

Sand Lake Elementary

8301 BUENA VISTA WOODS BLVD, Orlando, FL 32836

www.ocps.net/lc/southwest/esn

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	47%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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. 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 in exiting their vehicles, greet them with a smile, and send them on their way with wishes for a great day. Bus riders are met each morning by staff members as well, who walk students to the cafeteria. Systems and procedures in place provide students with the comfort they need to maximize their learning potential each and every day. Monthly emergency drills ensure that students practice procedures in the event such an emergency occurs on campus. Automaticity and comfort in the knowledge that their knowledge and the guidance of their teachers will keep them safe is of utmost concern. 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 few students have anxiety about the drill procedures and their individual needs are met as a plan is put in

place for each student to address their needs and maintain their feeling of safety within the school environment. 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. Focus on the positives in student behaviors maintains an atmosphere directed towards learning. 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 works through school personnel to identify families in need in our own community 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 pairing them 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 behavioral specialist and other members of the administrative team 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 Multi-Tiered System of Support (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 FSA/FCAT/ITBS 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:

*FSA/FCAT Level 1 or Level 2 in English Language Arts (ELA) or mathematics

- *Low performance on interim assessments, grade level summative assessments
- *iReady Performance Reports indicating significant learning gaps
- *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	14	9	20	3	4	7	57
One or more suspensions	0	1	0	0	0	1	2
Course failure in ELA or Math	11	24	21	27	17	24	124
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total	
	K	1	2	3	4	5		
Students exhibiting two or more indicators		4	1	5	2	1	3	16

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 staffing specialist and social worker. If the problem persists, early warning truancy letters are sent and followed-up on by a designee of the administrative team, as necessary. If circumstances necessitate, the parent is referred for special services, resources, and agencies to assist them in rectifying the truancy problem. 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 receive additional Tier II or potentially Tier III support predominantly within the classroom during the 30-minute intervention time (at a minimum), though some receive tier III interventions through a pull-out program using alternative research-based reading materials. Students who scored a level 1 (or low level 2) are automatically placed in the MTSS process and receive classroom interventions for their identified needs in the classroom, or pull-out, as appropriate. The school psychologist serves an active role in the process through observation as well as supplying intervention suggestions to teachers and/or facilitating the intervention with specific students.

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. The school uses an electronic service for sending fliers home to parents. This allows access to past fliers that previously might have been lost in the backpacks of our students. Members of the administrative staff work with the principal to return phone calls and communicate with parents in regards to concerns that may arise as the year progresses. 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 specific needs to the PIE coordinator, who in turn is able to match their needs with local businesses who can support those needs. Students and families are kept aware of the contributions through a monthly newsletter. In the spring, the contributions of the local community as well as all of our volunteers is celebrated at a breakfast in their honor where classes create special cards and gifts for their volunteers. Sand Lake Elementary School has been recipient of the 5-Star PTA Award and has received special recognition for outstanding community involvement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Hool, Mary	Principal
Rejim, Jennifer	Instructional Coach
Stockwell, Laura	Instructional Coach
Freiberger, Randolyn Brooke	Instructional Coach
Kaak, Ellen	Other
Bransford, Judy	Dean
	Guidance Counselor

Duties

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

Principal: Oversees the Multi-Tiered Support System (MTSS) implementation and assessment, serves as the instructional leader and primary source of professional development, monitors distribution of leadership roles;

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

Staffing Specialist: Attends MTSS monthly meetings, facilitates all Exceptional Student Education (ESE) consent meetings and 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 Next Generation Sunshine State Standards (NGSSS).

Behavior Specialist: Serves as MTSS co-coach, Assists MTSS team and teachers in suggesting behavior strategies that will enable students to learn, monitors those strategies;

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 Professional Learning Communities (PLCs) and individual meetings as necessary, facilitates instruction for Tier III intervention groups, participates in 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 data points to make determinations and recommendations for the MTSS process and to monitor instruction including, but not limited to: interim assessments, common

formal and summative assessments, Renaissance Learning Reading STAR assessment (STAR), and FSA/ Historical Florida Comprehensive Achievement Test (FCAT) scores. Adjustments to this list may be made annually as district assessment decisions may have changed. This year it is anticipated that this will occur.

Teachers facilitate Tier II intervention groups within their classrooms using Houghton Mifflin's Journey's "Write-In Readers" as a primary tool for instruction and assessment. MTSS effectiveness is gauged by student growth based on the above measures over a specified period of time. Adjustments are made as data is analyzed. The MTSS process specifically supports our needs for making learning gains for our lowest 25% and is monitored closely by the MTSS coaches and principal.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ronda Schoenenberg	Parent
Mary Hool	Principal
Cathy Williams	Parent
Rebecca Phillips	Parent
Vanessa Paniagua	Parent
Jayonthi Balachandran	Parent
Miles Katz	Parent
Melinda Vealey	Parent
Brian LeVine	Business/Community
Linda Morrison	Parent
Marcia Fletcher-Goldsmith	Teacher
Sherrie Strickland	Teacher
Terry Fay	Parent
Ruth Howe	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

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 2015-2016 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:

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

As the teams continue to deconstruct instruct using the new ELA Florida Standards the team facilitates the planning of professional development, sharing ideas, and securing resources. In addition, the Literacy Leadership Team provides support for text-based questioning and rigor in the classroom as it relates to our students' experiences with text. Professional Learning Communities (PLC) related specifically to this topic are developed in order for teachers to gather and share resources, strategies, and build a community of support as we continue our journey with these new standards. Additionally, they 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 continued successful implementation of the Florida Standards and preparation for the Florida State Assessment (FSA).

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 (45-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 formative assessments. The 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 directed 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 School and through Orange County Public Schools/Professional Development Services-Online. Sand Lake Elementary School is culturally embedded in continuing their path of learning and implementing Dr. Marzano's effective teaching strategies to improve student achievement. Led by Mary Hool, principal, the school's instructional personnel value the climate of excellence that has been created which has resulted in a low turn-over rate among faculty at Sand Lake Elementary School. Last year Learning Sciences International identified Sand Lake Elementary School as a demonstration school of rigor and provided 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

As a part of the school's teacher mentoring program, teachers are paired with seasoned teachers to help them fully develop their potential. The instructional staff is encouraged to mentor each other through 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. Additionally, struggling teachers who may not fall into the category of a new teacher, are paired with teachers who may demonstrate a strength in the area where they need improvement. This collaboration, which is often cross-grade level, creates a continued atmosphere of collaboration and support.

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. Identification of intervention and enrichment students ensures that students receive additional support beyond the core instructional program. Once data indicates that students are in need of interventions, they begin receiving Tier II interventions within the classroom during the daily 30-minute intervention time. Data is collected over a set period of time to determine growth and discussed as a part of the MTSS process. Expectations remain high, though materials are 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 has historically achieved levels 4 and 5 with sixty percent or more of its students each year in the areas of reading and mathematics as indicated on the FCAT. 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 once that data becomes available.

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 (FLKRS).

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

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

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

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

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

Students in the 4th and 5th grades participate in the CAPE Tools Certificates courses where they are given opportunities to learn the tools necessary to enrich and support their digital learning. With opportunities to practice these skills at school and at home, if a students so wishes, and then students take exams to indicate passing in the courses for credit.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

Only being in the second year of full implementation of the Florida Standards, teachers do not have a full depth of knowledge of the understanding of the rigor needed to implement the standards. Past data indicates that changes in the instructional practices of teachers to meet the needs of an ever changing population of students and the needs of the bottom 25%. Adapting to changes in instructional changes and curriculum/standards changes simultaneously has meant that teachers are spending planning time learning and teaching one another which often leads to an ineffective use of their planning. Planning does not reach the depth it needs to as teachers often remain in the learn phase rather than into the implement or adapt phases with their strategies for teaching. Additionally, surveys conducted with stakeholders including parents and teachers indicates a lack of technology resources as a hindrance on their teaching and student learning.

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 plan and implement effective standards-based instruction. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps)

- G2.** Sand Lake Elementary School teachers will establish effective use of planning that is keenly focused on the Florida Standards and common formative assessments. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps)

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 plan and implement effective standards-based instruction. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps) **1a**

 G072713

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - SWD	

Resources Available to Support the Goal **2**

- Dr. Marzano's Reflective Teacher
- iObservation Essentials for Achieving Rigor resources
- Marzano Center/Learning Sciences Book Series: Essentials for Achieving Rigor (Performance Tasks and Scales, Identifying Critical Content, Processing New Content, Recording and Representing Knowledge)
- Creating Brain-based Assessments by David A. Sousa
- District Measurement Topic Plans (MTP's)
- English Language Arts/ Mathematics Florida Standards (LAFS/MAFS)
- Florida Standards test specifications

Targeted Barriers to Achieving the Goal **3**

- There is a lack of common time for teachers to meet with administrators to analyze data and make connections to their instruction.
- Teachers struggle to reach the intended rigor of the standard and to provide students with cognitively complex tasks within the time frame of the scope and sequence set forth by the district because all content of the standards is taught as new content.
- Teachers are not fluent in creating common assessments that measure the effectiveness of the standards-based instruction at the appropriate level of rigor and aligned to the test specifications.
- Need for differentiated professional development to meet the individual learning needs of teachers.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Mary Hool

Schedule

Every 6 Weeks, from 9/2/2015 to 4/29/2016

Evidence of Completion

Classroom walkthrough data reflecting a tighter alignment of tasks and assessments to standards as well as student performance data showing growth in mastery of the standards

G2. Sand Lake Elementary School teachers will establish effective use of planning that is keenly focused on the Florida Standards and common formative assessments. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps) 1a

G072714

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Brain Friendly Assessments by David Sousa (book)
- Marzano Center Teacher Observation Protocol for the 2015 Marzano Teacher Evaluation Model
- Marzano Center Essentials for Achieving Rigor Series (books): Processing New Information, Creating Learning Targets and Performance Scales, Engaging in Cognitively Complex Tasks, Revising Knowledge, Identifying Critical Content

Targeted Barriers to Achieving the Goal 3

- Planning capacity is hindered by shifts in the intentional use of district provided materials, such as textbooks, from a primary guide for instruction to a resource for achieving mastery of state standards.
- Insufficient time for teachers to share ideas and build their craft within their classrooms.

Plan to Monitor Progress Toward G2. 8

The leadership team will monitor student growth on formative and summative assessments as well as an increase in standard appropriate rigorous activities within the classroom as effective planning leads to effectively achieving the appropriate depth of rigor of the standards.

Person Responsible

Mary Hool

Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Sand Lake Elementary School teachers and administrative staff will deepen their understanding of Florida Standards and conditions of rigor in order to plan and implement effective standards-based instruction. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps) **1**

 G072713

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

 B189721

G1.B1.S1 Administration will provide and protect 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**

 S201080

Strategy Rationale

Teams need time that is set aside for planning together as well as meeting to discuss and monitor data from state assessments and common assessments. 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 on Mondays during data meetings 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 9/22/2015 to 4/26/2016

Evidence of Completion

Meeting agendas, professional learning community (PLC) minutes

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

Principal or administrative team will attend the Tuesday morning PLCs and Monday data meetings to ensure teachers are convening and planning appropriately.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Monthly, from 10/5/2015 to 4/26/2016

Evidence of Completion

Minutes from PLC meetings, administration notes

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

The leadership team will monitor for focused instructional decisions to use specific instructional strategies to meet the needs of specific subgroups of learners through observation of instructional delivery and review of lesson plans to monitor teachers' understanding of and planning for the rigor of the standards.

Person Responsible

Mary Hool

Schedule

Quarterly, from 10/30/2015 to 4/29/2016


Evidence of Completion

Teacher observation data, common formative and summative assessments that appropriately measure the rigor of the standards, lesson plans reflecting a deeper understanding of the standards.

G1.B2 Teachers struggle to reach the intended rigor of the standard and to provide students with cognitively complex tasks within the time frame of the scope and sequence set forth by the district because all content of the standards is taught as new content. **2**

 B189722

G1.B2.S1 Teachers spend additional time in vertical professional learning communities deconstructing standards from one grade level to the next. **4**

 S201081

Strategy Rationale

By having teachers meet with teachers from grade levels below and above them, they are able to better understand the intent of their grade-level standards and ensure that their instruction is appropriately aligned.

Action Step 1 **5**

Teachers will meet in vertically aligned PLCs to deconstruct English language arts and mathematics Florida Standards.

Person Responsible

Jennifer Rejim

Schedule

Semiannually, from 9/30/2015 to 4/6/2016

Evidence of Completion

Professional learning community agenda and minutes, unit/lesson plans

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

The coaches will monitor by attending PLC meetings to collect artifacts of vertical alignment as related to the district grade-level Scope and Sequences and the depth of rigor of the Florida Standards.

Person Responsible

Jennifer Rejim

Schedule

Semiannually, from 9/30/2015 to 4/6/2016

Evidence of Completion

Professional learning community agendas and minutes, unit/lesson plans

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

Leadership team will monitor unit plans for an increased use of more cognitively complex tasks that build upon the previously learned knowledge within the standards.

Person Responsible

Mary Hool

Schedule

Semiannually, from 10/14/2015 to 4/6/2016

Evidence of Completion

iObservation, team unit plans, teacher interviews/surveys

G1.B3 Teachers are not fluent in creating common assessments that measure the effectiveness of the standards-based instruction at the appropriate level of rigor and aligned to the test specifications. 2

 B189723

G1.B3.S1 The principal will send designated staff to the district common formative assessment trainings to bring back processes and information to the staff in effectively developing formative assessments that appropriately measure the full intent of the standards. 4

 S201083

Strategy Rationale

By working receiving district training explicitly in the processes of developing common formative assessments, school designees will be able to build capacity by working with others at the level following the training.

Action Step 1 5

School designees will attend the trainings.

Person Responsible

Randolyn Brooke Freiberger

Schedule

Semiannually, from 9/9/2015 to 4/25/2016

Evidence of Completion

Common assessments, student data from common assessments and state/district assessments

Action Step 2 5

The leadership team will schedule a time in the school calendar for the staff who attended the trainings to in turn train the staff.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Quarterly, from 9/16/2015 to 4/20/2016

Evidence of Completion

School calendar, training handouts, teacher sign-in sheet

Action Step 3 5

The leadership team will establish and implement a process to review and revise assessments prior to administration.

Person Responsible

Laura Stockwell

Schedule

Every 3 Weeks, from 10/1/2015 to 6/3/2016

Evidence of Completion

Team common formative assessments, description of process

Action Step 4 5

Teachers will effectively use the assessments to collect progress monitoring data to adjust and inform instruction.

Person Responsible

Jennifer Rejim

Schedule

Monthly, from 10/19/2015 to 5/30/2016

Evidence of Completion

Teacher data, minutes/notes from data meetings

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

Coaches will monitor teacher submitted common assessments with lesson plans to ensure alignment to their standards-based instruction.

Person Responsible

Randolyn Brooke Freiburger

Schedule

Biweekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

Common assessments, lesson plans

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

Leadership team will monitor that formative common assessments are aligned to the test specifications and Florida Standards to ensure the effectiveness of the assessments and the instruction.

Person Responsible

Jennifer Rejim

Schedule


Biweekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

Common assessments, lesson plans, instructional focus calendars

G1.B4 Need for differentiated professional development to meet the individual learning needs of teachers.

2

 B189724

G1.B4.S1 Add additional professional development to address varied knowledge levels of Dr. Marzano's Instructional Framework strategies along with other teaching topics and strategies that are relevant to the Florida Standards and conditions of rigor. 4

 S201084

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. By offering teachers choice in professional development alongside the mandatory professional development, teachers are more engaged in their own learning process.

Action Step 1 5

Additional professional development will be developed by the leadership team to address the varying needs of new and seasoned faculty members at Sand Lake Elementary School.

Person Responsible

Mary Hool

Schedule

Monthly, from 8/10/2015 to 4/27/2016

Evidence of Completion

PD artifacts, such as power point presentations, informational documents, and/or sign-in sheets

Action Step 2 5

Teachers will ensure their own implementation of techniques from the professional development/

Person Responsible

Mary Hool

Schedule

Monthly, from 9/30/2015 to 4/6/2016

Evidence of Completion

iObservation, lesson plans, unit plans, common assessments

Action Step 3 5

The leadership team will provide coaching and modeling for teachers who need additional support.

Person Responsible

Mary Hool

Schedule

Every 3 Weeks, from 9/7/2015 to 4/4/2016

Evidence of Completion

iObservation coaching feedback tool, coaching feedback logs

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The principal or designee will attend and collect artifacts from the professional development sessions on the topics and strategies that are relevant to teachers.

Person Responsible

Mary Hool

Schedule

Monthly, from 9/14/2015 to 4/6/2016

Evidence of Completion

PD handouts, sign-in sheets, informational handouts

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The leadership team will monitor teachers through informal observations for evidence of effective implementation of Dr. Marzano's instructional strategies as well as other strategies acquired from professional development used intentionally and specifically to address student needs.

Person Responsible

Mary Hool

Schedule

Monthly, from 8/24/2015 to 4/4/2016

Evidence of Completion

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

G2. Sand Lake Elementary School teachers will establish effective use of planning that is keenly focused on the Florida Standards and common formative assessments. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps) **1**

 G072714

G2.B2 Planning capacity is hindered by shifts in the intentional use of district provided materials, such as textbooks, from a primary guide for instruction to a resource for achieving mastery of state standards. **2**

 B189731

G2.B2.S1 Teachers receive professional development and support from coaches in the use of resources from district curriculum services in order to plan utilizing learning targets and performance scales from the standards. **4**

 S201087

Strategy Rationale

When teachers plan using a scope and sequence to keep the pace and write performance scales using learning targets directly from the standards, they are no longer able to teach a textbook from cover to cover. The focus will shift to insuring that students are mastering the necessary targets within the standard and ultimately the standard as a whole.

Action Step 1 **5**

Leadership team and teacher leaders will model the process of: 1) starting with the standard to develop proficiency scales and learning targets; 2) determining student tasks and activities to provide students practice in the skills and processes needed to achieve mastery of the standards; and 3) assessing district-provided and other resources to determine which will appropriately provide the kinds of tasks and activities previously identified to help students reach mastery of the standards.

Person Responsible

Jennifer Rejim

Schedule

Every 6 Weeks, from 8/11/2015 to 3/16/2016

Evidence of Completion

Exit slips, lesson plans, teacher-coach interviews, Essentials for Achieving Rigor Coaching Tool

Action Step 2 5

Leadership team will support teachers through coaching and modeling.

Person Responsible

Mary Hool

Schedule

Quarterly, from 10/21/2015 to 3/23/2016

Evidence of Completion

iObservation coaching and feedback tool, coaches' reflective logs

Action Step 3 5

Teachers will deliver instruction more tightly aligned to the rigor of the standards as a result of their planning and coaching feedback.

Person Responsible

Mary Hool

Schedule

Monthly, from 10/21/2015 to 3/23/2016

Evidence of Completion

iObservation teacher data, teacher reflective logs, lesson plans

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

Leadership team will attend PD and collect artifacts indicative of teacher learning related to learning targets and performance scales.

Person Responsible

Mary Hool

Schedule

Monthly, from 10/26/2015 to 3/24/2016

Evidence of Completion

Handouts, PowerPoints, informational handouts, teacher sign-ins

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

Leadership team will conduct classroom observations and review lesson plans to monitor instructional delivery more tightly aligned to the full intent of the standards.

Person Responsible

Mary Hool


Schedule

Monthly, from 11/2/2015 to 6/3/2016

Evidence of Completion

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

G2.B2.S2 Teachers read, reflect, and apply their knowledge from the book *Creating and Using Learning Targets and Performance Scales* within their teams and classrooms. 4

 S201088

Strategy Rationale

This text is the follow-up and review for previous training from Learning Sciences International in previous years on the topic of learning targets and performance scales and it will also bridge the gaps for teachers who are new to Sand Lake Elementary School.

Action Step 1 5

Teachers read and reflect on the book, *Creating and Using Learning Targets and Performance Scales* by Carla Moore and Libby Garst.

Person Responsible

Laura Stockwell

Schedule

On 9/30/2015

Evidence of Completion

Teacher reflections

Action Step 2 5

Teachers apply their learning from the book, *Creating and Using Learning Targets and Performance Scales* by Carla Moore and Libby Garst to their planning as a grade level team.

Person Responsible

Laura Stockwell

Schedule

Biweekly, from 10/5/2015 to 5/23/2016

Evidence of Completion

Team lesson/unit plans with performance scales and learning targets

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The leadership team will monitor lesson/unit plans for the effective use of a performance scale with learning targets that reflects the intent of the standard and the depth of rigor for all standards included in the performance scale.

Person Responsible

Laura Stockwell

Schedule

Biweekly, from 10/26/2015 to 5/16/2016

Evidence of Completion

Lesson/unit plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The leadership team will monitor classroom instruction for implementation of the performance scale and learning targets with students in instruction.

Person Responsible

Mary Hool

Schedule

Every 3 Weeks, from 10/26/2015 to 5/16/2016

Evidence of Completion

iObservation data, teacher observation notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Student formative and summative data will be analyzed and students will be interviewed on their own knowledge of their progression of learning towards mastery of the standard.

Person Responsible

Mary Hool


Schedule

Every 6 Weeks, from 11/16/2015 to 5/23/2016


Evidence of Completion

Formative and summative assessment results, team analysis of assessment results, student interviews

G2.B3 Insufficient time for teachers to share ideas and build their craft within their classrooms. 2

 B189732

G2.B3.S1 Provide teams with consistent, uninterrupted, weekly planning time. 4

 S201089

Strategy Rationale

Time for planning with a consistent schedule is most important when establishing a routine for effective planning.

Action Step 1 5

Provide teams with consistent, uninterrupted, weekly planning time.

Person Responsible

Mary Hool

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Professional Learning Community (PLC) agenda/minutes, weekly staff news/schedule

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Coaches will attend meetings on a rotating schedule for support and to monitor for effectiveness.

Person Responsible

Randolyn Brooke Freiberger

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PLC meeting sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Coaches will provide additional curriculum and procedural support to teams as needed during this time in order to increase effectiveness of their planning.

Person Responsible

Randolyn Brooke Freiberger

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

PLC minutes, coach's notes/log

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 on Mondays during data meetings to discuss data and receive feedback/professional development in regards to teaching strategies related to addressing their specific needs.	Hool, Mary	9/22/2015	Meeting agendas, professional learning community (PLC) minutes	4/26/2016 monthly
G1.B2.S1.A1	Teachers will meet in vertically aligned PLCs to deconstruct English language arts and mathematics Florida Standards.	Rejim, Jennifer	9/30/2015	Professional learning community agenda and minutes, unit/lesson plans	4/6/2016 semiannually
G1.B3.S1.A1	School designees will attend the trainings.	Freiberger, Randolyn Brooke	9/9/2015	Common assessments, student data from common assessments and state/district assessments	4/25/2016 semiannually
G1.B4.S1.A1	Additional professional development will be developed by the leadership team to address the varying needs of	Hool, Mary	8/10/2015	PD artifacts, such as power point presentations, informational documents, and/or sign-in sheets	4/27/2016 monthly

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Sand Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	new and seasoned faculty members at Sand Lake Elementary School.				
G2.B2.S1.A1	Leadership team and teacher leaders will model the process of: 1) starting with the standard to develop proficiency scales and learning targets; 2) determining student tasks and activities to provide students practice in the skills and processes needed to achieve mastery of the standards; and 3) assessing district-provided and other resources to determine which will appropriately provide the kinds of tasks and activities previously identified to help students reach mastery of the standards.	Rejim, Jennifer	8/11/2015	Exit slips, lesson plans, teacher-coach interviews, Essentials for Achieving Rigor Coaching Tool	3/16/2016 every-6-weeks
G2.B2.S2.A1	Teachers read and reflect on the book, Creating and Using Learning Targets and Performance Scales by Carla Moore and Libby Garst.	Stockwell, Laura	8/10/2015	Teacher reflections	9/30/2015 one-time
G2.B3.S1.A1	Provide teams with consistent, uninterrupted, weekly planning time.	Hool, Mary	8/24/2015	Professional Learning Community (PLC) agenda/minutes, weekly staff news/schedule	6/3/2016 weekly
G1.B3.S1.A2	The leadership team will schedule a time in the school calendar for the staff who attended the trainings to in turn train the staff.	Freiberger, Randolyn Brooke	9/16/2015	School calendar, training handouts, teacher sign-in sheet	4/20/2016 quarterly
G1.B4.S1.A2	Teachers will ensure their own implementation of techniques from the professional development/	Hool, Mary	9/30/2015	iObservation, lesson plans, unit plans, common assessments	4/6/2016 monthly
G2.B2.S1.A2	Leadership team will support teachers through coaching and modeling.	Hool, Mary	10/21/2015	iObservation coaching and feedback tool, coaches' reflective logs	3/23/2016 quarterly
G2.B2.S2.A2	Teachers apply their learning from the book, Creating and Using Learning Targets and Performance Scales by Carla Moore and Libby Garst to their planning as a grade level team.	Stockwell, Laura	10/5/2015	Team lesson/unit plans with performance scales and learning targets	5/23/2016 biweekly
G1.B3.S1.A3	The leadership team will establish and implement a process to review and revise assessments prior to administration.	Stockwell, Laura	10/1/2015	Team common formative assessments, description of process	6/3/2016 every-3-weeks
G1.B4.S1.A3	The leadership team will provide coaching and modeling for teachers who need additional support.	Hool, Mary	9/7/2015	iObservation coaching feedback tool, coaching feedback logs	4/4/2016 every-3-weeks
G2.B2.S1.A3	Teachers will deliver instruction more tightly aligned to the rigor of the standards as a result of their planning and coaching feedback.	Hool, Mary	10/21/2015	iObservation teacher data, teacher reflective logs, lesson plans	3/23/2016 monthly
G1.B3.S1.A4	Teachers will effectively use the assessments to collect progress monitoring data to adjust and inform instruction.	Rejim, Jennifer	10/19/2015	Teacher data, minutes/notes from data meetings	5/30/2016 monthly
G1.MA1	The coaches will conduct classroom walkthroughs to observe instruction and to review student performance data to monitor for improvement.	Hool, Mary	9/2/2015	Classroom walkthrough data reflecting a tighter alignment of tasks and assessments to standards as well as student performance data showing growth in mastery of the standards	4/29/2016 every-6-weeks
G1.B1.S1.MA1	The leadership team will monitor for focused instructional decisions to use specific instructional strategies to meet the needs of specific subgroups of learners through observation of	Hool, Mary	10/30/2015	Teacher observation data, common formative and summative assessments that appropriately measure the rigor of the standards, lesson plans reflecting a deeper understanding of the standards.	4/29/2016 quarterly

Orange - 1731 - Sand Lake Elementary - 2015-16 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
	instructional delivery and review of lesson plans to monitor teachers' understanding of and planning for the rigor of the standards.				
G1.B1.S1.MA1	Principal or administrative team will attend the Tuesday morning PLCs and Monday data meetings to ensure teachers are convening and planning appropriately.	Freiberger, Randolyn Brooke	10/5/2015	Minutes from PLC meetings, administration notes	4/26/2016 monthly
G1.B2.S1.MA1	Leadership team will monitor unit plans for an increased use of more cognitively complex tasks that build upon the previously learned knowledge within the standards.	Hool, Mary	10/14/2015	iObservation, team unit plans, teacher interviews/surveys	4/6/2016 semiannually
G1.B2.S1.MA1	The coaches will monitor by attending PLC meetings to collect artifacts of vertical alignment as related to the district grade-level Scope and Sequences and the depth of rigor of the Florida Standards.	Rejim, Jennifer	9/30/2015	Professional learning community agendas and minutes, unit/lesson plans	4/6/2016 semiannually
G1.B3.S1.MA1	Leadership team will monitor that formative common assessments are aligned to the test specifications and Florida Standards to ensure the effectiveness of the assessments and the instruction.	Rejim, Jennifer	9/21/2015	Common assessments, lesson plans, instructional focus calendars	5/16/2016 biweekly
G1.B3.S1.MA1	Coaches will monitor teacher submitted common assessments with lesson plans to ensure alignment to their standards-based instruction.	Freiberger, Randolyn Brooke	9/21/2015	Common assessments, lesson plans	5/16/2016 biweekly
G1.B4.S1.MA1	The leadership team will monitor teachers through informal observations for evidence of effective implementation of Dr. Marzano's instructional strategies as well as other strategies acquired from professional development used intentionally and specifically to address student needs.	Hool, Mary	8/24/2015	Teacher observation notes, iObservation protocols, changes in student formative and summative evaluation results	4/4/2016 monthly
G1.B4.S1.MA1	The principal or designee will attend and collect artifacts from the professional development sessions on the topics and strategies that are relevant to teachers.	Hool, Mary	9/14/2015	PD handouts, sign-in sheets, informational handouts	4/6/2016 monthly
G2.MA1	The leadership team will monitor student growth on formative and summative assessments as well as an increase in standard appropriate rigorous activities within the classroom as effective planning leads to effectively achieving the appropriate depth of rigor of the standards.	Hool, Mary	11/2/2015	Results from formative and summative assessments, classroom observation, lesson plans	6/3/2016 monthly
G2.B2.S1.MA1	Leadership team will conduct classroom observations and review lesson plans to monitor instructional delivery more tightly aligned to the full intent of the standards.	Hool, Mary	11/2/2015	Student observation, student growth on formative and summative assessments, student surveys	6/3/2016 monthly
G2.B2.S1.MA1	Leadership team will attend PD and collect artifacts indicative of teacher learning related to learning targets and performance scales.	Hool, Mary	10/26/2015	Handouts, PowerPoints, informational handouts, teacher sign-ins	3/24/2016 monthly
G2.B3.S1.MA1	Coaches will provide additional curriculum and procedural support to teams as needed during this time in	Freiberger, Randolyn Brooke	9/1/2015	PLC minutes, coach's notes/log	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	order to increase effectiveness of their planning.				
G2.B3.S1.MA1	Coaches will attend meetings on a rotating schedule for support and to monitor for effectiveness.	Freiberger, Randolyn Brooke	9/1/2015	PLC meeting sign-in sheets	5/31/2016 weekly
G2.B2.S2.MA1	Student formative and summative data will be analyzed and students will be interviewed on their own knowledge of their progression of learning towards mastery of the standard.	Hool, Mary	11/16/2015	Formative and summative assessment results, team analysis of assessment results, student interviews	5/23/2016 every-6-weeks
G2.B2.S2.MA1	The leadership team will monitor lesson/unit plans for the effective use of a performance scale with learning targets that reflects the intent of the standard and the depth of rigor for all standards included in the performance scale.	Stockwell, Laura	10/26/2015	Lesson/unit plans	5/16/2016 biweekly
G2.B2.S2.MA2	The leadership team will monitor classroom instruction for implementation of the performance scale and learning targets with students in instruction.	Hool, Mary	10/26/2015	iObservation data, teacher observation notes	5/16/2016 every-3-weeks

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 plan and implement effective standards-based instruction. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps)

G1.B1 There is a lack of common time for teachers to meet with administrators to analyze data and make connections to their instruction.

G1.B1.S1 Administration will provide and protect 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 on Mondays during data meetings to discuss data and receive feedback/professional development in regards to teaching strategies related to addressing their specific needs.

Facilitator

Mary Hool, Jennifer Rejim

Participants

All Teachers

Schedule

Monthly, from 9/22/2015 to 4/26/2016

G1.B3 Teachers are not fluent in creating common assessments that measure the effectiveness of the standards-based instruction at the appropriate level of rigor and aligned to the test specifications.

G1.B3.S1 The principal will send designated staff to the district common formative assessment trainings to bring back processes and information to the staff in effectively developing formative assessments that appropriately measure the full intent of the standards.

PD Opportunity 1

School designees will attend the trainings.

Facilitator

Orange County Public Schools

Participants

School coaches

Schedule

Semiannually, from 9/9/2015 to 4/25/2016

PD Opportunity 2

The leadership team will schedule a time in the school calendar for the staff who attended the trainings to in turn train the staff.

Facilitator

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

Participants

All teachers

Schedule

Quarterly, from 9/16/2015 to 4/20/2016

G1.B4 Need for differentiated professional development to meet the individual learning needs of teachers.

G1.B4.S1 Add additional professional development to address varied knowledge levels of Dr. Marzano's Instructional Framework strategies along with other teaching topics and strategies that are relevant to the Florida Standards and conditions of rigor.

PD Opportunity 1

Additional professional development will be developed by the leadership team to address the varying needs of new and seasoned faculty members at Sand Lake Elementary School.

Facilitator

Mary Hool

Participants

All teachers at Sand Lake Elementary School

Schedule

Monthly, from 8/10/2015 to 4/27/2016

PD Opportunity 2

The leadership team will provide coaching and modeling for teachers who need additional support.

Facilitator

Sand Lake Elementary School principal and coaches

Participants

Principal, school coaches

Schedule

Every 3 Weeks, from 9/7/2015 to 4/4/2016

G2. Sand Lake Elementary School teachers will establish effective use of planning that is keenly focused on the Florida Standards and common formative assessments. (District Priorities: Ensure Career and College Readiness and Narrow achievement gaps)

G2.B2 Planning capacity is hindered by shifts in the intentional use of district provided materials, such as textbooks, from a primary guide for instruction to a resource for achieving mastery of state standards.

G2.B2.S1 Teachers receive professional development and support from coaches in the use of resources from district curriculum services in order to plan utilizing learning targets and performance scales from the standards.

PD Opportunity 1

Leadership team and teacher leaders will model the process of: 1) starting with the standard to develop proficiency scales and learning targets; 2) determining student tasks and activities to provide students practice in the skills and processes needed to achieve mastery of the standards; and 3) assessing district-provided and other resources to determine which will appropriately provide the kinds of tasks and activities previously identified to help students reach mastery of the standards.

Facilitator

Jennifer Rejim, Randolyn Brooke Freiburger, Laura Stockwell

Participants

Teachers

Schedule

Every 6 Weeks, from 8/11/2015 to 3/16/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teams will meet with the administrative team on Mondays during data meetings to discuss data and receive feedback/professional development in regards to teaching strategies related to addressing their specific needs.				\$0.00
2	G1.B2.S1.A1	Teachers will meet in vertically aligned PLCs to deconstruct English language arts and mathematics Florida Standards.				\$0.00
3	G1.B3.S1.A1	School designees will attend the trainings.				\$0.00
4	G1.B3.S1.A2	The leadership team will schedule a time in the school calendar for the staff who attended the trainings to in turn train the staff.				\$0.00
5	G1.B3.S1.A3	The leadership team will establish and implement a process to review and revise assessments prior to administration.				\$0.00
6	G1.B3.S1.A4	Teachers will effectively use the assessments to collect progress monitoring data to adjust and inform instruction.				\$0.00
7	G1.B4.S1.A1	Additional professional development will be developed by the leadership team to address the varying needs of new and seasoned faculty members at Sand Lake Elementary School.				\$2,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1731 - Sand Lake Elementary	General Fund		\$2,520.00
			Notes: Purchase of three titles of books from the Marzano Essentials for Achieving Rigor Series to support professional development and enhance growth of teacher pedagogy.			
8	G1.B4.S1.A2	Teachers will ensure their own implementation of techniques from the professional development/				\$0.00
9	G1.B4.S1.A3	The leadership team will provide coaching and modeling for teachers who need additional support.				\$0.00
10	G2.B2.S1.A1	Leadership team and teacher leaders will model the process of: 1) starting with the standard to develop proficiency scales and learning targets; 2) determining student tasks and activities to provide students practice in the skills and processes needed to achieve mastery of the standards; and 3) assessing district-provided and other resources to determine which will appropriately provide the kinds of tasks and activities previously identified to help students reach mastery of the standards.				\$0.00
11	G2.B2.S1.A2	Leadership team will support teachers through coaching and modeling.				\$0.00
12	G2.B2.S1.A3	Teachers will deliver instruction more tightly aligned to the rigor of the standards as a result of their planning and coaching feedback.				\$0.00

Budget Data

13	G2.B2.S2.A1	Teachers read and reflect on the book, Creating and Using Learning Targets and Performance Scales by Carla Moore and Libby Garst.				\$900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1731 - Sand Lake Elementary	General Fund		\$900.00
			<i>Notes: Purchase of 42 copies of the book, Creating and Using Learning Targets and Performance Scales, by Carla Moore and Libby Garst.</i>			
14	G2.B2.S2.A2	Teachers apply their learning from the book, Creating and Using Learning Targets and Performance Scales by Carla Moore and Libby Garst to their planning as a grade level team.				\$0.00
15	G2.B3.S1.A1	Provide teams with consistent, uninterrupted, weekly planning time.				\$0.00
					Total:	\$3,420.00