Calusa Elementary School

2014-15 School Improvement Plan

Calusa Elementary School

2051 CLINT MOORE RD, Boca Raton, FL 33496

www.edline.net/pages/calusa_elementary

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	29%

Alternative/ESE Center	Charter School	Minority
No	No	37%

School Grades History

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

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.

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

Mission
The Parents, Staff and Community members of Calusa Elementary School pledge to provide a safe and motivating learning environment for all students. Together we will collaborate to make available the most innovative teaching techniques and instructional technology based upon successful teaching strategies. We will strive to meet the diverse needs of all students so they will become life long learners, productive, and responsible members of society.

Provide the school's vision statement

Vision
The Calusa Elementary School stakeholders believe that by establishing a climate of respect and responsibility within a framework of a solid academic program, our students will be prepared for the future.

School Environment

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

Our school operates under a Single School Culture where the philosophy is that academics and behavior are inextricably intertwined. The social and emotional needs of our students are nurtured in a way that creates an environment for maximum learning. Systems are place to ensure that relationship building is a clear priority.
This philosophy is shared with our stakeholders in the beginning of the year through our School Advisory Committee and with our student through our Positive Behavior Support meetings.
Our school operates under a School wide Positive Behavior Support model. Our PBS committee is comprised of school staff and parents. At the beginning of the year, the team evaluates the climate of our overall school. An action plan is created to implement strategies throughout the year that will increase positive behavior, positive student relationships, fostering multicultural awareness and overall climate of the school. Some of these activities include:
- Creating a school wide behavior matrix (Teachers along with students will jointly create and review classroom behavioral expectations that are in line with school wide behavior matrix.)
- Implementing positive incentives for students and staff
- Providing professional development for teachers in devising methods and structures for expanding positive
interpersonal interaction in the classroom settings
- Providing opportunities for the staff to share effective strategies within Marzano's Design Question 8:
Establishing and Maintaining Effective Relationships with Students
- Monthly data analysis on school wide behavioral data
- Collecting data on ratio of positive interactions (RPI) with students
Our School Advisory Council and our PBS team will serve as the committees to continually assess the state of our cultural awareness and student teacher relationships.
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

Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts) will be evident in every classroom, including our fine arts department.

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

At the beginning of the school year the school principal meets with each grade level to articulate and review the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. In addition the teachers and staff will continue to teach and demonstrate the specific practices and expectations based on our SwPBS Universal Guidelines.

During staff meetings our PBS team will role model specific strategies and methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior in the classroom.

All stakeholders are informed about our universal guidelines for behavior expectations and our policies on bullying and harassment. Students and parents will be informed about how to report violations of bullying/harassment/civil rights policies.

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 will be developed and implemented by our school counselor and leadership team.

Non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel will be involved in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

The overall safety and climate of the school will continue to be monitored through through the School Advisory committee and PBS team.

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

Our school integrates Single School Culture by sharing Universal Guidelines For Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Learning Team Meetings. We instill an appreciation for multicultural diversity through antibullying campaigns, structured lessons, and implementation of SwPBS programs. We use ReachTV as our specific antibullying program. It is an ongoing program with set lessons and videos that are shared with the students daily. We have daily, weekly and monthly incentives such as High Five Coupons, the Calusa Café and Fabulous Flamingo Feathers to provide positive feedback to our students. Our parents receive a monthly newsletter promoting our Single School Culture and hold two meetings a year to keep parents abreast of our SwPBS action plan.

Ongoing professional development is provided on staff to increase the positive interaction ratio.

A clear and consistent process is in place for progressive discipline is in place for minor and major infractions, which all staff are trained on.

The PBS team will meet monthly to review behavioral data which guides next steps and reporting out to the staff.

A tiered system is in place for students that are not successful under the universal guidelines, more individualized and specific plans behavioral plans are created for those students. The school

guidance counselor and other resource staff may be involved in these plans as well as the classroom teacher.

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

The school based team meets weekly to review identified students who may be in need social/ emotional support. The team creates an individualized plan that may include but not limited to, individual counseling, a mentor, a peer buddy, social groups, etc. A case manager is provided for each child that is identified. The case manager is required to report out each week at the SBT meeting on the progress of the services being implemented as well as the social progress of the child. The school guidance counselor implements guidance lessons in classrooms that address grade appropriate social issues and needs.
School counselor may connect families to the appropriate agencies to meet the child's individual emotional and social needs.

Early Warning Systems

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

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

The guidance counselor checks regularly with the the attendance clerk to flag students who have excessive absences. The guidance counselor will reach out to parents for assistance. Outside agencies are recommended when asked.
The SBT will create a behavior plan for any child who is struggling with adherence to school expectations. including students who have been suspended in or out of school.
All Level 1 and 2 are placed in immediate intensive intervention and are progress monitored through the school base team process.

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	17	13	12	6	13	17	78
One or more suspensions	4	2	1	3	2	15	27
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	16	18	45

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	10	4	5	3	5	4	31

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

The school based team meets weekly to review identified students who are exhibiting early warning indicators. The team creates an individualized plan that may include an individual behavior plan and counseling. Often an academic intervention plan is created. Interventions are implemented through iii, SAI and the Tiers such as LLI, Fundations, OLA and fluency instruction, etc. A case manager is assigned to each child identified to oversee the individualized plan and reports back weekly to the team.

Notification procedures are in place for parents of students who are exhibiting any of the early warning indicators. Often times the school counselor will refer families to outside agencies and community outreach organizations to provide support.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Building positive relationships with families is a huge priority at out school. Our school operates under an open door policy meaning that parents have access to administration and teachers daily through appointments, email and phone. Parents are encouraged to participate in volunteer opportunities that are provided.

Administration and staff partner with the Parent Teacher Association to create a family friendly environment and implement fun and positive school wide activities.

An extensive communication system is in place to ensure parents are informed such as:
- School Wide Monthly Newsletter
- School Wide email system
- School Wide parent phone link
- Weekly fliers
- Marquee
- Classroom EdLine pages
- Teacher email
- Student agendas
- Parent conferences

During Open House and curriculum nights parents have an opportunity to meet teachers and administration, as well as gain helpful information about the school. Parent workshops will be offered through the school year on various topics.

Ongoing communication occurs in regards to individual student progress on academic, social and behavioral progress of each child.

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

The school and PTA create a business partner liaison that reaches out to local community agencies to partner with the school. An extensive business partnership plan is shared with all potential business partners. Business/Community agencies have an opportunity to become a bronze, silver or gold partner.

Business partners and local communities agencies provide many resources on a school wide and individual based need.

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
Wyatt, Jamie	Principal
Codling, Linden	Teacher, K-12
Wotton, Christopher	Assistant Principal
Gordon, Chari	Teacher, ESE
Hirschy, Lisa	Instructional Coach
Thornberry, Carrie	Guidance Counselor

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 Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Learning Team Facilitator (LTF), Speech Language Pathologist, and guidance staff.
The principal provides 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 School Based Team (SBT) is implementing RTI processes
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. The total team is responsible for monitoring the fidelity of the MTSS/RTI process and SIP.
RTI Facilitator: The RTI facilitator and the other members of the RTI leadership team will assist the principal in overseeing the entire MTSS/RTI process at the school. All members of the team will provide professional development to the staff in reference to effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data. The members of the team will also case manage and provide interventions for students in Tier III.
The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data

will be collected and analyzed to see if students are responding to the intervention.
The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.
The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.
Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

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 Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. 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 RtI Leadership Team.
The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their

status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Learning Team Facilitator (LTF), Speech Language Pathologist, and guidance staff.

The principal provides 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 School Based Team (SBT) is implementing RTI processes

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.

RTI Facilitator: The RTI facilitator position will assist the principal in overseeing the entire RTI process at the school. The RTI facilitator and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. The members of the team will also case manage and provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jamie Wyatt	Principal
Linden Codling	Teacher
Christina Feraco	Teacher
Stacy Krupilis	Education Support Employee
Yvette Drucker	Business/Community
Andrea Massetta	Parent
Anna Lipsig	Parent
Shervaugn Mills	Parent
Amy Eastlack	Parent
Kristy Livshin	Parent
Carmelyn Murphy	Parent
Laurie Hochman	Parent

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

At the first SAC meeting of the year, the previous year's SIP is evaluated for effectiveness. Administration shares school data and now the school improvement strategies impacted that data. Based upon this analysis of student data, the school improvement goals for the new year are created.

Development of this school improvement plan

The SAC meets to discuss and review current student achievement data. Based upon the strengths and deficits the SAC participate in developing the SIP. This is an ongoing process throughout the school year.

Preparation of the school's annual budget and plan

As the school improvement plan is created with the input of the SAC, the budget is created to help successfully implement the goals and strategies created in the plan. The SAC must approve all budgeted items, programs, etc.

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

The School improvement funds were used to support the Literacy initiatives including the implementation of Common Core standards, the new Literacy Adoption and Units of Study, and Reading Counts. The estimated amount budgeted in last year's plan was $500 for LLI kits, $500 for classroom library books.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Literacy Leadership Team (LLT)

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

Name	Title
Wyatt, Jamie	Principal

Duties

Describe how the LLT promotes literacy within the school

Our literacy team is comprised of leaders in literacy. Our team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and administration. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Our annual literacy night is a huge undertaking for the literacy team. They promote this night to parents, students and staff throughout the school year. Battle of the Books is included during this night and students are encouraged throughout the year to prepare for this event by reading preselected books.

Throughout the year, the literacy team also evaluates the implementation of the district literacy initiatives. This team will brainstorm suggestions and ideas to enhance the current implementation.

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

Learning Team Meetings are used to encourage positive working relationships between teachers through collaborative planning. Learning Team Meetings occur every other week by grade level. The master schedule has been designed to provide consistent time for teachers to meet in addition to LTMs. 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

Calusa continues to accept interns for local colleges and pair them with the strongest teachers. We have been able to hire many of our interns upon completion of their program. Administration attends job fairs and reaches out to qualified candidates all over the country to find the right fit. Extensive training and support is given to all new staff to increase retention rates.

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

Each year we look at the new teacher and consider the grade level they teach and learning style when creating the pairing between mentor and men tee. All mentees have been through the clinical education training and have volunteered to mentor.

1. The mentors and mentee will meet weekly for the first few months of school to review the mentees plans, provide guidance and answer questions.
2. The mentors and mentee will meet biweekly starting in November.
3. The mentee will visit the mentors' classroom to observe the mentor model effective instruction.
4. The mentor will informally observe the mentee teacher and provide feedback at least once a semester.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school utilizes a scope and sequence and instructional programs and materials that are adopted and supported by the District.
Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.
All interventions programs are researched to ensure that they are aligned with the Florida State Standards. The school also utilizes resources and materials that are provided by the state such as CPalms.

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 school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. 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 RtI Leadership Team.
The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
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possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

Before, during and after school tutorials are provided for all students requiring additional support in their core subject areas. These students are identified by the process described above. Small group instruction is utilized throughout the day to ensure that interventions are being implemented with fidelity and that all instruction is differentiated to meet the needs of individual students.

The master schedule is set up with an uninterrupted 90 minute reading block and a 30 minutes for interventions. Intervention above and beyond those times are created for students in the Tiers. A balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs is utilized.

Administration provides materials and resources aligned to the Florida Standards to support the Core and intervention instruction. On going assessments that are aligned with the standards are utilized to guide individual and class instruction.

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: 130

Before and after school tutorials are offered January through April. Students are targeted for extra support in the Core academic subjects. Students are homogeneously grouped according to needs and matched with the appropriate teachers. Targeted students are also offered Science and Math enrichment. After school opportunities for learning are therefore, offered to students of all levels.

Strategy Rationale

The extra small group individualized instruction with students of like needs will close the learning gap.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wyatt, Jamie, jamie.wyatt@palmbeachschools.org

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

Pre- and post tests, lesson plans are collected and evaluated. Administrators conduct classroom walkthroughs and after student achievement data becomes available students in extended day activities are tracked to see if it was effective.

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

Administration contacts local preschools and provides school readiness literature. An invitation is extended for tours and small group meeting with the preschool personnel as well as parents. A monthly tour and communication session is provided. A kindergarten round-up is held in in the month of May for parents.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase students engagement in complex and rigorous tasks through the Marzano Instructional Model

G2. Increase student writing within all content areas.

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. Increase students engagement in complex and rigorous tasks through the Marzano Instructional Model
`1a`

Targets Supported `1b`

G053589

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	80.0
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal `2`

- Marzano Learning Science Team-professional developers Instructional Coaches Academic notebooks Complex texts and varied texts Professional resources such as Number Talks, The Art and Science of Teaching, Notebook Connections LAFS MAFS

Targeted Barriers to Achieving the Goal `3`

- Instructional staff does not have the background and depth of professional development.necessary to provide students ongoing opportunities to engage in rigorous tasks.

Plan to Monitor Progress Toward G1. `8`

Review of:
Student data and classroom walkthrough data:
Performance based tasks
Diagnostic data
Other classroom assessments
Marzano evaluation tool

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student achievement data

G2. Increase student writing within all content areas. 1a

Targets Supported 1b

🔍 G053590

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	83.0
FCAT 2.0 Science Proficiency	
CELLA Writing Proficiency	

Resources Available to Support the Goal 2

- Resources will include: LAFS resources-(websites, videos, rigorous text) 2) Units of Study, Lucy Calkins 3) Mentor texts 4) Variety of reading materials such as articles, poems, non fiction text and visual media

Targeted Barriers to Achieving the Goal 3

- The new Florida State Writing Assessment requires students to write about reading using text evidence. Our students have not had enough exposure to this type of writing.

Plan to Monitor Progress Toward G2. 8

I-Observation data
Palm Beach Performance Assessment data
Writer's notebooks

Person Responsible

Jamie Wyatt

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

I-Observation data Palm Beach Performance Assessment data Writer's notebooks evidence FSA scores

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. Increase students engagement in complex and rigorous tasks through the Marzano Instructional Model [1]

🔑 G053589

G1.B1 Instructional staff does not have the background and depth of professional development.necessary to provide students ongoing opportunities to engage in rigorous tasks. [2]

🔑 B135321

G1.B1.S1 Our staff will under go an extensive professional development process through the Marzano Learning Sciences "Rigor" pilot. This professional development will include a series of walk thoughs with a team approach. [4]

🔑 S147179

Strategy Rationale

This professional development will provide specific strategies for teachers to use in their classroom to raise the level of rigor in their instruction and the rigorous tasks that students engage in.

Action Step 1 [5]

10 full days of professional development will be provided throughout the school year by a Mazano-Learning Science coach.

Person Responsible

Jamie Wyatt

Schedule

Monthly, from 9/11/2014 to 4/30/2015

Evidence of Completion

Agendas, minutes, sign in sheets and instructional Focus Calendars

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

Monthly walkthorugh with Marzano to monitor implementation of rigor strategies presented during Pd sessions.

Person Responsible

Jamie Wyatt

Schedule

Monthly, from 9/11/2014 to 4/30/2015

Evidence of Completion

Classroom walkthrough data and student achievement data

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

Ongoing review:
Classroom walkthroughs data
Student work/tasks
Performance based tasks
Diagnostic asessements

Person Responsible

Jamie Wyatt

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Teacher feedback survey from PD, classroom walkthrough data supporting implementation of the Marzano instructional model.

G1.B1.S2 Teacher will engage in on going collaboration meetings(LTM) where rigorous learning goals and scales are created and student work is analyzed for the level of rigor. 4

🔑 S147180

Strategy Rationale

Collaboration with "rigor" as the focus will help all instructional staff have universal expectations for rigor and will provide support needed.

Action Step 1 5

Weekly LTM(collaboration) scheduled to facilitate collaboration on rigor pilot.

Person Responsible

Jamie Wyatt

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Observation of the math block

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will participate in LTM's(collaboration) and monitor implementation of the strategies discussed through classroom observation and review of student assessment data.

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Data from classroom walkthroughs and observations and student achievement and student work.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor the level of student work/tasks and learning goals and scales.

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student achievement data and student work/tasks

G1.B1.S3 Teachers will incorporate rigorous academic notebooks in all subject areas where students will be required to record and represent their application of their knowledge.Teachers will be able to monitor the level of application through the notebooks. 4

S147181

Strategy Rationale

Students will have a formal system for documenting their understanding and application of their knowledge in a more in depth way.

Action Step 1 5

Students will utilize academic notebooks in all subjects and provided with the instruction on how to record and represent their knowledge at the expected level of rigor.

Person Responsible

Lisa Hirschy

Schedule

Daily, from 9/2/2014 to 6/1/2015

Evidence of Completion

Documentation of observation and feedback conferences.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration and teachers will monitor the student notebooks for rigor.

> **Person Responsible**
>
> Lisa Hirschy
>
> **Schedule**
>
> Daily, from 9/2/2014 to 6/1/2015
>
> ***Evidence of Completion***
>
> Student academic notebooks.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration and teachers will monitor the student notebooks for rigor.

> **Person Responsible**
>
> Jamie Wyatt
>
> **Schedule**
>
> Daily, from 9/2/2014 to 5/29/2015
>
> ***Evidence of Completion***
>
> Student academic notebooks

G1.B1.S4 Administration will create an extensive classroom observation schedule including pre and post conferences providing feedback to teachers. Feedback will be specific to the level of rigor being observed in the classroom as evidenced by student work. 4

S147182

Strategy Rationale

Providing constant feedback to teachers about their practices will guide improvement.

Action Step 1 5

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on the implementation of the Marzano Instructional Model through pre- and post conferences.

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/8/2014 to 4/30/2015

Evidence of Completion

I Observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Weekly leadership meetings to review completion of schedules observation and conferences

Person Responsible

Jamie Wyatt

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Weekly leadership minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Walkthrough data will be reviewed to determine improvement is effective implementation of the Marzano Instructional Model.

Person Responsible

Jamie Wyatt

Schedule

Weekly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Walkthrough data

G2. Increase student writing within all content areas. 1

G053590

G2.B1 The new Florida State Writing Assessment requires students to write about reading using text evidence. Our students have not had enough exposure to this type of writing. 2

B135322

G2.B1.S1 Students will be instructed on how to write about reading across the content areas using specific text evidence. 4

S147183

Strategy Rationale

Typically students do the brunt of their writing during the writing block. This strategy will allow students to increase their writing time as well as learn how to write in the content areas.

Action Step 1 5

During all of the content areas students will write about content using evidence from the text in their writer's notebooks.

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/2/2014 to 6/1/2015

Evidence of Completion

Writer's notebooks showing evidence of writing across the content using text specific evidence.

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

Administration will review students writing in Writer's notebooks during classroom walkthroughs and LTM's

Person Responsible

Jamie Wyatt

Schedule

On 5/29/2015

Evidence of Completion

I- Observation data and writer's noteboooks

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

Classroom walkthroughs to see implementation writing instruction and the amount of student writing that is occurring in all subject areas.

Person Responsible

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

I-observation data and student writing folders

G2.B1.S2 Students will be instructed on annotating and text marking strategies. 4

S147184

Strategy Rationale

Note taking is a key strategy in helping students cite text evidence.

Action Step 1 5

All teachers in all content areas will instruct students in annotating skills and text marking

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Student writer's notebooks

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

Administration will monitor effective instruction on annotating skills and text marking through classroom walkthroughs

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

I-Observation tool data

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

Administration will meet with instructional staff to provide feedback on observation s and on collected student work. Teachers will reflect on feedback and readjust their instruction if needed.

Person Responsible

Jamie Wyatt

Schedule

Weekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

I-Observation tools and feedback notes

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

Administration and teachers will review students work involving annotating and text marking during LTM's

Person Responsible

Jamie Wyatt

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work, LTM minutes

G2.B1.S3 Professional development will be provided to teachers will be provide through the district Literacy Cohort training and through LTM's on writing about reading using specific text evidence. `4`

🔑 S147185

Strategy Rationale

Professional development will provide teacher with the necessary writing strategies to implement effective writing instruction.

Action Step 1 `5`

Professional development will be scheduled during LTM's and through the Literacy Cohort training.

Person Responsible

Lisa Hirschy

Schedule

Monthly, from 9/3/2014 to 5/4/2015

Evidence of Completion

Documentation of observations and feedback conferences.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Classroom walkthrough to see implementation of writing instruction from professional development.

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/15/2014 to 5/4/2015

Evidence of Completion

I-Observation tool and schedule of walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Walkthrough data will be reviewed to determine effective implementation of writing instruction.

Person Responsible

Jamie Wyatt

Schedule

Daily, from 9/15/2014 to 9/15/2014

Evidence of Completion

Walkthrough data Student writer's notebooks Post observation conference notes

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	10 full days of professional development will be provided throughout the school year by a Mazano-Learning Science coach.	Wyatt, Jamie	9/11/2014	Agendas, minutes, sign in sheets and instructional Focus Calendars	4/30/2015 monthly
G1.B1.S2.A1	Weekly LTM(collaboration) scheduled to facilitate collaboration on rigor pilot.	Wyatt, Jamie	9/9/2014	Observation of the math block	5/29/2015 weekly
G1.B1.S3.A1	Students will utilize academic notebooks in all subjects and provided with the instruction on how to record and represent their knowledge at the expected level of rigor.	Hirschy, Lisa	9/2/2014	Documentation of observation and feedback conferences.	6/1/2015 daily
G1.B1.S4.A1	Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on the implementation of the Marzano Instructional Model through pre- and post conferences.	Wyatt, Jamie	9/8/2014	I Observation data	4/30/2015 daily
G2.B1.S1.A1	During all of the content areas students will write about content using evidence from the text in their writer's notebooks.	Wyatt, Jamie	9/2/2014	Writer's notebooks showing evidence of writing across the content using text specific evidence.	6/1/2015 daily
G2.B1.S2.A1	All teachers in all content areas will instruct students in annotating skills and text marking	Wyatt, Jamie	9/2/2014	Student writer's notebooks	5/29/2015 daily
G2.B1.S3.A1	Professional development will be scheduled during LTM's and through the Literacy Cohort training.	Hirschy, Lisa	9/3/2014	Documentation of observations and feedback conferences.	5/4/2015 monthly
G1.MA1	Review of: Student data and classroom walkthrough data: Performance based tasks Diagnostic data Other classroom assessments Marzano evaluation tool	Wyatt, Jamie	9/8/2014	Student achievement data	5/29/2015 daily
G1.B1.S1.MA1	Ongoing review: Classroom walkthroughs data Student work/tasks Performance based tasks Diagnostic asessements	Wyatt, Jamie	9/15/2014	Teacher feedback survey from PD, classroom walkthrough data supporting implementation of the Marzano instructional model.	5/29/2015 monthly
G1.B1.S1.MA1	Monthly walkthorugh with Marzano to monitor implementation of rigor	Wyatt, Jamie	9/11/2014	Classroom walkthrough data and student achievement data	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strategies presented during Pd sessions.				
G1.B1.S2.MA1	Monitor the level of student work/tasks and learning goals and scales.	Wyatt, Jamie	9/15/2014	Student achievement data and student work/tasks	5/29/2015 daily
G1.B1.S2.MA1	Administration will participate in LTM's(collaboration) and monitor implementation of the strategies discussed through classroom observation and review of student assessment data.	Wyatt, Jamie	9/15/2014	Data from classroom walkthroughs and observations and student achievement and student work.	5/29/2015 daily
G1.B1.S3.MA1	Administration and teachers will monitor the student notebooks for rigor.	Wyatt, Jamie	9/2/2014	Student academic notebooks	5/29/2015 daily
G1.B1.S3.MA1	Administration and teachers will monitor the student notebooks for rigor.	Hirschy, Lisa	9/2/2014	Student academic notebooks.	6/1/2015 daily
G1.B1.S4.MA1	Walkthrough data will be reviewed to determine improvement is effective implementation of the Marzano Instructional Model.	Wyatt, Jamie	9/8/2014	Walkthrough data	4/30/2015 weekly
G1.B1.S4.MA1	Weekly leadership meetings to review completion of schedules observation and conferences	Wyatt, Jamie	9/8/2014	Weekly leadership minutes	4/30/2015 weekly
G2.MA1	I-Observation data Palm Beach Performance Assessment data Writer's notebooks	Wyatt, Jamie	9/8/2014	I-Observation data Palm Beach Performance Assessment data Writer's notebooks evidence FSA scores	5/29/2015 monthly
G2.B1.S1.MA1	Classroom walkthroughs to see implementation writing instruction and the amount of student writing that is occurring in all subject areas.		9/2/2014	I-observation data and student writing folders	5/29/2015 daily
G2.B1.S1.MA1	Administration will review students writing in Writer's notebooks during classroom walkthroughs and LTM's	Wyatt, Jamie	9/2/2014	I- Observation data and writer's noteboooks	5/29/2015 one-time
G2.B1.S2.MA1	Administration will meet with instructional staff to provide feedback on observation s and on collected student work. Teachers will reflect on feedback and readjust their instruction if needed.	Wyatt, Jamie	9/15/2014	I-Observation tools and feedback notes	4/30/2015 weekly
G2.B1.S2.MA3	Administration and teachers will review students work involving annotating and text marking during LTM's	Wyatt, Jamie	9/15/2014	Student work, LTM minutes	5/29/2015 weekly
G2.B1.S2.MA1	Administration will monitor effective instruction on annotating skills and text marking through classroom walkthroughs	Wyatt, Jamie	9/8/2014	I-Observation tool data	5/29/2015 daily
G2.B1.S3.MA1	Walkthrough data will be reviewed to determine effective implementation of writing instruction.	Wyatt, Jamie	9/15/2014	Walkthrough data Student writer's notebooks Post observation conference notes	9/15/2014 daily
G2.B1.S3.MA1	Classroom walkthrough to see implementation of writing instruction from professional development.	Wyatt, Jamie	9/15/2014	I-Observation tool and schedule of walkthroughs	5/4/2015 daily

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. Increase students engagement in complex and rigorous tasks through the Marzano Instructional Model

G1.B1 Instructional staff does not have the background and depth of professional development.necessary to provide students ongoing opportunities to engage in rigorous tasks.

G1.B1.S1 Our staff will under go an extensive professional development process through the Marzano Learning Sciences "Rigor" pilot. This professional development will include a series of walk thoughs with a team approach.

PD Opportunity 1

10 full days of professional development will be provided throughout the school year by a Mazano-Learning Science coach.

Facilitator

Mazano-Learning Science coach.

Participants

Instructional staff

Schedule

Monthly, from 9/11/2014 to 4/30/2015

G1.B1.S2 Teacher will engage in on going collaboration meetings(LTM) where rigorous learning goals and scales are created and student work is analyzed for the level of rigor.

PD Opportunity 1

Weekly LTM(collaboration) scheduled to facilitate collaboration on rigor pilot.

Facilitator

Instructional coach, teachers, administration

Participants

Instructional coach, teachers, administration

Schedule

Weekly, from 9/9/2014 to 5/29/2015

G2. Increase student writing within all content areas.

G2.B1 The new Florida State Writing Assessment requires students to write about reading using text evidence. Our students have not had enough exposure to this type of writing.

G2.B1.S2 Students will be instructed on annotating and text marking strategies.

PD Opportunity 1

All teachers in all content areas will instruct students in annotating skills and text marking

Facilitator

Lisa Hirschy- Instructional coach

Participants

Instructional staff

Schedule

Daily, from 9/2/2014 to 5/29/2015

G2.B1.S3 Professional development will be provided to teachers will be provide through the district Literacy Cohort training and through LTM's on writing about reading using specific text evidence.

PD Opportunity 1

Professional development will be scheduled during LTM's and through the Literacy Cohort training.

Facilitator

District staff- and instructional coach

Participants

Instructional staff

Schedule

Monthly, from 9/3/2014 to 5/4/2015

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: Increase students engagement in complex and rigorous tasks through the Marzano Instructional Model	3,400
Grand Total	**3,400**

Goal 1: Increase students engagement in complex and rigorous tasks through the Marzano Instructional Model		
Description	**Source**	**Total**
B1.S1.A1 - Substitute fees for the 10 full days of training	School Improvement Funds	3,400
Total Goal 1		**3,400**