Forest Park Elementary School

2014-15 School Improvement Plan

Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

www.edline.net/pages/forest_park_es

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	94%

Alternative/ESE Center	Charter School	Minority
No	No	90%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Forest Park Elementary aims to develop active, inquiring, and knowledgeable lifelong learners who achieve standards and who make a difference through intercultural understanding and respect.

Provide the school's vision statement

Forest Park Elementary envisions a dynamic, collaborative, and multi-cultural community where education and lifelong learning are valued and supported. Integrative technological modalities assist learners to reach their highest potential and succeed in global outreach, while providing experiences that prepares students to become productive citizens.

School Environment

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

Our school 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
Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures; also provide Professional Development training and support for teachers who need help in devising methods and structures for expanding positive and interpersonal interaction in classroom settings.
Attend District provided Professional Development on multicultural offerings; schedule and plan school wide multicultural projects (i.e. Multicultural Fair...Journey Around the World).

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

Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources.
Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.
Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations. Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.). Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. School-wide recognition system is in place (i.e. Student of the Month, Weekly Tiger Paw drawing, and Monthly Tiger Paw Celebration).

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

Operational school based team that meets weekly to discuss students with barriers to academic and social success; mentors assigned to students identified with SEL concerns. Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

Our plan is utilize data plan systems to identify students who have attendance, behavioral, and academic issues. Incentives are in place to promote school attendance--100%, no tardies (i.e. certificates and prizes). Similar incentives are in place for behavior, as per our SwPBS Team (i.e. Tiger Paws, Tiger Paw Celebration, Snack Attack!).

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	26	11	6	8	4	2	57
One or more suspensions	4	5	0	8	12	7	36
Course failure in ELA or Math	33	60	53	83	51	49	329
Level 1 on statewide assessment	0	0	0	49	30	33	112

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	13	9	1	49	34	33	139

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

In order to create evidence-based interventions to close student gaps related to early warning systems: We have effective multidisciplinary teams in place to problem solve and create action plans (PMP, LEP, IEP, and RtI/SBT). We have SAI, LLI, iii, Wilson, and EDR (Extended Day Reading). Common planning and LTM to ensure students needs are met through differentiated instruction. Data chats with teachers and students to set goals. Promote parent involvement with Literacy, Math/Science, Curriculum Nights. School guidance will facilitate peer counseling to provide interventions for behavioral and social concerns.

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

Target attendance, behavior and communication between home and school to increase student achievement. During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators. We will also offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology; communicate classroom and school news to parents; create the formats for inviting parent participation in the cultural education process, and positive notes, letters, phone calls home;

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

School liaison works closely with business partners and community partners to build community relationships that benefit our students and school. Partners donate time and funds to support student programs such as Attendance Incentives, Motivational/Behavioral Incentives. Partners are included in on campus activities (i.e. Curriculum Nights, Field Day, Appreciation celebrations, etc.). FP encourages parents to volunteer in classrooms, on campus activities, and/or chaperon field trips. Workshops and parent meetings are held to teach and provide information to parents. Utilize EdLine, school webpage, to promote and build community relations.

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
Robinson, Nancy	Principal
McMillan, Toni	Assistant Principal
Green, Simone	Administrative Support
McGill, Susan	Instructional Coach
Grant, Joi	Instructional Coach
Lubin, Karen	Instructional Coach
Davis, Carla	Administrative Support
Magden, Mindy	Instructional Coach
Navarra, Charles	Teacher, K-12

Duties

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

Role of Principal: Ensure the use of data when making decisions; Ensure that SBT Leadership team attends appropriate professional development; Communicates with parents regarding RTI plans and strategies as needed; Communicates with team her expectations.
School-Based Team Leader (Sonia Garcia): Facilitates SBT meetings; Assists with the development of intervention plans; Assists with data collection; Records minutes from the meetings.
Classroom Teachers: Serves on the RTI team as appropriate; Comes to the meeting with data prepared to discuss student's needs; Collects in developing plans for interventions; Assists with data collection and turns in plans to the RTI Facilitator as scheduled; Monitors the progress of students plans.
Guidance Counselors: Coordinates school activities with outside social agencies; Provide small group and individual counseling as needed. Serves as a team member as appropriate.
Reading, Math and Science Coaches: Help develop plans for interventions as needed; Assist with data collection; Support the implementation of Tier 1, 2, and 3 interventions.
Intervention Teacher: Develop plans for interventions; Supports the implementation of Tier 2 and 3 interventions; Assists with data collection.
The Learning Team Facilitator is to use collaboration to foster the development of teachers. Also to facilitate academic conversations in Learning Team Meetings with a focus on building capacity and student achievement.
Magnet Coordinator markets and recruits prospective students and parents to the school for the IB Programme. Facilitate and monitor the implementation of the IB Programme. Also works with community members to build partnerships/relationships for the benefit of students and school.
The standing committee for the School Based Team include the School Based Team Leader, Assistant Principal, Guidance Counselor, Speech Pathologist and the child's teacher(s). Professionals who are invited on a case by case basis include: Parent, School Nurse, Reading Coach, Math Coach, SAI teacher, school psychologist, someone from an outside agency. The SBT uses a variety of data to identity students at risk academically and or behaviorally. Such forms of data include but are not limited to attendance, RRR, FCAT/diagnostics, pupil progression, classroom behavior plans, discipline referrals, etc. In addition, teachers are asked to bring student work samples, anecdotal notes, etc.

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*

Teachers met with Administration, ESOL Coordinator, ESE Coordinator, Reading Coach and Reading
Resource teacher to review and discuss expectations for the daily schedule to include an
uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read
Aloud, Guided/Strategy groups, Oral language, iii time, etc) is evident. Administrators monitor the
fidelity Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom Walk
throughs, Formal and informal observations). Coaches monitor Tier 1, 2 and 3 instruction through
classroom Walk throughs, weekly planning with subject areas and the implementation of the coaching
model. Administration and members of the School Based Team (SBT) monitor student progress using
the RTI data wall in the AP conference room. To monitor the fidelity and progress of students
regarding their goal, teachers turn in weekly assessments (academic) and behavior documentation
(behavior concerns). This is monitored by the SBT Leader and Guidance Counselor. The team will
meet on Friday of every week. Participants will be invited as needed based on the concerns being
addressed.

Forest Park Elementary receives additional funds from Title I for resource teachers and a coach,
supplemental classroom and tutorial supplies, staff development, parent involvement workshops and
tutoring. District Migrant Liaison provides additional services and support to students and parents.
District receives funds to provide support services. The services are coordinated with the district
Drop-out prevention programs. The District receives supplemental funds for the improvement and
development of staff through Title II for professional growth in content areas, Marzano Framework,
and leadership development. Services are provided by Title III through the District for education
materials and ELL District support services to improve the education of immigrant and English
Language Learners. District Homeless Social Worker provides resources (clothing, school supplies,
social services referrals) for students identified as homeless under the McKinney-Vento Act to
eliminate barriers for a free and appropriate education. Funding from the district for an SAI teacher
gives additional instruction to our third grade students in reading. District-wide implementation of
Single School Culture as well as Appreciation of Multicultural Diversity to assist in violence
prevention. As part of Single School Culture the entire school participates in the School-Wide Positive
Behavior Support initiative. Students have an attention signal that is used everywhere on campus,
also a common set of essential agreements (ROARS). Our single school expectations come with
great positive reward incentives. In order to provide nutritional programs,a free breakfast program is
offered to all students, regardless of socioeconomic status.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Simone Green	Education Support Employee
Jessica Corneille	Teacher
Karen Lubin	Education Support Employee
Helena Fallon	Business/Community
Barbara Brunetti	Business/Community
Aquanette Thomas-PNC Bank	Business/Community
Luis Glickman-Boca Museum of Art	Business/Community
Victoria Jean	Parent
Dawn Messina	Parent
Jhon Cardona-Cardona's Academy of Martial Arts	Business/Community
Desirae Watler	Teacher
Barbara Callahan	Teacher
Colleen Webster-Rahal	Teacher
Annette Wolf	Teacher
Ginnette Ellin	Teacher
Ashlee Sullivan	Teacher
Nancy Robinson	Principal
Carla Fusco	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

School Advisory Council members reviewed last year's school improvement plan and approved the goals presented in the plan.

Development of this school improvement plan

The School Improvement Plan will be presented to the School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school.

Preparation of the school's annual budget and plan

The school's annual budget and plan was presented to the School Advisory Council during the summer by administration. School Advisory Council proposed projects that's should be used towards the budget.

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

LLI Kits 4,000.00
Attend Reader's and Writer's Workshop Training 3000.00
First in Math 1463.00
Technology(replacement of system batteries)

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

School Advisory Council members are working towards more parent, and community support that are not school board employees. We are asking each non-school board employee members to invite a friend. We are also advertising SAC during all extra-curricular activities.

Literacy Leadership Team (LLT)

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

Name	Title
McGill, Susan	Instructional Coach
Ellin, Ginette	Teacher, K-12
Sullivan, Ashlee	Teacher, K-12
Webster-Rahal, Colleen	Teacher, K-12
Navarra, Charles	Teacher, K-12
Callahan, Barbara	Teacher, K-12
Watler, Desirae	Teacher, K-12
Wolf, Annette	Teacher, K-12
Smallman, Noelle	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

How the school-based LLT functions
The Literacy Leadership Team meets monthly to plan and discuss literacy needs and activities in order to establish a culture of reading expectations within the school and community. We develop ideas and resources and implement activities. The meetings are led by the Reading Coach and Reading Resource teacher and are supported by reading teachers, grade chairs as well as the media specialist and LTF. The team uses district data to identify reading deficiencies and devises a plan to support reading teachers with implementation, including professional development and parent involvement and education.
Major initiatives of the LLT
One of our initiatives will include vocabulary development through Interactive Read Aloud as well as word study linked to Shared Reading. We will strive to support teachers and students in deepening their understandings of the system of strategic actions that enhance thinking and processing within, beyond, and about text. We will assist in developing an oral language lab for kindergarten and first grade students. Another initiative is to develop a management system for our Literacy Leveled Intervention lab so that books and materials are easily accessible to our teachers and staff. We will continue to work with the community to collect and provide books for our students to keep and practice at home.

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 Forest Park we encourage positive working relationships with teachers participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Hire highly qualified teachers- Principal
2. Partner new teachers with mentor staff- Assistant Principal
3. Solicit referrals from IB organization- IB Coordinator
4. Work with Area recruitment specialist to recruit new staff- Principal
5. Participate in District Job Fairs- Principal
We develop teachers through Learning Team Meetings, collaborative planning, and Professional Development opportunities.

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

A plan has been developed to support beginning teachers and teachers new to Forest park. Activities include but are not limited to:
Completing the District Educator Support program (ESP)
Modeling lesson delivery by both Reading, Math and Science coach as needed
Allow opportunities to observe in other classrooms
Meet at least monthly as a group or 1:1 to discuss effective teaching strategies, management and or organizational skills.
Participate in district and school based professional development.
In addition, beginning teachers and teachers new to Forest Park were provided a notebook with school procedures, ESP handbook, School Calendar which includes ESP due dates and meetings. Beginning teachers and teachers new to Forest Park were provided a mentor teacher who has been Clinical Ed certified and is not part of the mentees grade level. The mentee was also provided a "buddy" teacher. The buddy teacher is not on the mentees grade level and completed the ESP process during the 2014-2015 school year.

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

All curriculum and instructional materials are aligned to the Florida Standards. Learning Team Facilitator and academic coaches meet with teachers to unpack standards, align strategies, and develop effective models for instructing and assessing student learning. Assessments are analyzed and data is used to drive future instruction in order to meet student needs.

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

The Learning Team Facilitator, Principal, and Reading Coach hold meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS).

A balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs is utilized. All teachers contribute to literacy improvement by: implementing a schedule with an uninterrupted 90 minute reading block, implementing a schedule with an additional 60 minute reading block (extended day), providing additional support for select students during iii instruction, providing instruction aligned with the Language Arts Florida Standards for their grade level, choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry), students self-selecting texts based on RRR levels, students receiving push-in/pull out services for ESE/ELL, and providing LLI (Leveled Literacy Intervention) instruction.

A rotational model approach that supports the gradual release of responsibility (I Do, We Do, You Do) is utilized. All teachers contribute to mathematics improvement by: implementing a scheduled 60 or 90 minute math block, providing instruction based on student needs, providing instruction aligned with the Mathematics Florida Standards for their grade level, and choosing methods of instruction based on the needs of students. Item specifications are aligned to standard based instruction; develop rigorous classroom instruction to include higher order thinking and vocabulary development; facilitate Daily Fluency Routines that culminate with the Flash Fluency Friday's; data analysis of unit assessments to monitor student progress; which includes Differentiated Instruction (i.e. remediation, reteaching, and enrichment).

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

Strategy: Extended School Day

Minutes added to school year: 3,840

All students will receive direct instruction in the Reading process through Read Aloud, Shared Reading, Word Work, Independent Reading, and small group instruction. In addition, select students will receive Literacy Leveled Intervention (LLI). Enrichment will be provided to students who are above grade level through the use of Literature Circles.

Strategy Rationale

Extended School Day (Reading) is in place to provide students with additional differentiated instruction with a goal of leading students to proficiency in Reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Nancy, nancy.robinson@palmbeachschools.org

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

LLI will be tracked through data collection and progress monitoring and uploaded into the Educational Data Warehouse (EDW). Student growth will also be tracked through Palm Beach County Literacy Assessment System, Diagnostics, FSA, and teacher formative assessments..

Strategy: After School Program

Minutes added to school year:

Students who are free and/or reduced lunch, level 2 or below on standardized testing will receive additional instruction in Reading and Math.

Strategy Rationale

The focus of this program is to provide expanded academic enrichment opportunities for children attending Title 1 eligible schools. The 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students, who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
St. Cloud, Jessy, jessy.stcloud@palmbeachschools.org

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

Diagnostics, RRR, FAIR, Florida Achieves, and FSA data will be utilized to track student progress, gains, or losses.

Strategy: Weekend Program

Minutes added to school year: 1,920

Lowest 25% and retained students will receive Saturday tutorial in the areas of math,reading,writing, and science.Test taking strategies will be infused using grade level text and item specifications.

Strategy Rationale

Saturday tutorial offers our lowest 25% students with additional instruction to gain necessary skills to become proficient in Reading, Writing, Math, and Science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McMillan, Toni, toni.mcmillan@palmschools.org

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

Those students in Saturday tutorial will use diagnostic,RRR, FAIR, CORE K12, Florida Achieves results as data to evaluate gains/losses. The writing students will have a pre-test and post-test.

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

At Forest Park Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:
• Literacy Night, Math Night, Science Night, Curriculum Night
• Kindergarten Round-up
Forest Park will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Students and parents will be invited back to attend Kindergarten round- up.
Within the first 30 days of kindergarten, all students will be assessed using WSS and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academic and behavioral instruction will be included through guided and independent practice and modeling.
A staggered start will be utilized for Kindergarten. During the first week of school, only a third of the Kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten.
Our IB Coordinator will schedule tours with any incoming students and parents interested in attending Forest Park. During the tour, students and parents will have an opportunity to see the unique programs and state of the art technology Forest Park has to offer. As part of the IB continuum, students are encouraged to continue their learning in the Middle Years Programme (MYP) and Diploma Programme (DP) of IB; coordinator will act as a liaison with students and feeder schools.

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

n/a

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

n/a

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

n/a

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

n/a

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.   Student achievement will increase as educators use data to implement interventions to improve student response to learning.

G2.   Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

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. Student achievement will increase as educators use data to implement interventions to improve student response to learning. 1a

🔍 G053844

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	55.0

Resources Available to Support the Goal 2

- CELLA reports SBT (School Based Team) Leader to monitor progress of students receiving intensive and supplemental instruction. Parent Involvement Learning Team Facilitator Reading Intervention Teacher LLI Materials

Targeted Barriers to Achieving the Goal 3

- Lack of adequate time to plan explicit/differentiated instruction based on student data

- Limited research based interventions available for targeted students

- Students have limited motivation which impacts their learning.

Plan to Monitor Progress Toward G1. 8

Student Data (EDW, RRR, PBPA, Diagnostics...) LLI Progress Monitoring, Report Cards, Progress Reports

Person Responsible

Nancy Robinson

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

EDW reports to monitor student achievement Data Walls Data Chats State and district assessments

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum. 1a

🔍 G053845

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Substitutes to allow teachers time to unpack standards with coaches, admin and district personnel.

Targeted Barriers to Achieving the Goal 3

- 1. Deep understanding of new standards with alignment to rigorous instruction.

- 2.Comprehensive use of the Gradual Release Model across the curriculum (I Do, We Do, You Do Together, You Do Independently).

- 3. Limited knowledge of instructional strategies necessary to implement the rigorous standards.

- 4. Parental knowledge of new standards and resources available is limited to support learning at home.

Plan to Monitor Progress Toward G2. 8

District Training
School Based Training
Coaching Logs
Lesson Plans
Team Meeting Agendas and documentation
Learning Team Meeting Agendas and documentation
Common Planning

Person Responsible

Toni McMillan

Schedule

Weekly, from 6/4/2015 to 6/4/2015

Evidence of Completion

Student Achievement i observation

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. Student achievement will increase as educators use data to implement interventions to improve student response to learning. 1

🔑 G053844

G1.B1 Lack of adequate time to plan explicit/differentiated instruction based on student data 2

🔑 B135971

G1.B1.S1 Structured weekly common planning and LTM will be implemented to support collaboration between teachers (including ESE, ESOL, Fine Arts) and coaches. 4

🔑 S147931

Strategy Rationale

To ensure focused delivery of instruction, differentiate based on student needs, share ideas and strategies.

Action Step 1 5

Unpack the LAFS/MAFS and NGSSS-Science

Person Responsible

Mindy Magden

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

LTM and Common Planning Agendas and notes

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

Weekly Leadership Meetings

Person Responsible

Nancy Robinson

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Meeting agendas, Content Area Common Planning Sheets, Leadership Data Chats

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

Common Planning and LTM schedules

Person Responsible

Nancy Robinson

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student Data (EDW, RRR, PBPA, Diagnostics...) LLI Progress Monitoring, Report Cards, Progress Reports

G1.B2 Limited research based interventions available for targeted students [2]

B135972

G1.B2.S1 Professional Development and Instructional materials provided for teachers, who will in turn deliver differentiated scaffolded instruction to targeted students. [4]

S147932

Strategy Rationale

To meet the individual needs of students based on current data.

Action Step 1 [5]

Utilize content question stems and Webb's DOK to develop rigorous questions for student engagement. Also provide opportunities for "accountable talk", student think-alouds, and "collaborative structures" activities to justify thinking and explain logic.

Person Responsible

Nancy Robinson

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Instruction and classroom walkthroughs, Marzano observational tool, Common Planning, Lesson Plans

Action Step 2 [5]

Provide students with opportunities for small group instruction and experiential learning within and outside of the school day.

Person Responsible

Toni McMillan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Resource teacher schedules, Field Trip Forms, Tutorial sign-ins, Lesson Plans

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

Analysis of lesson plans and formal and informal walkthroughs

Person Responsible

Toni McMillan

Schedule

Daily, from 6/2/2015 to 6/4/2015

Evidence of Completion

Instruction and classroom walkthroughs, Marzano observational tool, Common Planning, Lesson Plans

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

Utilize LLI Progress Monitoring Tool, Question Stems, and DOK Higher Level Questioning

Person Responsible

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

EDW reports, RRR, Lesson Plans, Diagnostics, Performance Matters

G1.B3 Students have limited motivation which impacts their learning. 2

🔧 B135973

G1.B3.S1 Build efficacy through school-wide positive behavior support, goal setting, and small intervention groups (inclusive of all students: ESE, ESOL, Free and Reduced Lunch). 4

🔧 S147933

Strategy Rationale

Students that require interventions tend to be low performing, which impacts their motivation and desire to learn.

Action Step 1 5

Implement a Single School Culture of common behaviors to promote self regulating behaviors to be engaged active learners (ROARS, IB Profiles and Attitudes).

Person Responsible

Simone Green

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Increased number of IB Ambassadors, Student goal setting--I Can Attitude!, Individual Tracking Sheets

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

Growth of IB Ambassadors at the end of each trimester, Student Progress Monitoring (Fluency, RRR, Scales, Stamina)

Person Responsible

Simone Green

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Agendas (Daily Behavior Log), Tiger Paws, Behavior Code Log, IB Ambassador List, Observation of Student Behavior, Increase in Student Participation, progress monitoring logs

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

Track students in interventions, observe data, progress monitor to determine next steps

Person Responsible

Noelle Smallman

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

Guidance referrals, EDW discipline reports, RRR, School based behavior plans, classroom behavior monitoring, student agendas

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum. `1`

G053845

G2.B1 1. Deep understanding of new standards with alignment to rigorous instruction. `2`

B135975

G2.B1.S1 1. Create goals and scales aligned to the LAFS/MAFS/NGSSS Science with support in Learning Team Meetings and Common Planning. `4`

S147934

Strategy Rationale

To inform students and teachers about curriculum targets and their progress towards reaching the targets. In addition, it provides awareness of components of standards.

Action Step 1 `5`

Through Learning Team and common planning model, teachers will unpack standards, and develop and instructional plan for implementation.

Person Responsible

Mindy Magden

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Posted Goals and Scales

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

Common Planning Agendas
LTM agendas
Professional Development Agendas

Person Responsible

Mindy Magden

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Posted Goals and Scales in Classrooms Walk-throughs

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

Lesson Study
Data analysis and feedback
Common Planning
Backwards Design
Implementation of Marzano's effective teaching strategies

Person Responsible

Joi Grant

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student data chats Conferring with students Tracking student success

G2.B2 2.Comprehensive use of the Gradual Release Model across the curriculum (I Do, We Do, You Do Together, You Do Independently). 2

B135976

G2.B2.S1 Provide Professional Development and support of the gradual release model through the Coaching Cycle. 4

S147935

Strategy Rationale

To provide student centered learning environments that promote student accountability.

Action Step 1 5

Professional Development
Common Planning
Coaching Cycle

Person Responsible

Karen Lubin

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthroughs Coaching model (modeled lessons, co-teaching, coaching)

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

Observe the gradual release model through formal and Informal walkthroughs.
Provide prescriptive and descriptive feedback

Person Responsible

Nancy Robinson

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

i observation

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

Observe the implementation of the gradual release model
Coaching cycle for those needing more support
Monitor academic trends of instruction

Person Responsible

Susan McGill

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

i observation Coaches weekly log Student engagement Student artifacts

G2.B3 3. Limited knowledge of instructional strategies necessary to implement the rigorous standards. `2`

🔍 B135977

G2.B3.S1 Through professional development, coaching, collaboration, Learning Team Meetings and Area Instructional Reviews we will develop and incorporate strategies for rigorous instruction. `4`

🔍 S147936

Strategy Rationale

Identify and develop strategies to infuse rigorous instruction into standards based curriculum

Action Step 1 `5`

Provide professional development opportunities that align with standards and link strategies that promote student proficiency.

Person Responsible

Simone Green

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Professional Development agendas and sign-in sheets Classroom anchor chart Student evidence: journals, sticky notes, logs, word sort notebooks, fluency charts,

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

Standards based Professional development
Learning Team Meetings
Content based common planning-facilitated by instructional support

Person Responsible

Mindy Magden

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

LTM agendas Professional development Classroom environment Lesson Plans

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

The implementation of strategies are being used in everyday instruction.

Person Responsible

Susan McGill

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

i observation Lesson Plans Classroom Assessment Classroom environment

G2.B4 4. Parental knowledge of new standards and resources available is limited to support learning at home. `2`

G2.B4.S1 Ensure parents are provided with frequent communication and parent workshops to inform them of strategies to aid their child(ren) to increase achievement. `4`

Strategy Rationale

Parents are valuable partners in the learning process and reinforce concepts at home.

Action Step 1 `5`

Utilize communication tools and parent trainings to inform parents of strategies and resources available.

Person Responsible

Simone Green

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Monthly Newsletters, Training Agendas and Sign-ins, Invitations, EdLine, Marquee

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	Unpack the LAFS/MAFS and NGSSS-Science	Magden, Mindy	9/2/2014	LTM and Common Planning Agendas and notes	6/4/2015 daily
G1.B2.S1.A1	Utilize content question stems and Webb's DOK to develop rigorous questions for student engagement. Also provide opportunities for "accountable talk", student think-alouds, and "collaborative structures" activities to justify thinking and explain logic.	Robinson, Nancy	9/2/2014	Instruction and classroom walkthroughs, Marzano observational tool, Common Planning, Lesson Plans	6/4/2015 daily
G1.B3.S1.A1	Implement a Single School Culture of common behaviors to promote self regulating behaviors to be engaged active learners (ROARS, IB Profiles and Attitudes).	Green, Simone	9/2/2014	Increased number of IB Ambassadors, Student goal setting--I Can Attitude!, Individual Tracking Sheets	6/4/2015 daily
G2.B1.S1.A1	Through Learning Team and common planning model, teachers will unpack standards, and develop and instructional plan for implementation.	Magden, Mindy	9/2/2014	Posted Goals and Scales	6/4/2015 weekly
G2.B2.S1.A1	Professional Development Common Planning Coaching Cycle	Lubin, Karen	9/2/2014	Classroom Walkthroughs Coaching model (modeled lessons, co-teaching, coaching)	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1	Provide professional development opportunities that align with standards and link strategies that promote student proficiency.	Green, Simone	9/2/2014	Professional Development agendas and sign-in sheets Classroom anchor chart Student evidence: journals, sticky notes, logs, word sort notebooks, fluency charts,	6/4/2015 weekly
G2.B4.S1.A1	Utilize communication tools and parent trainings to inform parents of strategies and resources available.	Green, Simone	8/18/2014	Monthly Newsletters, Training Agendas and Sign-ins, Invitations, EdLine, Marquee	6/4/2015 monthly
G1.B2.S1.A2	Provide students with opportunities for small group instruction and experiential learning within and outside of the school day.	McMillan, Toni	8/18/2014	Resource teacher schedules, Field Trip Forms, Tutorial sign-ins, Lesson Plans	6/4/2015 daily
G1.MA1	Student Data (EDW, RRR, PBPA, Diagnostics...) LLI Progress Monitoring, Report Cards, Progress Reports	Robinson, Nancy	9/2/2014	EDW reports to monitor student achievement Data Walls Data Chats State and district assessments	6/4/2015 weekly
G1.B1.S1.MA1	Common Planning and LTM schedules	Robinson, Nancy	9/2/2014	Student Data (EDW, RRR, PBPA, Diagnostics...) LLI Progress Monitoring, Report Cards, Progress Reports	6/4/2015 weekly
G1.B1.S1.MA1	Weekly Leadership Meetings	Robinson, Nancy	9/2/2014	Meeting agendas, Content Area Common Planning Sheets, Leadership Data Chats	6/4/2015 weekly
G1.B2.S1.MA1	Utilize LLI Progress Monitoring Tool, Question Stems, and DOK Higher Level Questioning		9/2/2014	EDW reports, RRR, Lesson Plans, Diagnostics, Performance Matters	6/4/2015 daily
G1.B2.S1.MA1	Analysis of lesson plans and formal and informal walkthroughs	McMillan, Toni	6/2/2015	Instruction and classroom walkthroughs, Marzano observational tool, Common Planning, Lesson Plans	6/4/2015 daily
G1.B3.S1.MA1	Track students in interventions, observe data, progress monitor to determine next steps	Smallman, Noelle	9/2/2014	Guidance referrals, EDW discipline reports, RRR, School based behavior plans, classroom behavior monitoring, student agendas	6/4/2015 daily
G1.B3.S1.MA1	Growth of IB Ambassadors at the end of each trimester, Student Progress Monitoring (Fluency, RRR, Scales, Stamina)	Green, Simone	9/2/2014	Agendas (Daily Behavior Log), Tiger Paws, Behavior Code Log, IB Ambassador List, Observation of Student Behavior, Increase in Student Participation, progress monitoring logs	6/4/2015 daily
G2.MA1	District Training School Based Training Coaching Logs Lesson Plans Team Meeting Agendas and documentation Learning Team Meeting Agendas and documentation Common Planning	McMillan, Toni	6/4/2015	Student Achievement i observation	6/4/2015 weekly
G2.B1.S1.MA1	Lesson Study Data analysis and feedback Common Planning Backwards Design Implementation of Marzano's effective teaching strategies	Grant, Joi	9/2/2014	Student data chats Conferring with students Tracking student success	6/4/2015 weekly
G2.B1.S1.MA1	Common Planning Agendas LTM agendas Professional Development Agendas	Magden, Mindy	9/2/2014	Posted Goals and Scales in Classrooms Walk-throughs	6/4/2015 weekly
G2.B2.S1.MA1	Observe the implementation of the gradual release model Coaching cycle for those needing more support Monitor academic trends of instruction	McGill, Susan	9/2/2014	i observation Coaches weekly log Student engagement Student artifacts	6/4/2015 weekly
G2.B2.S1.MA1	Observe the gradual release model through formal and Informal walkthroughs. Provide prescriptive and descriptive feedback	Robinson, Nancy	9/2/2014	i observation	6/4/2015 weekly
G2.B3.S1.MA1	The implementation of strategies are being used in everyday instruction.	McGill, Susan	9/2/2014	i observation Lesson Plans Classroom Assessment Classroom environment	6/4/2015 daily
G2.B3.S1.MA1	Standards based Professional development Learning Team Meetings	Magden, Mindy	9/2/2014	LTM agendas Professional development Classroom environment Lesson Plans	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Content based common planning-facilitated by instructional support				

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 Opportuntities

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

G1. Student achievement will increase as educators use data to implement interventions to improve student response to learning.

G1.B1 Lack of adequate time to plan explicit/differentiated instruction based on student data

G1.B1.S1 Structured weekly common planning and LTM will be implemented to support collaboration between teachers (including ESE, ESOL, Fine Arts) and coaches.

PD Opportunity 1

Unpack the LAFS/MAFS and NGSSS-Science

Facilitator

Coaches LTF

Participants

Teachers Administration

Schedule

Daily, from 9/2/2014 to 6/4/2015

G1.B2 Limited research based interventions available for targeted students

G1.B2.S1 Professional Development and Instructional materials provided for teachers, who will in turn deliver differentiated scaffolded instruction to targeted students.

PD Opportunity 1

Utilize content question stems and Webb's DOK to develop rigorous questions for student engagement. Also provide opportunities for "accountable talk", student think-alouds, and "collaborative structures" activities to justify thinking and explain logic.

Facilitator

Administrators

Participants

Administrations, Coaches, LTF

Schedule

Daily, from 9/2/2014 to 6/4/2015

G1.B3 Students have limited motivation which impacts their learning.

G1.B3.S1 Build efficacy through school-wide positive behavior support, goal setting, and small intervention groups (inclusive of all students: ESE, ESOL, Free and Reduced Lunch).

PD Opportunity 1

Implement a Single School Culture of common behaviors to promote self regulating behaviors to be engaged active learners (ROARS, IB Profiles and Attitudes).

Facilitator

IB Coordinator Administrators Guidance Counselors

Participants

Guidance, Classroom Teachers, Students

Schedule

Daily, from 9/2/2014 to 6/4/2015

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

G2.B1 1. Deep understanding of new standards with alignment to rigorous instruction.

G2.B1.S1 1. Create goals and scales aligned to the LAFS/MAFS/NGSSS Science with support in Learning Team Meetings and Common Planning.

PD Opportunity 1

Through Learning Team and common planning model, teachers will unpack standards, and develop and instructional plan for implementation.

Facilitator

Administrators. Learning Team Facilitator, Academic Coaches (Reading, Math and Science), Reading Resource Teacher and Team Leaders, ESE Teachers, ESOL Teachers

Participants

Instructional Staff Academic Coaches Administration

Schedule

Weekly, from 9/2/2014 to 6/4/2015

G2.B2 2.Comprehensive use of the Gradual Release Model across the curriculum (I Do, We Do, You Do Together, You Do Independently).

G2.B2.S1 Provide Professional Development and support of the gradual release model through the Coaching Cycle.

PD Opportunity 1

Professional Development Common Planning Coaching Cycle

Facilitator

Administrators, Academic Coaches, LTF

Participants

Administrators Academic Coaches Learning Team Facilitator Instructional Staff

Schedule

Weekly, from 9/2/2014 to 6/4/2015

G2.B3 3. Limited knowledge of instructional strategies necessary to implement the rigorous standards.

G2.B3.S1 Through professional development, coaching, collaboration, Learning Team Meetings and Area Instructional Reviews we will develop and incorporate strategies for rigorous instruction.

PD Opportunity 1

Provide professional development opportunities that align with standards and link strategies that promote student proficiency.

Facilitator

Administration, Academic Coaches, PDD Team, LTF

Participants

Administration Academic Coaches PDD Team Learning Team Facilitator Instructional Staff

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Student achievement will increase as educators use data to implement interventions to improve student response to learning.	210,560
Goal 2: Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.	4,340
Grand Total	**214,900**

Goal 1: Student achievement will increase as educators use data to implement interventions to improve student response to learning.		
Description	**Source**	**Total**
B1.S1.A1 - 0.5 Math Coach and 0.5 Science Coach Salary and Benefits	Title I Part A	65,879
B1.S1.A1 - Supplies for professional development such as paper, pens, chart paper, ink, printers, toner, folders, post-its, highlighters, markers, etc.	Title I Part A	1,500
B1.S1.A1 - Substitutes for teacher release time for collaborative planning during school day	Title I Part A	1,900
B2.S1.A2 - Tutor salary and benefits	SIG 1003(a)	13,093
B2.S1.A2 - Tutorial supplies such as paper, ink, Ready consumables, composition books, journals, pencils, highlighters, etc.	SIG 1003(a)	1,000
B2.S1.A2 - Online subscriptions such as VMath and IReady	SIG 1003(a)	4,500
B2.S1.A2 - Resource teachers (1.0 Reading and 0.5 Math) salary and benefits	Title I Part A	98,818
B2.S1.A2 - Tutorial and Enrichment supplies such as paper, ink, chart paper, math manipulatives, LLI ancillary supplies, notebooks, highlighters, dry erase markers, science lab materials, Ready consumables	Title I Part A	7,039
B2.S1.A2 - HQ tutors, salary, and benefits	Title I Part A	8,868
B2.S1.A2 - Online subscriptions such as ReadingA-Z, RazKids, IReady	Title I Part A	6,000
B2.S1.A2 - Field Trip transportation for experiential learning	Title I Part A	1,963
Total Goal 1		**210,560**

Goal 2: Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.		
Description	**Source**	**Total**
B4.S1.A1 - Supplies for communication like paper, ink, and agendas	Title I Part A	3,200
B4.S1.A1 - Part-time pay for teachers to coordinate and conduct trainings and facilitate communication	Title I Part A	1,140

Goal 2: Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.		
Description	**Source**	**Total**
Total Goal 2		**4,340**