

Person Responsible

Laura Stockwell

Schedule

Every 6 Weeks, from 8/6/2014 to 5/13/2015

Evidence of Completion

Team unit plans, professional development notebooks

Action Step 2 5

Teacher implementation of the professional development

Person Responsible

Mary Hool

Schedule

Monthly, from 9/29/2014 to 3/30/2015

Evidence of Completion

iObservation teacher observation, lesson plans, unit plans

Action Step 3 5

Coaching and modeling training

Person Responsible

Mary Hool

Schedule

Monthly, from 9/29/2014 to 3/30/2015

Evidence of Completion

Principal and school coaches

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

An action plan will be developed with an LSI Consultant following root cause identification in order to guide specific implementation of professional development and monitoring.

Person Responsible

Mary Hool

Schedule

Quarterly, from 9/9/2014 to 5/13/2015

Evidence of Completion

Unit plans, lesson plans for evidence of application of teaching strategies related to student data, move to effectiveness

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

School coaches will continue to work with LSI consultants and professional developers in order to provide teachers with additional training and coaching in order to address specific team and individual needs.

Person Responsible

Mary Hool

Schedule

On 4/15/2015

Evidence of Completion

Unit plans/lesson plans for evidence of application of effective teaching strategies related to student data, student data demonstrates evidence of rigor in instruction, student formative and summative assessments measure growth in student achievement

G2. Sand Lake Elementary School teachers and administrators will focus on explicitly teaching conative skills to students in order to nurture and develop the 21st Century Learning Skills of communication, collaboration, and leadership for effective use in the classroom, leading to an increase in student accountability and autonomy. 1

G042986

G2.B1 Teachers are unfamiliar with what conative skills are and ways to teach these explicitly to students.

2

B105045

G2.B1.S1 Teachers and administrators will read and apply the Marzano Center Teacher Observation Protocol Adaptation 3 which outlines cognitive and conative skills, secure team copies of Dr. Marzano's book Teaching and Assessing 21st Century Skills, and conduct book studies with Teaching and Assessing 21st Century Skills. 4

S134009

Strategy Rationale

The beginning steps are to research conative skills and how they apply to our learners and our teaching.

Action Step 1 5

Conduct book study PLC for Teaching and Assessing 21st Century Skills by Dr. Robert Marzano across grade levels

Person Responsible

Randolyn Brooke Freiberger

Schedule

On 1/9/2015

Evidence of Completion

Book study discussion questions, exit slips

Action Step 2 5

Read and discuss the conative skills from Marzano Center Teacher Observation Protocol Adaptation 3

Person Responsible

Jennifer Rejim

Schedule

On 1/21/2015

Evidence of Completion

Exit slips

Action Step 3 5

Teacher implementation from the book study and professional development

Person Responsible

Jennifer Rejim

Schedule

Quarterly, from 1/21/2015 to 5/20/2015

Evidence of Completion

Lesson plans, reflective logs

Action Step 4 5

Coaching and modeling

Person Responsible

Jennifer Rejim

Schedule

On 5/20/2015

Evidence of Completion

iObservation coaching and feedback tool

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

Share what has been learned in book study at team PLC's.

Person Responsible

Randolyn Brooke Freiburger

Schedule

On 1/13/2015

Evidence of Completion

PLC team meeting notes, sign-in sheet from PLC meeting

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

Observe for implementation of explicit teaching of conative skills in lessons.

Person Responsible

Mary Hool

Schedule

Monthly, from 1/6/2015 to 6/5/2015

Evidence of Completion

iObservation, observation notes

G2.B2 Teachers have not found where these conative skills are implicit in the Mathematics Practice standards and the College and Career Readiness Anchor Standards and still see them as social/emotional skills and separate. **2**

 B105046

G2.B2.S1 Teams have planning days to research and be trained in the aspects of the Mathematical Practices and the College and Career Readiness Anchor standards that are embedded in students' conative skills. **4**

 S134107

Strategy Rationale

Providing teams time together for more experiences with conative skills within the practical experiences of the anchor standards and mathematical practices will bring the conative skills more directly back into the classroom.

Action Step 1 **5**

Provide teachers with professional development in the relationship between conative skills and the mathematical practices.

Person Responsible

Jennifer Rejim

Schedule

Biweekly, from 12/17/2014 to 1/21/2015

Evidence of Completion

Exit slips, lesson plans

Action Step 2 **5**

Teams will embed conative skills into their unit plans at the culmination of planning days.

Person Responsible

Jennifer Rejim

Schedule

Quarterly, from 10/27/2014 to 3/20/2015

Evidence of Completion

Unit plans, weekly lesson plans

Action Step 3 5

Coaching and modeling

Person Responsible

Mary Hool

Schedule

Quarterly, from 12/17/2014 to 5/20/2015

Evidence of Completion

iObservation coaching and feedback tool, coaches' reflective logs

Action Step 4 5

Teacher implementation from the professional development

Person Responsible

Mary Hool

Schedule

Monthly, from 12/17/2014 to 4/30/2015

Evidence of Completion

iObservation teacher data, teacher reflective logs, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observe explicit teaching of the conative skills within lessons during informal and formal observations.

Person Responsible

Mary Hool

Schedule

Monthly, from 10/27/2014 to 3/27/2015

Evidence of Completion

iObservation, teacher observation notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students will be using their conative skills as they work collaboratively, communicate effectively, and accept accountability in the classroom.

Person Responsible

Mary Hool

Schedule

Monthly, from 1/5/2015 to 6/5/2015

Evidence of Completion

Student observation, student growth on formative and summative assessments, student surveys

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teams will meet with the administrative team to discuss data and receive feedback/professional development in regards to teaching strategies related to addressing their specific needs.	Hool, Mary	10/23/2014	Lesson plans, agendas	4/24/2015 monthly
G1.B2.S1.A1	Additional professional development will be provided for the teachers coming in new to Sand Lake Elementary School this year in Dr. Marzano's Art and Science of Teaching and Marzano's Instructional Strategies.	Hool, Mary	8/1/2014	iObservation, teacher observation notes, teacher feedback	12/17/2014 monthly
G1.B2.S2.A1	Learning Sciences International will provide professional development to the faculty at Sand Lake Elementary School in the teaching strategies of Dr. Marzano's work and how to connect these strategies to their classroom data to make focused instructional decisions.	Stockwell, Laura	8/6/2014	Team unit plans, professional development notebooks	5/13/2015 every-6-weeks
G2.B1.S1.A1	Conduct book study PLC for Teaching and Assessing 21st Century Skills by Dr. Robert Marzano across grade levels	Freiberger, Randolyn Brooke	11/21/2014	Book study discussion questions, exit slips	1/9/2015 one-time
G2.B2.S1.A1	Provide teachers with professional development in the relationship between conative skills and the mathematical practices.	Rejim, Jennifer	12/17/2014	Exit slips, lesson plans	1/21/2015 biweekly
G2.B2.S1.A2	Teams will embed conative skills into their unit plans at the culmination of planning days.	Rejim, Jennifer	10/27/2014	Unit plans, weekly lesson plans	3/20/2015 quarterly
G2.B1.S1.A2	Read and discuss the conative skills from Marzano Center Teacher Observation Protocol Adaptation 3	Rejim, Jennifer	12/8/2014	Exit slips	1/21/2015 one-time

Orange - 1731 - Sand Lake Elementary - 2014-15 SIP
Sand Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A2	Teacher Implementation from the professional development	Hool, Mary	9/29/2014	iObservation, lesson plans, unit plans	4/1/2015 monthly
G1.B2.S2.A2	Teacher implementation of the professional development	Hool, Mary	9/29/2014	iObservation teacher observation, lesson plans, unit plans	3/30/2015 monthly
G1.B2.S1.A3	Coaching and modeling [copy]	Hool, Mary	10/1/2014	iObservation coaching feedback tool, coaching feedback logs	5/29/2015 biweekly
G1.B2.S2.A3	Coaching and modeling training	Hool, Mary	9/29/2014	Principal and school coaches	3/30/2015 monthly
G2.B1.S1.A3	Teacher implementation from the book study and professional development	Rejim, Jennifer	1/21/2015	Lesson plans, reflective logs	5/20/2015 quarterly
G2.B2.S1.A3	Coaching and modeling	Hool, Mary	12/17/2014	iObservation coaching and feedback tool, coaches' reflective logs	5/20/2015 quarterly
G2.B1.S1.A4	Coaching and modeling	Rejim, Jennifer	1/21/2015	iObservation coaching and feedback tool	5/20/2015 one-time
G2.B2.S1.A4	Teacher implementation from the professional development	Hool, Mary	12/17/2014	iObservation teacher data, teacher reflective logs, lesson plans	4/30/2015 monthly
G1.MA1	Teacher unit lesson plans will be monitored for evidence of focused instructional decisions that reflect modifications made based on student data as well as student performance data that indicates student growth towards mastery of the standards.	Hool, Mary	11/14/2014	Student work samples, common formative and summative assessments, unit benchmark assessments, FAIR, FSA scores, team unit plans	4/24/2015 every-6-weeks
G1.B1.S1.MA1	Monitoring of focused instructional decisions to use specific instructional strategies to meet the needs of specific subgroups of learners will be done through observation of lessons, attending team common planning times, and staff reflective questionnaires.	Hool, Mary	6/5/2015	Teacher observation data, common formative and summative assessments for reading and math, FAIR, FSA results	quarterly
G1.B1.S1.MA1	Instruction in the classroom will be monitored for implementation of aligned strategies as well as evidence in the lesson plans (unit plans).	Rejim, Jennifer	11/3/2014	Lesson plans, student work samples, observations of lessons	4/24/2015 monthly
G1.B2.S1.MA1	New teachers will be observed informally for evidence of effective implementation of Dr. Marzano's instructional strategies.	Hool, Mary	8/18/2014	Teacher observation notes, iObservation protocols, changes student formative and summative evaluation results	12/17/2014 monthly
G1.B2.S1.MA1	During informal observations, new teachers will be monitored for implementation of learning goals and scales as well as other beginning level strategies from Dr. Marzano's Art and Science of Teaching.	Hool, Mary	8/18/2014	Teacher observation notes, iObservation protocols	12/17/2014 monthly
G1.B2.S2.MA1	School coaches will continue to work with LSI consultants and professional developers in order to provide teachers with additional training and coaching in order to address specific team and individual needs.	Hool, Mary	11/3/2014	Unit plans/lesson plans for evidence of application of effective teaching strategies related to student data, student data demonstrates evidence of rigor in instruction, student formative and summative assessments measure growth in student achievement	4/15/2015 one-time
G1.B2.S2.MA1	An action plan will be developed with an LSI Consultant following root cause identification in order to guide specific implementation of professional development and monitoring.	Hool, Mary	9/9/2014	Unit plans, lesson plans for evidence of application of teaching strategies related to student data, move to effectiveness	5/13/2015 quarterly
G2.MA1	Monitor student growth on formative and summative assessments as well as student autonomy on increasingly rigorous activities within the classroom.	Hool, Mary	1/5/2015	Results from formative and summative assessments, classroom observation, student surveys, lesson plans	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Observe for implementation of explicit teaching of conative skills in lessons.	Hool, Mary	1/6/2015	iObservation, observation notes	6/5/2015 monthly
G2.B1.S1.MA1	Share what has been learned in book study at team PLC's.	Freiberger, Randolyn Brooke	12/9/2014	PLC team meeting notes, sign-in sheet from PLC meeting	1/13/2015 one-time
G2.B2.S1.MA1	Students will be using their conative skills as they work collaboratively, communicate effectively, and accept accountability in the classroom.	Hool, Mary	1/5/2015	Student observation, student growth on formative and summative assessments, student surveys	6/5/2015 monthly
G2.B2.S1.MA1	Observe explicit teaching of the conative skills within lessons during informal and formal observations.	Hool, Mary	10/27/2014	iObservation, teacher observation notes	3/27/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Sand Lake Elementary School teachers and administrative staff will deepen their understanding of Florida Standards and conditions of rigor in order to make connections between data and teaching strategies to utilize them to make focused instructional decisions and increase rigor in effective instruction.

G1.B1 Lack of common time for teachers to meet with administrators to analyze data and make connections to their instruction.

G1.B1.S1 Provide common planning time each Tuesday morning from 8:00-8:50 for teams to meet in addition to monthly data meetings with administration and coaches.

PD Opportunity 1

Teams will meet with the administrative team to discuss data and receive feedback/professional development in regards to teaching strategies related to addressing their specific needs.

Facilitator

Mary Hool, Learning Sciences International

Participants

All Teachers

Schedule

Monthly, from 10/23/2014 to 4/24/2015

G1.B2 Need for differentiated professional development..

G1.B2.S1 Add additional professional development is needed for thirteen teachers who have not received three years worth of professional development in Dr. Marzano's Art and Science of Teaching at Sand Lake Elementary School.

PD Opportunity 1

Additional professional development will be provided for the teachers coming in new to Sand Lake Elementary School this year in Dr. Marzano's Art and Science of Teaching and Marzano's Instructional Strategies.

Facilitator

Mary Hool

Participants

New teachers to Sand Lake Elementary School

Schedule

Monthly, from 8/1/2014 to 12/17/2014

PD Opportunity 2

Coaching and modeling [copy]

Facilitator

Learning Sciences International

Participants

Principal, school coaches

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

G1.B2.S2 Bring in professional developers from Learning Sciences International to provide training in Dr. Marzano's instructional strategies as well as coaching, classroom observations, and feedback.

PD Opportunity 1

Learning Sciences International will provide professional development to the faculty at Sand Lake Elementary School in the teaching strategies of Dr. Marzano's work and how to connect these strategies to their classroom data to make focused instructional decisions.

Facilitator

Learning Sciences International

Participants

All faculty and coaches, principal

Schedule

Every 6 Weeks, from 8/6/2014 to 5/13/2015

PD Opportunity 2

Coaching and modeling training

Facilitator

Learning Sciences International

Participants

Principal, school coaches

Schedule

Monthly, from 9/29/2014 to 3/30/2015

G2. Sand Lake Elementary School teachers and administrators will focus on explicitly teaching conative skills to students in order to nurture and develop the 21st Century Learning Skills of communication, collaboration, and leadership for effective use in the classroom, leading to an increase in student accountability and autonomy.

G2.B1 Teachers are unfamiliar with what conative skills are and ways to teach these explicitly to students.

G2.B1.S1 Teachers and administrators will read and apply the Marzano Center Teacher Observation Protocol Adaptation 3 which outlines cognitive and conative skills, secure team copies of Dr. Marzano's book Teaching and Assessing 21st Century Skills, and conduct book studies with Teaching and Assessing 21st Century Skills.

PD Opportunity 1

Read and discuss the conative skills from Marzano Center Teacher Observation Protocol Adaptation 3

Facilitator

Jennifer Rejim

Participants

Faculty and administrative team

Schedule

On 1/21/2015

G2.B2 Teachers have not found where these conative skills are implicit in the Mathematics Practice standards and the College and Career Readiness Anchor Standards and still see them as social/emotional skills and separate.

G2.B2.S1 Teams have planning days to research and be trained in the aspects of the Mathematical Practices and the College and Career Readiness Anchor standards that are embedded in students' conative skills.

PD Opportunity 1

Provide teachers with professional development in the relationship between conative skills and the mathematical practices.

Facilitator

Jennifer Rejim, Randolyn "Brooke" Freiburger, Laura Stockwell

Participants

Teachers

Schedule

Biweekly, from 12/17/2014 to 1/21/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Sand Lake Elementary School teachers and administrators will focus on explicitly teaching conative skills to students in order to nurture and develop the 21st Century Learning Skills of communication, collaboration, and leadership for effective use in the classroom, leading to an increase in student accountability and autonomy.	350
Grand Total	350

Goal 2: Sand Lake Elementary School teachers and administrators will focus on explicitly teaching conative skills to students in order to nurture and develop the 21st Century Learning Skills of communication, collaboration, and leadership for effective use in the classroom, leading to an increase in student accountability and autonomy.		
Description	Source	Total
B1.S1.A1 - Teaching and Assessing 21st Century Skills	General Fund	350
Total Goal 2		350