

# Melaleuca Elementary School



2014-15 School Improvement Plan

## Melaleuca Elementary School

5759 GUN CLUB RD, West Palm Beach, FL 33415

[www.edline.net/pages/melaleuca\\_elementary\\_school](http://www.edline.net/pages/melaleuca_elementary_school)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

93%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

92%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

B

C

B

### School Board Approval

This plan is pending approval by the Palm Beach 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 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Melaleuca Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

##### **Provide the school's vision statement**

Melaleuca Elementary will instill in our school community the requisite social, academic, technological, and critical thinking skills for promoting success in an ever changing global society.

#### School Environment

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

Melaleuca Elementary consists of a diverse student body population and strives to build strong and meaningful relationships between teachers and students. Our school culture reflects an appreciation for diversity that allows our teachers and students to engage in various ongoing learning activities that will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our single school culture for academics provides an opportunity for our teachers to develop small, meaningful, schoolwide multicultural projects throughout the school year. In addition, our School Wide Positive Behavior Support Plan provides a common focus student behavioral expectations. Through our single school culture for behavior, we assure that all teachers engage in thoughtful discussions regarding climate guidelines and their behavioral expectations.

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

Melaleuca Elementary creates an environment where students feel safe and respected before, during and after school by implementing a comprehensive guidance program and a single school culture with expectations for positive and caring environment. Throughout the school year, our teachers and guidance counselors work diligently to articulate, demonstrate, and teach the specific skills that reflect the application of our SwPBS Universal guidelines or Melaleuca High Five Expectations to the context that our students will encounter before and after school. Our comprehensive guidance program includes lessons on interpersonal and social skills as well as how to handle and report bullying and harassment situations.

##### **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**



All Melaleuca teachers are trained in CHAMPs and implement the program with fidelity. Our students participate in activities twice a year (fall and spring) to instruct them in our school wide Universal guidelines and expectations for student behavior. In addition, our Positive Behavior Support team meets monthly to review discipline incidents and review school wide student recognition systems.

**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**

Melaleuca currently has two school based guidance counselors who provide differentiate services to students in need of assistance. Students may be referred for services in a variety of ways including, their teachers, administrations, parents, self referral, etc. Our guidance counselors work together to provide small group, classroom guidance or make referrals to outside agencies when necessary. In addition, on a weekly basis our MTSS team meets to discuss any students that are not meeting with academic or social success in the school setting.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

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

**Description**

Currently, parents participate in a variety of activities on our campus. For 2014, our goal is to increase then number of parent trainings offered to parents as well as the percentage of our parents participating in the offerings.

**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**

Melaleuca works with a variety of local business and community organizations to secure resources to support the school student achievement.

**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
Maupin, Deborah	Principal
	Assistant Principal
Negri, Kelly	Assistant Principal

## Duties

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

The school-based MTSS/RTI Leadership team is comprised of the following members: principal, assistant principal, ESE contact, ELL coordinator, school psychologist, reading coach, classroom teachers, guidance counselor, School Nurse, and a Multicultural Psychologist. The Principal and Assistant Principal provide a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- The MTSS team is implementing the RTI processes with fidelity
- assessment of RTI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RTI implementation is provided
- effective communication with parents regarding school-based RTI plans and activities occurs
- LLI is implemented and monitored with fidelity for students who require the additional intervention.

The Guidance counselor serves as the MTSS/SBT leader. The main role being to facilitate the meetings and maintain the documentation.

All other members of the leadership team provide expertise or assistance regarding interventions as well as serve as case liaisons for individual students. They follow up with teachers regarding specific students to ensure the fidelity of implementation of interventions and provide support and assistance with interventions. They assist in the design and implementation of progress monitoring, collecting and analyzing data, contribute to the development of intervention plans, and the implementation Tier 2 and Tier 3 interventions.

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

The school-based MTSS/RTI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the activities needed to create effective learning environments. After determining that effective Tier 1 Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RTI Leadership team. Once students are identified, the MTSS/RTI leadership team will work through the problem solving process to determine small group interventions, teacher supports, or additional resources that are needed to meet the needs of individual students.

Title I funding is used at the school to purchase a reading coach and a math resource teacher. The reading coach and math resource teacher provide coaching and professional development development to teachers. The funding provides professional development, tutorials and additional funding for family involvement resources.

Supplemental Academic Instruction (SAI) is provided by an SAI instructor who instructs students in grades 2-5.

Migrant and support services are provided by district support personnel in coordination with school based facilitators.

Title II funds programs and Professional Development provided by Safe Schools – Single School Culture; Academic, Behavior and Climate, Programs, Bullying Prevention, Character Education, and School Wide Positive Behavior Support are integrated into the school's curriculum. In addition, Title II supports Literacy Cohort teams, area teams, and the implementation of Marzano.

Nutrition programs such as the 100% Accessible Breakfast Program. Free and Reduced Lunch for

qualifying students are supported and encouraged at the school. In addition, the school provides "Commit to Be Fit" agendas as a part of the curriculum to provide instruction in nutrition and health awareness.

In addition, Melaleuca currently has a grant with the Mary & Robert Pew Foundation for \$10,000. The purpose of the grant is to provide books and resources to prevent the "Summer Reading Slide." Our school integrates Single School Culture by sharing our Universal Guidelines for Success (High Fives), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBS. The Action Plans are updated during our learning team meetings. An appreciation for multicultural diversity is instilled through our anti-bullying campaign, structured lessons, use of diversified curriculum materials, school wide exploration of social issues and SwPBS programs.

Title X provides support to students and families identified as homeless as needed.

All of the programs and support services listed above are used as a part of a coordinated effort to provide a rigorous and challenging curriculum to our students which includes an emphasis on the diversity and multicultural world in which we live. The teachers and staff are continuously engaged in professional development to promote our single school culture which closely aligns to and supports the goals and beliefs established by our district in terms of academics, behavior and school climate.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Alicia "Susie" Betts	Parent
Alyssa Cominio	Parent
Hector Rosa	Parent
Naomi Maldonado	Parent
Nathalie Henrismo	Parent
Tina Wesco	Teacher
Violina Albert	Parent
Deborah Maupin	Principal
Vince Pierino	Business/Community

#### 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*

The School Advisory Council collaborates to analyze data and review the implementation of the School Improvement Plan each year. The SAC reviews the individual goals set by the stakeholders and determines whether the goals were met as well as ways that the school can continue to improve.

*Development of this school improvement plan*

The School Advisory Council will meet on the first Tuesday of each month at 5:30 in the media center. SAC members provide input on the development and revision of the School Improvement Plan throughout the school year by reviewing data at various points of the year and discussing school based strategies for improvement.

*Preparation of the school's annual budget and plan*

During SAC meetings, stakeholders provide feedback that may add to or modify the existing strategies in the SIP as the school year progresses. Our SAC discusses the schools financial needs and priorities and assists with developing a budget that will best meet those needs.

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

Approximately \$1500 of School Improvement funds will be used to purchase materials for after school tutorial. \$ 500 will be allocated for incentives for the Reading Counts/Book Buddy program.

***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*

Additional requests for SAC participation have been sent out to parents, faculty and staff. By the end of our next SAC meeting on 10/7/2014, it is expected that the

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Maupin, Deborah	Principal
Morales, Irene	Teacher, K-12
Connin, Laura	Teacher, K-12
Evans, Lisa	Teacher, K-12
Gonzalez, Theresa	Teacher, K-12
Henleyrivera, Calmin	Teacher, K-12
Vogel, Jill	Teacher, K-12
Negri, Kelly	Assistant Principal
Martinez, michelle	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT promotes literacy within the school by serving as a professional development support system for their colleagues. The team works together together to establish goals for the school year and meet continuously to address identified needs in regards to best practices for teaching literacy at Melaleuca Elementary. The team collaborates with our established reading committee and grade level teacher to support literacy by providing professional development, mentoring each other, literacy events for students/parents as well as identifying material and resource needs.

The main focus for our LLT for the 2015 school year is the full implementation of LFAS in grades K-5 as well ensuring the levels of text complexity are appropriate for students.

Integrating writing opportunities across the curriculum which require students to support responses with evidence.

## 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**

Our master schedule and school calendar has been designed to provide consistent time for teachers to meet and plan collaboratively. Time has been allocated for teachers to collaborative plan both during the school day and after school in order to encourage positive working relationships between teachers across grade levels.

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

The Principal will participate in district job fairs to identify potential highly qualified, certified, effective educators. Once hired, new teachers will participate in the Educator Support Program and be assigned a mentor teachers to assist them throughout the year. In addition, regular meetings with the principal will be held.

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

All first year teachers at Melaleuca Elementary are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

New teachers will be paired with an experienced teacher within the same grade level and subject area. The mentors will provide assistance and guidance to the new teachers throughout the year. Mentors are required to meet regularly with their partner to work through the Educator Support Program. Activities include weekly meetings, classroom observations, assistance with lesson planning and classroom management, etc.

## 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***

Through our Learning Team Meetings and collaborative planning opportunities, our school provides ongoing opportunities for teachers to analyze and unpack the Florida Standards. The planning sessions allow our teachers to discuss and align our reading and writing curriculum to the standards as well as ensures that our teachers have a deeper understanding of the standards.

## 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***

At Melaleuca Elementary, data is continuously reviewed in order to meet the diverse needs of students. During learning team meetings or data chats, data is often analyzed to review student progress and identify students who may be in need of further assistance. Once a reading deficiency is noted, teachers immediately support students with immediate intensive instruction. Students who continue to fall behind or need fail to meet expectations are referred to our School Based Team for additional support. In addition, supplemental support is provided through our Supplemental Academic Instruction(SAI) and after school/Saturday reading tutorial programs throughout the school 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:** After School Program

**Minutes added to school year:** 900

After school tutorial on Tuesdays and Thursdays from October to April for Reading and Math. Students performing at level 1 and level 2 as well as students that are within the low 25% groups are invited to participate in the after school tutorial program.

### ***Strategy Rationale***

Students may require additional time and more intensive support to master skills.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Negri, Kelly, [kelly.negri@palmbeachschools.org](mailto:kelly.negri@palmbeachschools.org)

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

Data from diagnostic testing is monitored as well as FCAT and RRR data for the students who participate in the afterschool tutorial.



**Strategy:** Weekend Program

**Minutes added to school year:** 1,200

Saturday tutorial for reading, math, science and writing for students not meeting academic standards in each area. Students performing at level 1 and level 2 as well as students that are within the low 25% groups are invited to participate in the after school tutorial program.

**Strategy Rationale**

Students may require additional time and more intensive support to master skills.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Negri, Kelly, kelly.negri@palmbeachschools.org

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

Data from diagnostic testing is monitored as well as FCAT and RRR data for the students who participate in the afterschool tutorial.

**Strategy:** Summer Program

**Minutes added to school year:** 3,600

A five week summer reading program for students in grades K-2 is offered to students who are far below grade level in reading.

**Strategy Rationale**

Students may require additional time and more intensive support to master skills.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Martinez, michelle, michelle.martinez@palmbeachschools.org

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

Students are administered RRR at the start of the summer program then again at the end to measure growth.

## 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.** If we improve the alignment of the standards to the curriculum, then we will Increase the percent of students meeting math proficiency on standardized assessments.
- G2.** If we increase student reading stamina and ability to read complex text, then we will Increase the percent of students scoring at proficiency on standardized reading assessments.
- G3.** Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.

## 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.** If we improve the alignment of the standards to the curriculum, then we will Increase the percent of students meeting math proficiency on standardized assessments. 1a

G053830

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	65.0

**Resources Available to Support the Goal** 2

- A math resource teacher (.5) will provide support and professional development to teachers, assist with curriculum alignment and the facilitation of learning team meetings and collaborative planning sessions.
- Technology solutions to allow teachers to engage the class while teaching. For example, Mobis, CPS clickers, etc.

**Targeted Barriers to Achieving the Goal** 3

- Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/student needs
- Students may not have the opportunity to engage in focused practice of previously learned skills.
- Teachers may not have access to materials that will support the implementation of CCSS in the classroom.

**Plan to Monitor Progress Toward G1.** 8

Progress towards the goal will be monitored by collecting data from a variety of assessments including Think Central, Florida Achieves, Diagnostics, Classroom based assessments, etc.

**Person Responsible**

Deborah Maupin

**Schedule**

Biweekly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Bi Weekly during Learning Team Meetings

**G2.** If we increase student reading stamina and ability to read complex text, then we will Increase the percent of students scoring at proficiency on standardized reading assessments. 1a

G053831

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

**Resources Available to Support the Goal** 2

- 
- Provide classroom libraries with varying levels of text to all classrooms.
- Literacy Coach to provide on site, just in time professional development and support in balanced literacy.

**Targeted Barriers to Achieving the Goal** 3

- Students not meeting grade level standards often need additional support and intensive instruction in small groups.
- Students may lack the motivation to read independently at home.
- Teachers may not have the resources and materials to successfully and fully implement Readers Workshop in the classroom.
- Materials and resources for tutorial program may not be aligned to standardized assessments.
- Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom.

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

Data will be examined to determine if students are making adequate progress. Improvements in student data would indicate students are moving towards proficiency.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

RRR data charts, data chat logs, classroom observations. FALL AND WINTER DIAGNOSTICS FOR READING,

**G3.** Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event. 1a

 G053832

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	90.0

**Resources Available to Support the Goal** 2

.

**Targeted Barriers to Achieving the Goal** 3

- Parents are often unaware how they can assist their students with school work and lack access to the necessary materials to engage students in meaningful learning activities outside of school.

**Plan to Monitor Progress Toward G3.** 8

Sign in sheets, agendas, and calendars will assist us in determining whether we are on track for meeting the goal.

**Person Responsible**

Deborah Maupin

**Schedule**

Semiannually, from 9/1/2014 to 6/1/2015

**Evidence of Completion**

Sign in sheets, agendas, surveys

## 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.** If we improve the alignment of the standards to the curriculum, then we will Increase the percent of students meeting math proficiency on standardized assessments. **1**

 **G053830**

**G1.B1** Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/ student needs **2**

 **B135941**

**G1.B1.S1** Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data. **4**

 **S147903**

### Strategy Rationale

Teachers need the opportunity to engage in thoughtful conversations regarding academic standards in order to successfully align the curriculum.

### Action Step 1 **5**

K-5 teachers will have the opportunity to participate in collaborative planning sessions. Substitutes may be provided to cover classrooms to allow teachers to participate in the planning sessions. Teachers may be paid to participate in collaborative sessions beyond the school day.

### Person Responsible

Cheryl Collier

### Schedule

Monthly, from 8/18/2014 to 5/29/2015

### Evidence of Completion

Sign in sheets, agendas, unit plans, artifacts of the planning process

**Action Step 2** 5

Provide a .5 math coach to provide professional development to k-5 math teachers.

**Person Responsible**

Deborah Maupin

**Schedule**

On 6/5/2015

***Evidence of Completion***

staff list, teacher schedule

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

Sign in sheets, agendas and benchmark/focus calendars will be monitored and reviewed.

**Person Responsible**

Cheryl Collier

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Sign in sheets, agendas, Focus and Benchmark Calendars

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

If effectively implemented, data on benchmark assessments should demonstrate improved student achievement. Benchmark assessments, unit tests, common/grade level assessments will be reviewed periodically.

**Person Responsible**

Deborah Maupin


**Schedule**

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


***Evidence of Completion***

Core K-12 reports, Think Central Reports, etc.

**G1.B2** Students may not have the opportunity to engage in focused practice of previously learned skills. 2

 B135942

**G1.B2.S1** Teachers will utilize technology (IXL program, Ipad apps) to support instruction of skills/ concepts. 4

 S147904

### Strategy Rationale

The new standardized assessments are digital and students need to be exposed to digital based content to prepare them.

### Action Step 1 5

Teachers will utilize the IXL software program, IPADS, and other Ipad Apps in the classroom to support instruction.

#### Person Responsible

Cheryl Collier

#### Schedule

On 6/30/2015

#### Evidence of Completion

IXL Reports, IPAD sign out sheets

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

Participation rates of students will be monitored, including skills completed, hours practiced, etc.

#### Person Responsible

Cheryl Collier

#### Schedule

Quarterly, from 9/1/2014 to 6/30/2015

#### Evidence of Completion

Monthly IXL progress Logs

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

Data from diagnostic and classroom assessments.

**Person Responsible**

Cheryl Collier

**Schedule**

Monthly, from 9/1/2014 to 6/30/2015

**Evidence of Completion**

Student reports, data chats

**G1.B4** Teachers may not have access to materials that will support the implementation of CCSS in the classroom. 2

 B135944

**G1.B4.S1** Teachers will incorporate hands on, rigorous activities in the classroom that promote higher level thinking (DQ 3 & 4) 4

 S147906

**Strategy Rationale**

The MFAS requires teachers to teach at a deeper level of rigor. Additional activities and materials may be necessary to support that level of teaching.

**Action Step 1** 5

Teachers will utilize manipulatives and materials that support the integration of math with the content areas in order to teach at higher levels of academic rigor.

**Person Responsible**

Cheryl Collier

**Schedule**

Daily, from 8/18/2014 to 6/26/2015

**Evidence of Completion**

Marzano observations will indicate additional observations at DQ #3 and 4.

## Action Step 2 5

Purchase materials to support academic engagement in the classroom such as Mobis, CPS clickers, IPADS, etc. to support student engagement and focused instruction.

### **Person Responsible**

Deborah Maupin

### **Schedule**

On 11/3/2014

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

Purchase orders, classroom observations

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

Observations will be completed according to the district schedule

### **Person Responsible**

Deborah Maupin

### **Schedule**

Annually, from 8/18/2014 to 5/29/2015

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

Print outs from iobservation indicating the number and types of observations completed as well as the number of observations that involved DQ 3 &4.

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

Classroom observations will be conducted on a consistent basis throughout the school year.

### **Person Responsible**

Deborah Maupin

### **Schedule**


Biweekly, from 8/18/2014 to 5/29/2015

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


Observation logs, observation schedules, iobservation data.




**G2.** If we increase student reading stamina and ability to read complex text, then we will increase the percent of students scoring at proficiency on standardized reading assessments. 1

 G053831

**G2.B1** Students not meeting grade level standards often need additional support and intensive instruction in small groups. 2

 B135945

**G2.B1.S1** Provide after school, Saturday and summer tutorial opportunities for students who require interventions in reading, math, science, writing. 4

 S147907

### Strategy Rationale

Students may require additional time and more focused support to master academic standards.

### Action Step 1 5

After school and Saturday reading, writing and math tutorial will be offered to students that are below grade level based on previous year FCAT scores or diagnostic scores. A summer reading tutorial will be offered during the month of July.

#### Person Responsible

Kelly Negri

#### Schedule

Weekly, from 10/27/2014 to 7/30/2015

#### Evidence of Completion

Tutorial plans, student rosters and invitations will serve as evidence that the programs have been implemented. Final reports of attendance will show evidence of completion.

### Action Step 2 5

Provide opportunities for students to participate in enrichment/field trip opportunities to encourage oral language development, writing and reading skills.

#### Person Responsible

Deborah Maupin

#### Schedule

Annually, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

lesson plans for field trips, Title I field trip documentation forms, school calendar of events

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

The action steps of setting up and implementing each tutorial program will be monitored closely for fidelity.

**Person Responsible**

Kelly Negri

**Schedule**

Weekly, from 10/27/2014 to 7/30/2015

***Evidence of Completion***

Student lists, letters/invitations to each program, permission slips, class rosters, and attendance rosters for each program.

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

Data from Diagnostics as well as RRR will be used to monitor the effectiveness of the tutorial programs. An effective tutorial program will see increases in the performance of students. Data are constantly reviewed and adjustments made in the program to ensure that students are making adequate progress.


**Person Responsible**

**Schedule**

***Evidence of Completion***

Diagnostics, Analysis RRR of scores of students participating in tutorial.

**G2.B1.S2** Utilize the support of a resource teachers to provide on site small group, intensive support throughout the school day. 4

 S147908

### Strategy Rationale

Students may require additional time and more focused support to master academic standards.

### Action Step 1 5

A .5 Resource teacher will be hired to provide additional instruction in reading. The Reading resource teacher will be hired to provide intensive small group instruction to tier 3 students in grades k-5.

#### Person Responsible

michelle Martinez

#### Schedule

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

#### Evidence of Completion

Faculty list and class rosters.

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

The support provided to students throughout the school year will be monitored closely.

#### Person Responsible

Deborah Maupin

#### Schedule

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

#### Evidence of Completion

Meeting logs, data chat logs, lesson plans.

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

Students should show growth in reading as they participate with the resource teachers. Data from RRR will be reviewed and discussed periodically. Lack of sufficient progress will result in changing the focus of the programs or identifying new strategies to implement with students.

### Person Responsible

Deborah Maupin

### Schedule

Biweekly, from 8/18/2014 to 5/29/2015


### Evidence of Completion

Data Chats, Lesson plans, student progress monitoring logs

## G2.B2 Students may lack the motivation to read independently at home. 2

 B135946

### G2.B2.S1 Implement a Reading Counts incentive program to motivate students to read at home. 4

 S147909

### Strategy Rationale

Independent reading is essential to students building their stamina and improving their reading skills.

## Action Step 1 5

Develop and implement a reading incentive program to provide incentives to students for reading and passing Reading Counts tests.

### Person Responsible

michelle Martinez

### Schedule

Monthly, from 9/1/2014 to 5/29/2015

### Evidence of Completion

Reading Counts reports and numbers of students receiving incentives

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

Reading counts reports will be reviewed.

**Person Responsible**

michelle Martinez

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Report of students earning the incentives and certificates at the end of the trimester.

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

The percent of students participating will be collected. Successful implementation will produce an increase in student RRR scores and overall student achievement as shown by diagnostic/FCAT scores.

**Person Responsible**

michelle Martinez


**Schedule**

Quarterly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

A report of student progress based on RRR versus Reading Counts points will be generated for participating students.

**G2.B2.S2** Motivate and Encourage Home Reading the "Book Buddy" program. 4

 S147910

**Strategy Rationale**

**Action Step 1** 5

Implement at home reading incentive program for students in grades K-1 in which students receive incentives for reading at home and logging the books that they read.

**Person Responsible**

michelle Martinez

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Book Buddy Participation logs

**Action Step 2** 5

Provide access to software program Raz Kids for students in grades K-2. Provide access to Reading A-Z for 3 reading intervention teachers.

**Person Responsible**

michelle Martinez

**Schedule**

On 6/30/2015

***Evidence of Completion***

Purchase orders, students subscriptions

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

Review "Book Buddy" Logs and Monthly Completion lists

**Person Responsible**

michelle Martinez

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Completed logs, monthly incentive lists

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

Increased reading at home should lead to improved performance on formative assessments, such as RRR, in school.

### Person Responsible

Deborah Maupin


### Schedule

Monthly, from 9/1/2014 to 5/29/2015


### Evidence of Completion

Reports of RRR scores of student participants in the Book Buddy program.

**G2.B3** Teachers may not have the resources and materials to successfully and fully implement Readers Workshop in the classroom. 2

 B135947

**G2.B3.S1** Provide a variety of resources for the implementation of Readers workshop including chart paper, post it notes, markers, ink for printers, books for classroom libraries, classroom printers. 4

 S147911

### Strategy Rationale

Implementation of a quality comprehensive reading program requires materials and resources to support the program.

## Action Step 1 5

Purchase items such as chart paper, post it notes, markers, ink for printers, composition notebooks, shared reading carpets, book baskets, folders, etc

### Person Responsible

Deborah Maupin

### Schedule

Semiannually, from 9/1/2014 to 12/1/2014

### Evidence of Completion

Teacher feedback and classroom walkthroughs

## Action Step 2 5

Provide resources for the integration of reading in the content areas for teachers in grades K-2. Social studies based big books in both English and Spanish for Dual Language classrooms.

### **Person Responsible**

Deborah Maupin

### **Schedule**

On 11/28/2014

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

purchase orders, classroom observations

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

Classroom walkthroughs and observations will be conducted to ensure that classrooms are implementing Readers Workshop with fidelity.

### **Person Responsible**

Deborah Maupin

### **Schedule**

Monthly, from 9/1/2014 to 5/29/2015

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

lobservation reports, classroom walkthrough logs

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

Effective implementation of the strategy will yield improved reading scores of students in grade K-5. Reading running record data will be collected and analyzed periodically. In addition, classroom walkthroughs and observations should show classrooms with anchor charts, response journals, student projects and book baggies that are continuously in use.

### **Person Responsible**

Deborah Maupin

### **Schedule**


Monthly, from 9/1/2014 to 5/29/2015

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


iobservation reports, reading running record reports and data chats



**G2.B4** Materials and resources for tutorial program may not be aligned to standardized assessments. 2

 B135948

**G2.B4.S1** Identify and select appropriate teaching materials for the tutorial program such as Florida Ready consumable workbooks and materials. 4

 S147912

### Strategy Rationale

Implementation of a data driven tutorial program requires materials that support students mastery of the academic standards.

### Action Step 1 5

Purchase consumable materials to use during tutorial programs.

#### Person Responsible

Kelly Negri

#### Schedule

Semiannually, from 10/6/2014 to 12/31/2014

#### Evidence of Completion

Purchase order requests

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Materials for each tutorial session will be reviewed and analyzed for their alignment to academic standards.

#### Person Responsible

Kelly Negri

#### Schedule

Semiannually, from 10/6/2014 to 12/29/2014

#### Evidence of Completion

Materials purchased for each tutorial session.

## Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Pretest/posttest data including diagnostics, RRR data may be used to monitor the effectiveness of the materials used during the tutorial programs.

### Person Responsible

Kelly Negri

### Schedule

Annually, from 10/27/2014 to 6/12/2015

### Evidence of Completion

Final reports and comparison data of students participating in tutorial programs.

**G2.B5** Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom. 2

 B135949

**G2.B5.S1** Provide substitutes to allow teachers to participate in on site professional development or collaborative planning throughout the school year. 4

 S147913

### Strategy Rationale

In order to provide teachers with just in time professional development, teachers may need to be released from teaching duties or provided with stipends to work beyond their work hours.

## Action Step 1 5

Teachers will have the opportunity to engage in collaborative planning/professional development while classes are staffed by substitutes. Teacher may also attend in state or out state conferences such as the Language and Culture Conference, La Cosecha, Readers and Writers Workshop.

### Person Responsible

Deborah Maupin

### Schedule

Monthly, from 9/1/2014 to 6/5/2015

### Evidence of Completion

Sign in sheets, agendas, artifacts from curriculum/collaboration.

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Sign in sheets and agendas will be reviewed and monitored.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Sign in sheets, agendas, artifacts

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Classroom walkthroughs and observations will be reviewed for fidelity of implementation of professional development learning.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015


***Evidence of Completion***

lobservation reports


**G3.** Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event. 1

 G053832

**G3.B1** Parents are often unaware how they can assist their students with school work and lack access to the necessary materials to engage students in meaningful learning activities outside of school. 2

 B135950

**G3.B1.S1** Create a resource room and provide parent training throughout the school year. 4

 S147914

### Strategy Rationale

When parents are involved with their child's education indicators such as attendance rate should improve. Parents often lack materials or resources to support their child at home.

### Action Step 1 5

Create a resource room with materials that can be borrowed by parents as well as serve as a location where parents can receive training during the school year.

#### Person Responsible

Deborah Maupin

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Completed Resource Room

### Action Step 2 5

We will plan and organize activities such as kindergarten round up, science night, literacy night, and FSA parent night to train parents. In addition, monthly parent trainings and other special events such as Dual Language Night, Multicultural Night, math an muffins and other events will be held to encourage parent involvement.

#### Person Responsible

Deborah Maupin

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Sign in sheets, parent surveys, pre/post assessments, etc.

### Action Step 3 5

Provide translation/language interpretation at events through the use of language interpretation equipment and translators.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Sign in sheets, parent surveys, Title I parent surveys, parent involvement surveys.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The Parent Resource Committee will develop an action plan for creating and managing a resource room for parents. The plan will be monitored for completion at various points specified by the committee and the principal.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2014 to 6/1/2015

***Evidence of Completion***

Resource room and training plan

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Parent surveys will be conducted at the conclusion of each training. Data will be analyzed for the effectiveness of trainings.

**Person Responsible**

Deborah Maupin

**Schedule**

Monthly, from 9/1/2014 to 6/1/2015

***Evidence of Completion***

Surveys, data analysis

## 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	K-5 teachers will have the opportunity to participate in collaborative planning sessions. Substitutes may be provided to cover classrooms to allow teachers to participate in the planning sessions. Teachers may be paid to participate in collaborative sessions beyond the school day.	Collier, Cheryl	8/18/2014	Sign in sheets, agendas, unit plans, artifacts of the planning process	5/29/2015 monthly
G1.B2.S1.A1	Teachers will utilize the IXL software program, IPADS, and other Ipad Apps in the classroom to support instruction.	Collier, Cheryl	7/1/2014	IXL Reports, IPAD sign out sheets	6/30/2015 one-time
G1.B4.S1.A1	Teachers will utilize manipulatives and materials that support the integration of math with the content areas in order to teach at higher levels of academic rigor.	Collier, Cheryl	8/18/2014	Marzano observations will indicate additional observations at DQ #3 and 4.	6/26/2015 daily
G2.B1.S1.A1	After school and Saturday reading, writing and math tutorial will be offered to students that are below grade level based on previous year FCAT scores or diagnostic scores. A summer reading tutorial will be offered during the month of July.	Negri, Kelly	10/27/2014	Tutorial plans, student rosters and invitations will serve as evidence that the programs have been implemented. Final reports of attendance will show evidence of completion.	7/30/2015 weekly
G2.B1.S2.A1	A .5 Resource teacher will be hired to provide additional instruction in reading. The Reading resource teacher will be hired to provide intensive small group instruction to tier 3 students in grades k-5.	Martinez, michelle	8/18/2014	Faculty list and class rosters.	6/5/2015 weekly
G2.B2.S1.A1	Develop and implement a reading incentive program to provide incentives to students for reading and passing Reading Counts tests.	Martinez, michelle	9/1/2014	Reading Counts reports and numbers of students receiving incentives	5/29/2015 monthly
G2.B2.S2.A1	Implement at home reading incentive program for students in grades K-1 in which students receive incentives for reading at home and logging the books that they read.	Martinez, michelle	9/1/2014	Book Buddy Participation logs	5/29/2015 monthly
G2.B3.S1.A1	Purchase items such as chart paper, post it notes, markers, ink for printers, composition notebooks, shared reading carpets, book baskets, folders, etc	Maupin, Deborah	9/1/2014	Teacher feedback and classroom walkthroughs	12/1/2014 semiannually
G2.B4.S1.A1	Purchase consumable materials to use during tutorial programs.	Negri, Kelly	10/6/2014	Purchase order requests	12/31/2014 semiannually
G2.B5.S1.A1	Teachers will have the opportunity to engage in collaborative planning/ professional development while classes are staffed by substitutes. Teacher may also attend in state or out state conferences such as the Language and Culture Conference, La Cosecha, Readers and Writers Workshop.	Maupin, Deborah	9/1/2014	Sign in sheets, agendas, artifacts from curriculum/collaboration.	6/5/2015 monthly
G3.B1.S1.A1	Create a resource room with materials that can be borrowed by parents as well as serve as a location where parents can receive training during the school year.	Maupin, Deborah	9/1/2014	Completed Resource Room	6/5/2015 monthly

**Palm Beach - 1441 - Melaleuca Elementary School - 2014-15 SIP**

*Melaleuca Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Provide a .5 math coach to provide professional development to k-5 math teachers.	Maupin, Deborah	8/18/2014	staff list, teacher schedule	6/5/2015 one-time
G1.B4.S1.A2	Purchase materials to support academic engagement in the classroom such as Mobis, CPS clickers, IPADS, etc. to support student engagement and focused instruction.	Maupin, Deborah	10/13/2014	Purchase orders, classroom observations	11/3/2014 one-time
G2.B1.S1.A2	Provide opportunities for students to participate in enrichment/field trip opportunities to encourage oral language development, writing and reading skills.	Maupin, Deborah	9/1/2014	lesson plans for field trips, Title I field trip documentation forms, school calendar of events	6/5/2015 annually
G2.B2.S2.A2	Provide access to software program Raz Kids for students in grades K-2. Provide access to Reading A-Z for 3 reading intervention teachers.	Martinez, michelle	9/1/2014	Purchase orders, students subscriptions	6/30/2015 one-time
G2.B3.S1.A2	Provide resources for the integration of reading in the content areas for teachers in grades K-2. Social studies based big books in both English and Spanish for Dual Language classrooms.	Maupin, Deborah	9/1/2014	purchase orders, classroom observations	11/28/2014 one-time
G3.B1.S1.A2	We will plan and organize activities such as kindergarten round up, science night, literacy night, and FSA parent night to train parents. In addition, monthly parent trainings and other special events such as Dual Language Night, Multicultural Night, math an muffins and other events will be held to encourage parent involvement.	Maupin, Deborah	9/1/2014	Sign in sheets, parent surveys, pre/post assessments, etc.	6/5/2015 monthly
G3.B1.S1.A3	Provide translation/language interpretation at events through the use of language interpretation equipment ant translators.	Maupin, Deborah	9/1/2014	Sign in sheets, parent surveys, Title I parent surveys, parent involvement surveys.	5/29/2015 monthly
G1.MA1	Progress towards the goal will be monitored by collecting data from a variety of assessments including Think Central, Florida Achieves, Diagnostics, Classroom based assessments, etc.	Maupin, Deborah	9/1/2014	Bi Weekly during Learning Team Meetings	6/5/2015 biweekly
G1.B1.S1.MA1	If effectively implemented, data on benchmark assessments should demonstrate improved student achievement. Benchmark assessments, unit tests, common/grade level assessments will be reviewed periodically.	Maupin, Deborah	8/18/2014	Core K-12 reports, Think Central Reports, etc.	6/5/2015 quarterly
G1.B1.S1.MA1	Sign in sheets, agendas and benchmark/focus calendars will be monitored and reviewed.	Collier, Cheryl	9/1/2014	Sign in sheets, agendas, Focus and Benchmark Calendars	5/29/2015 monthly
G1.B2.S1.MA1	Data from diagnostic and classroom assessments.	Collier, Cheryl	9/1/2014	Student reports, data chats	6/30/2015 monthly
G1.B2.S1.MA1	Participation rates of students will be monitored, including skills completed, hours practiced, etc.	Collier, Cheryl	9/1/2014	Monthly IXL progress Logs	6/30/2015 quarterly
G1.B4.S1.MA1	Classroom observations will be conducted on a consistent basis throughout the school year.	Maupin, Deborah	8/18/2014	Observation logs, observation schedules, iobservation data.	5/29/2015 biweekly
G1.B4.S1.MA1	Observations will be completed according to the district schedule	Maupin, Deborah	8/18/2014	Print outs from lobservation indicating the number and types of observations completed as well as the number of observations that involved DQ 3 &4.	5/29/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data will be examined to determine if students are making adequate progress. Improvements in student data would indicate students are moving towards proficiency.	Maupin, Deborah	9/1/2014	RRR data charts, data chat logs, classroom observations. FALL AND WINTER DIAGNOSTICS FOR READING,	6/5/2015 monthly
G2.B1.S1.MA1	Data from Diagnostics as well as RRR will be used to monitor the effectiveness of the tutorial programs. An effective tutorial program will see increases in the performance of students. Data are constantly reviewed and adjustments made in the program to ensure that students are making adequate progress.		Diagnostics, Analysis RRR of scores of students participating in tutorial.	one-time	
G2.B1.S1.MA1	The action steps of setting up and implementing each tutorial program will be monitored closely for fidelity.	Negri, Kelly	10/27/2014	Student lists, letters/invitations to each program, permission slips, class rosters, and attendance rosters for each program.	7/30/2015 weekly
G2.B2.S1.MA1	The percent of students participating will be collected. Successful implementation will produce an increase in student RRR scores and overall student achievement as shown by diagnostic/FCAT scores.	Martinez, michelle	9/1/2014	A report of student progress based on RRR versus Reading Counts points will be generated for participating students.	6/5/2015 quarterly
G2.B2.S1.MA1	Reading counts reports will be reviewed.	Martinez, michelle	9/1/2014	Report of students earning the incentives and certificates at the end of the trimester.	5/29/2015 monthly
G2.B3.S1.MA1	Effective implementation of the strategy will yield improved reading scores of students in grade K-5. Reading running record data will be collected and analyzed periodically. In addition, classroom walkthroughs and observations should show classrooms with anchor charts, response journals, student projects and book baggies that are continuously in use.	Maupin, Deborah	9/1/2014	lobservation reports, reading running record reports and data chats	5/29/2015 monthly
G2.B3.S1.MA1	Classroom walkthroughs and observations will be conducted to ensure that classrooms are implementing Readers Workshop with fidelity.	Maupin, Deborah	9/1/2014	lobservation reports, classroom walkthrough logs	5/29/2015 monthly
G2.B4.S1.MA1	Pretest/posttest data including diagnostics, RRR data may be used to monitor the effectiveness of the materials used during the tutorial programs.	Negri, Kelly	10/27/2014	Final reports and comparison data of students participating in tutorial programs.	6/12/2015 annually
G2.B4.S1.MA1	Materials for each tutorial session will be reviewed and analyzed for their alignment to academic standards.	Negri, Kelly	10/6/2014	Materials purchased for each tutorial session.	12/29/2014 semiannually
G2.B5.S1.MA1	Classroom walkthroughs and observations will be reviewed for fidelity of implementation of professional development learning.	Maupin, Deborah	9/1/2014	lobservation reports	6/5/2015 monthly
G2.B5.S1.MA1	Sign in sheets and agendas will be reviewed and monitored.	Maupin, Deborah	9/1/2014	Sign in sheets, agendas, artifacts	5/29/2015 monthly
G2.B1.S2.MA1	Students should show growth in reading as they participate with the resource teachers. Data from RRR will be reviewed and discussed periodically. Lack of sufficient progress will result in changing the focus of the programs or identifying new strategies to implement with students.	Maupin, Deborah	8/18/2014	Data Chats, Lesson plans, student progress monitoring logs	5/29/2015 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	The support provided to students throughout the school year will be monitored closely.	Maupin, Deborah	8/18/2014	Meeting logs, data chat logs, lesson plans.	6/5/2015 biweekly
G2.B2.S2.MA1	Increased reading at home should lead to improved performance on formative assessments, such as RRR, in school.	Maupin, Deborah	9/1/2014	Reports of RRR scores of student participants in the Book Buddy program.	5/29/2015 monthly
G2.B2.S2.MA1	Review "Book Buddy" Logs and Monthly Completion lists	Martinez, michelle	9/1/2014	Completed logs, monthly incentive lists	5/29/2015 monthly
G3.MA1	Sign in sheets, agendas, and calendars will assist us in determining whether we are on track for meeting the goal.	Maupin, Deborah	9/1/2014	Sign in sheets, agendas, surveys	6/1/2015 semiannually
G3.B1.S1.MA1	Parent surveys will be conducted at the conclusion of each training. Data will be analyzed for the effectiveness of trainings.	Maupin, Deborah	9/1/2014	Surveys, data analysis	6/1/2015 monthly
G3.B1.S1.MA1	The Parent Resource Committee will develop an action plan for creating and managing a resource room for parents. The plan will be monitored for completion at various points specified by the committee and the principal.	Maupin, Deborah	9/1/2014	Resource room and training plan	6/1/2015 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.** If we improve the alignment of the standards to the curriculum, then we will Increase the percent of students meeting math proficiency on standardized assessments.

**G1.B1** Teachers may not have the opportunity to develop curriculum plans that focus on classroom data/ student needs

**G1.B1.S1** Provide teachers with the opportunity to plan collaborative and participate in shared discussions regarding student data.

### PD Opportunity 1

K-5 teachers will have the opportunity to participate in collaborative planning sessions. Substitutes may be provided to cover classrooms to allow teachers to participate in the planning sessions. Teachers may be paid to participate in collaborative sessions beyond the school day.

#### Facilitator

Math resource teacher, administrator

#### Participants

K-5 Teachers

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

**G2.** If we increase student reading stamina and ability to read complex text, then we will increase the percent of students scoring at proficiency on standardized reading assessments.

**G2.B5** Teachers may lack the necessary skills and ability to successfully implement curriculum standards in the classroom.

**G2.B5.S1** Provide substitutes to allow teachers to participate in on site professional development or collaborative planning throughout the school year.

### **PD Opportunity 1**

Teachers will have the opportunity to engage in collaborative planning/professional development while classes are staffed by substitutes. Teacher may also attend in state or out state conferences such as the Language and Culture Conference, La Cosecha, Readers and Writers Workshop.

#### **Facilitator**

Reading coach, math resource teacher, administrators

#### **Participants**

K-5 Classroom reading teachers

#### **Schedule**

Monthly, from 9/1/2014 to 6/5/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> If we improve the alignment of the standards to the curriculum, then we will Increase the percent of students meeting math proficiency on standardized assessments.	69,040
<b>Goal 2:</b> If we increase student reading stamina and ability to read complex text, then we will Increase the percent of students scoring at proficiency on standardized reading assessemments.	190,807
<b>Goal 3:</b> Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.	10,363
<b>Grand Total</b>	<b>270,210</b>

### Goal 1: If we improve the alignment of the standards to the curriculum, then we will Increase the percent of students meeting math proficiency on standardized assessments.

Description	Source	Total
<b>B1.S1.A1</b> - Substitutes for collaborative planning	Title I Part A	4,987
<b>B1.S1.A1</b> - Collaborative planning salary and benefits	Title I Part A	10,667
<b>B1.S1.A1</b> - Professional development supplies such as chart paper, markers, folders, chart stand, professional books, ink for reports.	Title I Part A	1,250
<b>B1.S1.A2</b> - .5 Math coach salary and benefits	Title I Part A	38,136
<b>B2.S1.A1</b> - Apps for Ipad	Title I Part A	1,000
<b>B2.S1.A1</b> - Ixl software subscriptions	Title I Part A	2,300
<b>B4.S1.A1</b> - Math manipulatives, math content books, science consumables	Title I Part A	5,700
<b>B4.S1.A2</b> - Mobis and CPS clickers	Title I Part A	4,200
<b>B4.S1.A2</b> - Ipads for DHH classrooms	Title I Part A	800
<b>Total Goal 1</b>		<b>69,040</b>

### Goal 2: If we increase student reading stamina and ability to read complex text, then we will Increase the percent of students scoring at proficiency on standardized reading assessemments.

Description	Source	Total
<b>B1.S1.A1</b> - HQ Tutors salary and benefits	Title I Part A	33,559
<b>B1.S1.A2</b> - admissions for field trip	Title I Part A	600
<b>B1.S1.A2</b> - transportation for field trips	Title I Part A	2,400

**Goal 2: If we increase student reading stamina and ability to read complex text, then we will increase the percent of students scoring at proficiency on standardized reading assessments.**

Description	Source	Total
<b>B1.S2.A1</b> - .5 reading resource salary and benefits	Title I Part A	32,938
<b>B1.S2.A1</b> - Subs for reading resource teacher	Title I Part A	1,441
<b>B1.S2.A1</b> - Additional LLI kits, Fountas and Pinnel Assessment kits,	Title I Part A	13,000
<b>B2.S2.A2</b> - Reading A-Z, Raz Kids online subscription	Title I Part A	1,329
<b>B3.S1.A1</b> - Classroom libraries, chart paper, headphones, ink, composition books, shared reading carpets, book bins, folders, markers, chart stands, etc.	Title I Part A	15,245
<b>B3.S1.A1</b> - Classroom printers to support authentic writing	Title I Part A	4,405
<b>B3.S1.A2</b> - Big books and content area reading materials for dual language classrooms.	Title I Part A	2,000
<b>B4.S1.A1</b> - Consumable materials for tutorial program such as Ready materials.	Title I Part A	4,000
<b>B5.S1.A1</b> - PD in county Language and Culture Conference	Title I Part A	595
<b>B5.S1.A1</b> - Reading coach salary and benefits to facilitate PD, collaborative planning sessions, LTMs	Title I Part A	73,058
<b>B5.S1.A1</b> - PD supplies including chart paper, paper, ink for printing reports, markers, professional books, etc.	Title I Part A	1,250
<b>B5.S1.A1</b> - Subs for teacher release time to attend PD and participate in on site PD.	Title I Part A	4,987
<b>Total Goal 2</b>		<b>190,807</b>

**Goal 3: Increase the number of parent involvement activities held on campus by at least 2 additional activities during the 2014 school year. In addition, increase the number of parents participating to at least 30% of the population at each event.**

Description	Source	Total
<b>B1.S1.A1</b> - Resource room materials such as parenting books, book bins, educational games, books for check out for parent reading at home, computer for parent use in resource room,	Title I Part A	2,000
<b>B1.S1.A2</b> - Part time Salary and benefits for parent involvement activities.	Title I Part A	1,267
<b>B1.S1.A2</b> - Supplies for parent training such as paper, markers, consumable materials for make and take workshops, kindergarten round up books, etc.	Title I Part A	3,200
<b>B1.S1.A2</b> - Language interpretation equipment	Title I Part A	3,196
<b>B1.S1.A2</b> - consultants for parenting involvement workshops	Title I Part A	700
<b>Total Goal 3</b>		<b>10,363</b>