The School District of Palm Beach County

Palm Springs Elementary School

effective
leadership
strategies
resources
needs
assessment
ambitious
instruction
improvement
building
relationships
increased
achievement
collaborative
teaching
supportive
environment
school
family
and
community
8-Step
problem
solving
step
zero
planning
involvement
public
and
mission
vision
students
strategic
goals
college
and
career

2015-16 School Improvement Plan

Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

www.edline.net/pages/palm_springs_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

To increase student achievement in all content areas, specifically targeting Reading, Math, Writing, and Science through a high functioning team that designs purposeful and meaningful work aligned to the rigor and complexity of Florida State Standards.

Provide the school's vision statement

Create a climate and culture where academic learning is valued and celebrated by all stakeholders.

School Environment

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

A yearly calendar of diverse activities and events will be developed and implemented as we learn and celebrate the accomplishments of all individuals. The campus committees will be made up of staff, students, and parents.
(PTA/SAC/Team Leadership/Student Advisory Council/Student Safety Patrol/District Curriculum Support Staff)
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

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

Staff will be assigned a duty post with expectations for student safety. Administration will monitor all entrance and exit procedures initiated for campus safety. The administration will review all systems and problem solve any possible area of concern prior to student start of school. All staff will receive training regarding the safety and security of all students. A student administrative expectation assembly will occur the first month of school outlining the safety procedures for all students and staff. All visitors that enter the campus beyond the front office will receive a badge, sign-in providing acceptable I.D., and state a reason for the campus visit. An authorized volunteer list will be used to assign outside visitors access within the building. The custodians will periodically review the grounds to provide additional safety inspections for the campus. (Gates/Outside Doors Secured) The administrative team will use their radios as an efficient and effective way of communicating throughout the campus. Emails will be read on a daily basis to keep an open line of communication between campus and district staff.

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

Teachers will be given appropriate training in the development of engaging lessons which will elicit student motivation to assigned tasks. Lesson plans will be posted in the classroom for administrative review. Administrative conferences for student expectation will be provided the first month of school. A campus coordinator for Safe Schools will be identified and trained. Staff will receive training with regards to building relationships with all students. Scheduled monthly celebrations for staff and students will occur specifically targeting a campus goal. Classroom norms will be developed and posted within each hallway as a visual of our norms. A weekly schedule of administrative classroom observations and walk-throughs will be documented through conference notes.
Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.Our universal guidelines are based on our P.R.I.D.E. acronym which all students and teachers are well versed in. SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 3:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. School-wide recognition system is in place.

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 nurse reviews all enrollment documentation and conferences with parents regarding any or all medical concerns notated. The nurse implements yearly screening tests to identify positive or negative results. Staff have direct access to the nurse to communicate any concerns they have observed. The nurse meets with individual students per medical need. The nurse goes above and beyond by providing a health club. Students are given the opportunity to participate in a physical activity and review of the lunch menu in an attempt to improve their personal health.
We have an operational school based team that meets weekly to discuss students with barriers to academic and social success; Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students; Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); 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

The administrator will be notified if a student is absent 5 days or more. A conference with the student will occur. If the behavior continues, a conference with the parent and documentation will be implemented.
Administrative conference will occur with all students to review the behavioral and academic expectations. A copy of the campus academic and behavioral expectations will go home and will be signed by parents for acknowledgement of the rules. Classroom visitations will occur for students struggling with teacher or student relationships or academic challenges. Counselors/RTI intervention teams will support student related issues. Monitoring process to provide incentives for compliance will be developed. (School Store/Activities) Every grading cycle the counselors will provide a failure report to administrators. Teacher conferences will be scheduled and documented for review of appropriate interventions and monitoring of student progress. Staff support will be provided by campus leadership

teams. PDD will be made available to increase professional skills of all staff. Campus strength will be aligned to student need.

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	0	0	0	0	0	0	
One or more suspensions	3	4	7	9	10	4	37
Course failure in ELA or Math	66	86	74	109	87	35	457
Level 1 on statewide assessment	0	0	0	22	25	20	67

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	23	17	25	26	14	14	119

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

Use the item analysis data to target specific areas of instructional deficit and develop strategies to remediate for all students in need. Notate the academic history of targeted students over a 3 year period if possible. Identify if the deficit area is a curriculum, human, or resource issue. Identify the data being used to determine the rationale for failure. Design an assessment that is incremental in rigor and complexity as it aligns to the deficit area of concerns. Provide differentiated instruction as the activities are designed. Develop a daily monitoring tool that informs the teacher of student progress. Periodically assess in the format students will be assessed by Florida State Standards. Revise plans when needed. Use the campus instructional strength to align with staff and student need.

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

Will have a 50% increase in parent involvement in our content area workshops and campus programs. Monthly PTA board and general meetings will be scheduled. Staff and students will present academic focus for parent. Incentive and student recognition programs will be scheduled on the yearly calendar to increase student motivation and academic achievement. A parent center, housed within the campus will be provided for parent trainings and a sense of belonging within the campus. Parent surveys will be implemented a minimum of twice per year to assess the effectiveness of designed programs and trainings for parents. PTA organization will be effective and inclusive, providing opportunities for diversity of input and program offerings.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Develop a strong cohesive PTA board. Develop a volunteer program that is inclusive of parents and the community. Implement a monthly communication system, requesting parent involvement. Showcase student work and leadership within the campus and programs. Develop a survey requesting parental feedback. Implement campus programs or strategies to reflect parent feedback. Provide a strong academic program that celebrates tho academic achievement of students. The campus will implement a career day, inviting local business to partner with the school and provide job and career interests to students. Students are the best PR for a campus!

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Smith, Dawn	Principal
Kline, Andrew	Assistant Principal
Silva, Patrica	Instructional Coach
stumm, Janine	Instructional Coach
Bradley, Juliana	Instructional Coach

Duties

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

The School-based RTi Leadership team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, School Psychologist, Classroom Teacher, Reading/Math/Science Coaches, SAI Teacher, Guidance Counselors & Learning Team Facilitator.The Principal provides a common vision for the use of data-based decision-making to ensure: a sound effective academic program is in place.
*The SAI Teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. The SAI Teacher: Primary & Intermediate provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
*Classroom Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with other teachers through such activities as co-teaching.
*ESE & ELL Contacts: Participate in student data collection, integrate Core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

*Instructional Coaches Reading/Math/Science: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on Scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies;assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
*Learning Team Facilitator: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
*School Psychologist & Guidance Staff: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
*Principal & Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTi, conducts assessment of Rti skills of school staff, endures implementation of intervention support and documentation, ensures adequate professional development to support Rti implementation, and communicate with parents regarding school-based Rti plans and activities.
Staff Mentors: Self initiated and appointed mentors to support staff in need throughout the year with organization, instructional, and professional areas of concerns.

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 leadership team focus their meetings around the following: Unpacking the standard, design scales, activities, and assessments correlated to the level of rigor in the standard, target small groups based on assessment data, monitor the effectiveness of the plan.
The leadership team meets every Monday to review data, identify the classrooms to observe, and to design LTM and PD agenda.
The school-based Rti leadership team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rti Leadership Team. Student work samples and teacher varied interventions must be presented to the SBT for review prior to students being referred unless prior assessment documentation indicates a need.
The SBT 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 and monitor the progress every three weeks. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, SAI teacher, 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 as follows:
Problem identification entails idenfifying 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 student's 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 student achieving benchmarks regardless of their status in general or special education.
In order to organize RTI efforts with other school teams, all SAI teachers have access to the RTI website and EDW. If a student who is going through the Rti process transfers, the sending school places all RTI documentation in the pony to ensure continuation of the RTI services. SAI teachers also meet monthly and can discuss specific cases in the training sessions; the sending school can update the receiving school on progress monitoring, CBM probes, and any other academic or behavioral concerns. Rti facilitators also communicate via email utilizing student numbers only; this is another way to request the sending school forward all RTI documentation for fidelity purposes.
Services are provided to ensure students requiring remediation are assisted through after-school programs. The district coordinates with Title II & Title III in ensuring staff development needs are provided.
A Parent Liaison will be purchased to:
• Provide assistance to families and staff in development and annual review of the Family Involvement Policy/Plan and compact.
• Collaborate with staff and families to convene an annual meeting.
• Develop skills to become a presenter and offer presentations at meeting and workshops
• Collaborate with classroom teachers to provide communication with parents through a variety of means
including telephone, notes, newsletters e-mails, home visits, etc.
• Assist in organizing and marketing family involvement activities
• Apply for grants and recruit volunteers from community and businesses
• Participate in training, meetings, and activities offered by Federal & State Grant Department
• Make home visits and contact families by telephone or in person to encourage family involvement in school
activities
• Create or maintain a school-based family recourse room that provides information and materials to families
• Serve on the SAC or other governing bodies to ensure that families are involved as full partners in the
decisions, practices, and strategies of the SIP
• Document all family involvement activities for audit purposes (i.e. notices, agendas, sign-in rosters, travel logs)
Reading Coach, Science Coach/Resource Teacher, and Math Coach/Resource Teacher will be purchased to provide crucial coaching practices for teachers and as well as critical hands-on best practices for out students (Resource).
School will provide professional development for out parents. School will:
1. Implement Professional Development Day "Muffins for Moms" targeting the content area of Math.
2. Implement Professional Development Day "Donuts for Dads" targeting the content area of Reading.
3. Implement Professional Development Day "Goodies for Grandparents" targeting the content area of Science.
4. Monthly PTA General Meetings allowing students to showcase their learning in an open forum,

providing another opportunity for parents to comprehend the Florida Standards.
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
District receives funds to support the Educational Alternative Outreach Program. Services are coordinated through the parent liaison. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.
New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.
Guidance Counselors and Parent Liaison provide resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students.
The school offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling.
District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
We use Schoolwide Positive Behavior Support to improve our student behavior and to reinforce the behaviors of our students. The acronym PRIDE is posted in our classrooms and around the school campus. The P means Be Positive, the R means Be Respectful, the I means Be Independent, the D means Be Dependable, and the E means Always Excel.
Other district support at Palm Springs includes: transformational team support, science coach, Area #2 support, MTSS, Literacy Cohort Team, Second Grade Academy, Title #2 Professional Development Support

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dawn Lewis	Principal
Mary Fiaschetti	Teacher
Michelle Cox	Business/Community
Sharon Vanscoy	Business/Community
Jessy Gallegos	Parent
	Student
Annerys Farinas	Teacher
Olga Perez	Education Support Employee
	Student
Monica Palacios	Parent
Mayely Celis	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

Activities for 2013-2014
SAC met monthly to periodically review progress monitoring with the team and to oversee campus programs. This was an intentional design to include parents into the campus budgeting process and

the use of the funds. The administrator shared Title#1 information.
Results:
Ongoing structured monitoring system needed to target academic deficiencies and to be more inclusive with regards to parent/community participation with campus programs.

Development of this school improvement plan

Input from SAC is a crucial part of our finalization process. As a school, we bring the SIP to SAC and they help with brainstorming and generating ideas and suggestions for all areas of the SIP. Our first meeting will be 8/26/14. Subs will be provided for all staff in attendance. Monthly meetings have been scheduled for the 2014-2015 school year.

Preparation of the school's annual budget and plan

The budget will align to the campus needs.
Math: 46% Met Standard/ 40% Gains (Gr #3:34%/ 4th:46%/ 5th: 33% Met Standard)
Reading: 42% Met standard/ 65% Gains (Gr #3:41%/ 4th:48%/ 5th:37% Met Standard)
Writing: 43% Met Standard/ 53% Gains (New)
Science: 35% Met Standard/ 39% Gains (Gr #5:49%)
General Operating $5,164,604. Title Operational $ 372,902.74 IDEA Grant $62,968.13
Personnel/Resources/PDD)
(Leadership team will align funds to programs/strategies reflected in SIP)
Software for tutorials
Tutoring
Staff Development
Materials/General Supplies
Field Experiences

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

School Improvement Funds will be used on educational programs, implementation of Common Core, and ESE & ELL support. After school tutorials, software support for targeted students, PD for staff aligned to instructional needs. (Balanced Literacy/Writing Through the Content/Math Aligned to Standards/Science :Labs/Vocabulary)

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Smith, Dawn	Principal
Bradley, Juliana	Instructional Coach
Kauper, Melissa	Other
Kline, Andrew	Assistant Principal
Rinaldi, Lori	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Palm Beach County Literacy Roll -out and incorporating the Florida State Standards.
PD offerred throughout the school year, including a monthly monitoring system to ensure a balanced program being implemented K-5.

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

Increase effective communication throughout the campus by developing a system that informs staff of expectations and tasks to meet SIP. Provide monthly incentives and celebrations to recognize staff accomplishments. (Teacher of the Month/Specific Prizes/Class Visitations/Respect/Campus Norms/Lead with Integrity and Honesty/Monthly Staff Chat Sessions)

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

1.The school district held a Teacher Job Fair in June 2013. Resumes were collected and mini interviews were held by Principals and support staff. Palm Springs Elementary was able to hire a candidate from the Job Fair.
2. Utilization of Colleges and Universities Internship programs
3. Education Support Program which includes partnering new teachers and regular meetings of new teachers and Administration.
4. Soliciting referrals from current employees.
5. Calendar of monthly recognition and celebration of staff achievements.
6. implemented a communication system where teachers have a vocie and needs are addressed within 3 working days.
7. Developing highly qualified teachers through meaningful professional trainings.

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

ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.
ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
Our beginning teachers are paired with a mentor as well as a buddy. Together as a team, our beginning teachers are coached through this year long process, gaining experience in demonstrating critical proficiencies necessary to be an effective teacher. In addition, each new teacher receives extensive professional development in Balanced Literacy from our Reading Coach.

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

Beginning of the year PDD providing resource to staff. Training with regards to the rigor and complexity added to this year's academic/instructional focus. Lesson template provided for all staff. Objective focus required in each classroom. Team planning with campus leadership weekly. Assessments designed, aligned to the standards/rigor/complexity , activities then correlated, differientation embedded, focus for targeted students (knowing your who), monitoring system designed (daily/formative/informative assessments, and documentation system of student progress. A campus schedule developed for leadership instructional design meetings. (All documentation provided to administrator) District-wide instructional support provided monthly. PDD provided throughout the year. Administrative observations/walk-throughs providing feedback. Administrative assessment conferences/Data Chats will be implemented for staff failing 10% or more students per grading cycle or an inability to show growth on individual students.
2015-2016 Administrative Focus will be on small group. What are the instructional designs? Who has been identified? What data is being used to determine the need for these designs? What process are you using to monitor the effectiveness of the small group work?

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

During the LTM process, staff will design lessons for three targeted groups; approaching, intervention, and extension. A monitoring form with all assessment data will be reviewed monthly to analyze discrepancies or instructional weaknesses in the teaching or lesson design. Student work samples will be presented every 4 weeks to assess student proficiency towards the standard and appropriate level of rigor.
LTM Process: Standards Unpacked/Activities, Assessments, Scales Designed/Small Groups Targeted/Plans Monitored & Adjusted

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: 7,200

Students in third through fifth grade are selected to attend an afterschool tutorial program by their Fall Diagnostic scores or FSA scores for third grade retention students. Students who score a level one on reading or math on the Fall Diagnostics and students who scored a level one on third grade FSA are invited to attend. Tutorial takes place on Tuesdays and Thursdays from 2:00-3:00 p.m. Each student receives an hour of reading, math, science, or writing as identified by supervising staff. Fifth grade receives reading through science instruction with opportunities for hands-on experiments.

Strategy Rationale

Extended Instructional Practice over hard to teach standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Smith, Dawn, dawn.smith@palmbeachschools.org

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

Unit Assessments, IReady Diagnostics/Winter Diagnostic Test are used to determine the weaknesses of each grade level for reading, math, and fifth grade science. Once the weaknesses are identified, the Tutorial Directors develop lesson plans for teachers to implement in the program. FCAT/FSA scores are used to determine the effectiveness of this strategy as well as teacher observations.

Strategy: Extended School Day

Minutes added to school year: 5,040

Students in third through fifth grade aftercare students are exposed to district scripted program (STEAM). In this program students are exposed to instructional programs that incorporate science, technology, engineering, art and math.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Through staff observation of students working in cooperative groups, staff are able to assist students in completing projects. Effectiveness is determined by the completion of the project.

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

Kindergarten Round Up is held each year in the Spring (May). Local Day care centers are invited to bring incoming Kindergarten students in to pre-register for school. Packets of information are distributed to the Parents. Kindergarten readiness skills and parenting materials are included in the packets. Classroom visits are a part of the Kindergarten Round up program. PSE implememts a staggered start during the first week of school.

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

NA

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

NA

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

NA

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

Mastery over FSA building a foundation for future learning.

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

The following documents were submitted as evidence for this section:

-

Problem Identification Summary

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

Strengths:
Master Teachers as Instructional Coaches (Build Campus Capacity)
Block Schedule to Support Instructional Needs

System to Provide PD for All Staff & Parents
Extended Day For Remediation Needs
Extended Curriculum Support: Area #2/Transformation/District Curriculum Staff
Need:
Thorough Understanding of Standard & How to Assess Using Appropriate Rigor of Scale
Provide Differentiated Instruction & Monitor Student Progress
Consistent Review of Student Samples to Evaluate Student Proficiency Towards Standard

Problem Analysis Summary

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

Campus-wide focus during the LTM process for designing and assessing student work. Implementing a consistent monitoring system of student evidence correlated to the standard.

School Improvement Goals

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

Problem Solving Key

G = Goal
B = Barrier
S = Strategy

1 = Problem Solving Step
🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we implement a school-wide approach to lesson design which includes the following: unpacking the standard, aligning the scale, activities and assessments to the rigor of the standard, implementing small group instruction correlated to the data, monitoring the effectiveness of the plan, then staff and students will increase academic performance.

G2. If we identify the students receiving small group instruction based on data, and implement a monitoring tool to track student progress, and implement remediation according to the data, then we can make strategic instructional decisions quickly, based on evidence and increase student performance.

G3. If we create a system that elicits parent engagement, coupled with an academic training component, then we will increase parent and community involvement, and empowering our parents/community to partner with the academic tasks required for our students.

G4. If we design a system that focuses on the health and wellness of the organization that most effectively promotes learning and safety, then our parents and community will trust in our stewardship.

Strategic Goals Detail

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

G1. If we implement a school-wide approach to lesson design which includes the following: unpacking the standard, aligning the scale, activities and assessments to the rigor of the standard, implementing small group instruction correlated to the data, monitoring the effectiveness of the plan, then staff and students will increase academic performance. 1a

G069783

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	45.0
Math Achievement District Assessment	48.0
Science Achievement District Assessment	55.0

Resources Available to Support the Goal 2

- LTM Facilitator/Academic Coach to teach and model expectations for best practices

Targeted Barriers to Achieving the Goal 3

- Need for a school-wide approach that is focused and consistent with instructional practices

Plan to Monitor Progress Toward G1. 8

All campus leadership pulls in their resources to share how they have provided the suppot.fot struggling teachers.

Person Responsible
Juliana Bradley

Schedule
Biweekly, from 10/12/2015 to 10/26/2015

Evidence of Completion
staff will look at their document and gage the progress of the students.

G2. If we identify the students receiving small group instruction based on data, and implement a monitoring tool to track student progress, and implement remediation according to the data, then we can make strategic instructional decisions quickly, based on evidence and increase student performance. 1a

G069784

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	60.0
FSA English Language Arts - Achievement	50.0
FAA Writing Proficiency	55.0

Resources Available to Support the Goal 2

- LTF/Academic Instructional coaches to model and provide direct coaching of instruction and assessment. Instructional coach will model the use of following materials to enhance instruction: Hands-On activities; Manipulatives, Exploratory Activities, Literature, Word Walls, I Ready, Hands-On Equations, Enrichment activities, Tutorials, Problem of the Day, Real World Videos, Kids Learn File Folder Games, Math Fluency Daily Review, iTools, FCAT Explorer, Destination Math, Parent University (Muffins for Moms), Rigorous assessments aligned to standards, Math Journals, Writing in Content, ESE/ESOL Support Staff, Learning Village, District Learning Web Tools, Picture Perfect and More Picture Perfect Libraries, AIMS, Science News Week, Sciencesaurus Books, Lucy Calkins

Targeted Barriers to Achieving the Goal 3

- Significant instructional gaps within the grade levels as it pertains to math and reading (students not on grade level)

Plan to Monitor Progress Toward G2. 8

Task analysis completed as it relates to targeted deficit. Interventions are evaluated for effectiveness and student progress monitored as observed in RTI and student assessment documentation collected every 6 week.

Person Responsible
Carolina Perez

Schedule
Every 6 Weeks, from 9/30/2015 to 5/31/2016

Evidence of Completion
RTI documentation/Increase Student Performance Indicators

G3. If we create a system that elicits parent engagement, coupled with an academic training component, then we will increase parent and community involvement, and empowering our parents/community to partner with the academic tasks required for our students. 1a

G069785

Targets Supported 1b

Indicator	Annual Target
Attendance rate	50.0

Resources Available to Support the Goal 2

- PD Training/Field Experiences/SAC/PTA/Campus Programs/Campus Communication Systems In Multiple Languages/Community Service

Targeted Barriers to Achieving the Goal 3

- Parent Schedules/Transportation

Plan to Monitor Progress Toward G3. 8

Parent Feedback

Person Responsible
Dawn Smith

Schedule
Semiannually, from 1/1/2016 to 6/3/2016

Evidence of Completion
Increase of positive feedback from January Survey to June Survey

G4. If we design a system that focuses on the health and wellness of the organization that most effectively promotes learning and safety, then our parents and community will trust in our stewardship. 1a

🔍 G069786

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

- PD/Coaches/Campus Leadership/District Support Staff/District Web Based Tools/Parent Involvement/Continuous Monitoring

Targeted Barriers to Achieving the Goal 3

- Belief Systems/Level of PD Capacity

Plan to Monitor Progress Toward G4. 8

Data Results from Staff Surveys

Person Responsible
Dawn Smith

Schedule
Quarterly, from 1/1/2016 to 6/3/2016

Evidence of Completion
Comparison of Data from Staff Surveys over time.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

G1. If we implement a school-wide approach to lesson design which includes the following: unpacking the standard, aligning the scale, activities and assessments to the rigor of the standard, implementing small group instruction correlated to the data, monitoring the effectiveness of the plan, then staff and students will increase academic performance. 1

G069783

G1.B1 Need for a school-wide approach that is focused and consistent with instructional practices 2

B181554

G1.B1.S1 Utilize district diagnostic and teacher unit assessments, including higher order questions that target required rigor of content as aligned to the standard; Plan targeted intervention for students not responding to core, plus supplemental instruction using the problem-solving process, interventions that match to individual student needs, be evidence-based by monthly review of student work samples. Implement an afterschool tutorial program for all tested content as an additional opportunity for students to master the concepts; Incorporate technology (iTools, I-Ready, Live, etc.), small group instruction, student portfolio samples every 4 weeks. 4

S193133

Strategy Rationale

Implement assessments correlated to level of rigor to the standard and assess student evidence

Action Step 1 5

LTM will facilitate campus-wide lesson design process.

Person Responsible

Juliana Bradley

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Lesson Designs & Student Evidence (Work Samples)

Action Step 2 5

Campus LTM and Grade Level Common Planning Schedule will designed to implement structure and consistency for the work.

Person Responsible

Dawn Smith

Schedule

Weekly, from 10/8/2015 to 5/31/2016

Evidence of Completion

Schedule developed and staff signatures for meeting.

Action Step 3 5

Grade Level Planning guide will be developed to structure the quality of work created and outcomes correlated to the standards for students.

Person Responsible

Dawn Lewis

Schedule

Weekly, from 10/12/2015 to 5/31/2016

Evidence of Completion

Use of the process as designed and product outcome.

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

Administrators will meet with LTF/Coaches Weekly to review and monitor plan.

Person Responsible

Dawn Lewis

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Weekly Agenda/Staff Sign-in

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

A lesson design process will be followed as described and monitored by administration.

Person Responsible

Andrew Kline

Schedule

Weekly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Lesson Design Template Provided and Implemented

G1.B1.S2 Grades K-5, Including ESE and ELL Populations: September of 2015 fluency assessments and RRR will be used to initiate small group instruction. Staff will monitor student progress every 4 weeks, attaching samples of student work to show student progress. Staff will scaffold instruction and layer the level of difficulty until mastery is achieved. Grades 3-5 direct teach of all content using the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more instructional time of targeted skills correlated to FSA. Administration, along with the LTF, Area #2, and administrative team will train staff to increase mastery of teaching and assessing varied data sources to inform campus of instructional strengths and weaknesses. Master teachers will assist staff in developing lessons that are rigorous, diverse and correlated to the standard. 4

S193134

Strategy Rationale

Create master teachers that design purposeful lessons correlated to the standard

Action Step 1 5

During the LTM, staff will determine what student evidence will be required as meeting proficiency of the standard.

Person Responsible

Juliana Bradley

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Student Sample in Portfolio/Student Sample Analyzed in LTM

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

Area #2 has implemented a monitoring system to review campus progress. IStation, RRR, IReady Math, Usage, Lab Attendance, Unit Assessment, FSQ will all be data used to evaluate progress.

Person Responsible

Juliana Bradley

Schedule

Monthly, from 10/14/2015 to 10/15/2015

Evidence of Completion

Staff will show evidence of student work.

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

Every month reports will be provided to administration reviewing the documents of concern and request mediation plans.

Person Responsible

Dawn Smith

Schedule

Every 3 Weeks, from 10/19/2015 to 10/23/2015

Evidence of Completion

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

Administration will collect evidence monthly from LTM.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 10/8/2015 to 6/3/2016

Evidence of Completion

Sign-in, agendas, learning goals and scales, student evidence, classroom walkthroughs, observations.

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

Staff will be required to bring student work samples once per month to the LTM

Person Responsible

Juliana Bradley

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Data Review Check List for Student Work Samples Analyzed

G1.B1.S3 School-wide implementation of the standards based instructional process through the creation of rigorous learning scales. 4

S193135

Strategy Rationale

Provide an on-going assessment tool for teachers and students to monitor progress of the varied levels of performance related to the standard

Action Step 1 5

Teachers will design their weekly scales through the LTM process that correlate to the rigor of the standard.

Person Responsible

Patrica Silva

Schedule

Weekly, from 10/8/2015 to 6/3/2016

Evidence of Completion

LTM Agenda/Staff Sign-in/Scales

G2. If we identify the students receiving small group instruction based on data, and implement a monitoring tool to track student progress, and implement remediation according to the data, then we can make strategic instructional decisions quickly, based on evidence and increase student performance. 1

G069784

G2.B1 Significant instructional gaps within the grade levels as it pertains to math and reading (students not on grade level) 2

B181555

G2.B1.S1 Grades K-5, Including ESE and ELL Populations: (Creating Master Teachers) September of 2015, staff will identify students not meeting proficiency and plan targeted lessons for small groups. Staff will monitor student progress every 4 weeks, attaching samples of student work to show student progress. Staff will scaffold instruction and layer the level of difficulty until mastery is achieved. Grades 3-5 direct teach of all content using the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more instructional time of targeted skills correlated to FSA. Administration, along with the LTF, Area #2, and administrative team will train staff to increase mastery of teaching and assessing varied data sources to inform campus of instructional strengths and weaknesses. Master teachers will assist staff in developing lessons that are rigorous, diverse and correlated to the standard. A minimum of 6 Parent Training sessions will occur to inform parents of the state standards and assessment requirements. 5th Grade Science Strategy: 50% Science Lab experiences, at least one science center during each rotation to focus on hard to teach concepts, implementing at least one hands-on inquiry-based activity at least once a week; students utilizing science notebooks to develop critical thinking skills with an emphasis on the scientific method; providing each student in grades 1-5 with a composition notebook to be used as a science notebook; implementing teacher-directed small group instruction based on assessment data, teacher observation and student response to reinforce, spiral and/or enrich skills and concepts taught; utilizing above-named resources during core science instruction with an emphasis on scientific method, vocabulary and test question analysis; one FCAT question per day, correlated to the standard being taught; allowing students practice in format. utilizing the Computer Lab for additional instructional practice. Extended instruction through after school tutorials. 3rd-5th Math: Thirty minutes daily of computer lab to reinforce skills, hands on manipulatives, moving concept from concrete to more abstract, daily fluency of foundational skills, IReady Math as an instructional/assessment tool, differientiation of skills using targeted small group instruction based on assessment data, extended instruction through after school tutorials K-5 Reading: Balanced Literacy program, with a phonics focus will be implemented, campus will follow the DA scope and sequence as outlined. Teach the basic phonic skills, allowing students to learn how to read. Use the Literacy reading model and assess comprehension of material consistently, implement a rich text environment and promote the love of reading and learning, provide diverse reading materials, implement choice for students, and celebrate reading achievements privately and publically, use RRR as an assessment of teacher effectiveness and student progress, provide FSA assessments; giving students practice in format Implement the Balanced Literacy Program, develop independent readers, extended instruction through after school tutorials K-5 Writing: Sixty minutes of writing instruction daily; 10 minute warm-up to include grammar, conventions, spelling skills to build paragraph writing. 20 minutes mini lesson; 20 minutes small group; Palm Beach Writes, timed assessments; data chats. Writing through the content and maintaining a notebook for skill review implemented at all grade levels. Computer based instruction grades 3rd-5th to support the technology requirements for state assessments in 4th & 5th. Extended instruction through after school tutorials ESOL: Curriculum and Best Practices for Reading First-Fifth Grade will be implemented as correlated to FSA. 4

S193137

Strategy Rationale

Increase mastery skill of staff and students

Action Step 1 5

Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2015-2016 SY.

Person Responsible

Dawn Smith

Schedule

Every 2 Months, from 8/11/2015 to 6/3/2016

Evidence of Completion

Lesson and assessment designs correlated to student progress of the standard.

Action Step 2 5

All academic coaches will observe classroom instruction of all certified staff and provide feedback through monthly coaching sessions as it relates to the implementation of the training and rigor required by the Florida Standards Based Instruction.

Person Responsible

Juliana Bradley

Schedule

Monthly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Training Sign-In/Agenda/Documentation of Class Observations/Documentation of Feedback Sessions

Action Step 3 5

Staff will select a minimum of 3 student work samples from various targeted student groups, including ESE, ELL populations (Level #1-Level #5) every month for a descriptive review, evaluating evidence of rigor and alignment of the standard.

Person Responsible

Dawn Smith

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Student Work Samples

Action Step 4 5

Academic coach and LTF, along with district curriculum support staff will facilitate the DA instructional scope and sequence along with the required assessments and monitor student progress evey 4 weeks. Students will be given additional instructional time, monitored by a certified staff, in the skill deficit targeted by the data. Rigor and complexity will be embedded as students gain mastery over the FSA.

Person Responsible

Juliana Bradley

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Staff sign-in sheets, agenda, student work samples, weekly progress monitoring, diagnostic assessments, running record, report card

Action Step 5 5

Staff will take an active role in designing professional growth opportunities as they increase the rigor and complexity of instruction aligned to FSA.

Person Responsible

Andrew Kline

Schedule

Quarterly, from 11/2/2015 to 5/27/2016

Evidence of Completion

Staff request for PD/Participatory Evidence During LTM Trainings/Staff Survey

Action Step 6 5

Tutorials for extended day opportunities to increase student academic success.

Person Responsible

Juliana Bradley

Schedule

Weekly, from 10/1/2015 to 4/29/2016

Evidence of Completion

Tutorial Student Sign-In/Student Monthly Assessment Log

Action Step 7 5

Provide additional support: extended field experiences, paraprofessional, resources, resource teacher for math, reading, and science.

Person Responsible

Patrica Silva

Schedule

Monthly, from 10/5/2015 to 3/1/2016

Evidence of Completion

Field Experiences/Student Attendance/Staffing Allocations/Materials Purchased

Action Step 8 5

A common planning Look For's template will be created for all content teacers K-5 that focus on the following: Standard/Essential Question/Scale/Assessment/Lesson Design targeting what the students will do/Block Schedule/Monitoring System/Portfolio-Evidence of Student work correlated to standard

Person Responsible

Dawn Smith

Schedule

Weekly, from 8/11/2015 to 6/3/2016

Evidence of Completion

Lesson Design Using the Components

Action Step 9 5

Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#1-DQ#3
Standards posted/Essential Questions observed and reflected in student work/Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughout questions facilitated by teacher causing students to think deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week, leadership team, 3 walk throughs per week.

Person Responsible

Dawn Smith

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Monday agenda's correlated to the documented walkthroughs in IObservation

Action Step 10 5

Staff will provide a monthly student progress monitoring form correlated to the small group instructional targets and campus data. Specific administrative look for's during small group instruction.

Person Responsible

Andrew Kline

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Monthly Progress Monitoring Form Correlated to Data

Action Step 11 5

First-Fifth ESOL staff will design lessons specifically targeting ELL standards as well as grade level standards correlated to student sheltered and maintain needs.

Person Responsible

Juliana Bradley

Schedule

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

Evidence of Completion

Student work samples and data per 4 week monitoring progress

Action Step 12 5

Kindergarten-Fifth grade ESE staff will provide inclusion academic support per I.E.P. , aligning content to grade level standards correlated to FSA.

Person Responsible

Carolina Perez

Schedule

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

Evidence of Completion

Monthly I.E.P. evaluation of mastery of written objectives.

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

Teachers grades 3-5 will provide weekly lessons that embed rigor and complexity correlated to the state standards and reduce the number of Level#1 and Level #2 students in ELA by 20%, Math by 25%, and Science by 10% for 2015-2016 SY.

Person Responsible

Dawn Smith

Schedule

Annually, from 9/30/2015 to 5/31/2016

Evidence of Completion

RTI/SBT/RRR/Student Portfolio documentation. Weekly assessments, Student Report Card, Diagnostics, FSA 2016

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

Student work samples will increase in rigor and complexity as aligned to Florida Standards Based Instruction.

Person Responsible

Juliana Bradley

Schedule

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

Evidence of Completion

Student independent work samples (Portfolio Review/Work Samples Analyzed in LTM) related to the Florida Standards Based Instruction

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

Student ESE referrals will decrease and student academic performance indicators will increase.

Person Responsible

Andrew Kline

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Progress monitoring charts, assessment data, ESE referrals

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

Staff evaluation indicators in DQ#1 & DQ#2 will increase by 20% to Applying or Innovating as it aligns to Marzano's Art and Science of Teaching.

Person Responsible

Dawn Smith

Schedule

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

Evidence of Completion

Staff Evaluation

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

Establish baseline data in September 2015 for all tested content, collect student work samples for assessment data; document student progress related to standards which will be reviewed by campus leadership every month.

Person Responsible

Dawn Smith

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Diagnostics, Unit Assessments, Pre-Assessments/Post Assessments/ Weekly Assessments/Running Records/FSA

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

Math staff will review student assessment every four weeks. Students not indicating growth over a 6 week period will receive an RTI that aligns to their specific instructional objective. Ongoing three week review will be implemented.

Person Responsible

Patrica Silva

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring Documentation Chart/RTI documentation/Student Assessment(Diagnostic-Grades)

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

Campus leadership will work with district instructional support staff to evaluate the quality and implementation of instruction and its correlation to student assessment.

Person Responsible

Juliana Bradley

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Revised instuctional plans, increase student achievement

G2.B1.S11 Implement a structure for common planning which aligns with Marzano DQ#1-DQ#3 . 4

S193147

Strategy Rationale

Increase mastery skills of staff
Design lessons correlated to the rigor of the state assessment

Action Step 1 5

The Administrative team will review the current common planning schedule and make the necessary adjustments to the schedule (aligned to the Area 2 common planning).

Person Responsible

Dawn Smith

Schedule

Monthly, from 8/11/2015 to 5/31/2016

Evidence of Completion

Updated common planning schedule, lesson designs that correlate to the standards and assessments within scope and sequence.

Action Step 2 5

The SBLT will develop a structured look-fors framework for common planning focusing on student centered rigorous instruction that is aligned to Marzano's DQ3 and DQ4.

Person Responsible

Carolina Perez

Schedule

Biweekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

RTI Documentation;Including strategies and assessment/RRR Documentation/Student Samples

Action Step 3 5

The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.

Person Responsible

Dawn Smith

Schedule

On 8/24/2015

Evidence of Completion

PD materials; sign-in sheets; agenda

Action Step 4 5

The Administrative team will develop a weekly schedule of targeted walkthroughs based on the established look-fors/expectations. small groups will be the instructional target for the 2015-2016 SY. (Identified students, identified instruction based on varied assessments. Monitoring Log of progress reviewed)

Person Responsible

Dawn Smith

Schedule

Weekly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Calendar of walkthroughs; walkthrough data

Action Step 5 5

The Administrative team will provide written feedback to teachers on the targeted walkthrough data on the celebrations; growth and areas for improvements.

Person Responsible

Dawn Smith

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Copies of written feedback

Action Step 6 5

From the targeted walkthrough data, the instructional coaches will provide support to teachers utilizing the Coaching Continuum

Person Responsible

Juliana Bradley

Schedule

Monthly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Coaches logs; SBLT agendas

Action Step 7 5

The Administrative team will monitor the effectiveness of the implementation of the Coaching Continuum through conducting follow-up classroom walkthroughs.

Person Responsible

Dawn Smith

Schedule

Weekly, from 10/1/2015 to 6/2/2016

Evidence of Completion

Walkthrough data and student achievement

Plan to Monitor Fidelity of Implementation of G2.B1.S11 6

The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.

Person Responsible

Dawn Smith

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Copy of common planning schedule; look-for documents; coaches logs; walkthrough data; meeting agendas; informal/formal observation data; lesson plans reflect training, student assessment indicates progress based on effective teaching practices

Plan to Monitor Effectiveness of Implementation of G2.B1.S11 7

The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.

Person Responsible

Dawn Smith

Schedule

Weekly, from 10/20/2014 to 6/4/2015

Evidence of Completion

Student achievement data; teacher observation data

G3. If we create a system that elicits parent engagement, coupled with an academic training component, then we will increase parent and community involvement, and empowering our parents/community to partner with the academic tasks required for our students. 1

G069785

G3.B1 Parent Schedules/Transportation 2

B181557

G3.B1.S1 Created meaningful and purposeful programs to elicit parent involvement using flexible schedules and varied interests of our parents. 4

S193149

Strategy Rationale

Increase parent participation

Action Step 1 5

Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2015-2016 school year.

Person Responsible

Dawn Smith

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Parent Participation Sign-in Sheets/Campus Visitation Log/PD Agendas/Parent Surveys/Title #1 Evaluation/Field Experience Logs/Increase Parent Volunteer/SEQ/Decrease in Parent Complaints

Action Step 2 5

SAC committee/PTA will meet a minimum of 5 times per year to review, evaluate, and design campus organizational systems, programs, and parent training sessions for both evening and daytime scheduled events. Minimum of three parent training sessions, 3 collaborative campus activities, two surveys to evaluate campus systems.

Person Responsible

Andrew Kline

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Agendas/Committee Participation/Minutes/Flexible Scheduled Events

Action Step 3 5

Create a collaborative and inclusive Parent Center that is solely identified for parents use throughout the year. The center will be used for training opportunities, storage of PTA materials, and a work environment, increasing their sense of belonging to the campus. Flexible hours for parent trainings will be scheduled to accomodate parent needs.

Person Responsible

Dawn Smith

Schedule

Daily, from 10/30/2015 to 6/3/2016

Evidence of Completion

Daily Access to Parent Center/Schedule of Events and Times

Action Step 4 5

Develop student incentives and field experiences related to academic achievement throughout the year to increase parent involvement. Programs such as: Student of the month, Honor Roll Recognition/Panther Pride/Leadership Opportunities/Safety Patrol/Mentors/Diverse Cultural Recognitions

Person Responsible

Dawn Smith

Schedule

Monthly, from 10/15/2015 to 6/3/2016

Evidence of Completion

Calendar of Events/Student & Parent Participation/Parent Survey

Action Step 5 5

Implement a parent survey twice a year to gain report card related to leadership and campus academic performance.

Person Responsible

Dawn Smith

Schedule

Semiannually, from 11/20/2015 to 6/3/2016

Evidence of Completion

Survey

Action Step 6 5

A parent Liasion will assist with the campus mentoring and volvunteer program for the campus. The staff will assign students in need with the support programs and progress will be charted monthly.

Person Responsible

Andrew Kline

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Mentors Assigned to Students in Need/Volunteer Sign-In

Action Step 7 5

Develop a minimum of 3 school wide activities that encourage parent visitations into the classrooms during professional development. Donuts for Dads (Reading) Muffins With Moms (Math), Goodies for Grandparents (Science)

Person Responsible

Andrew Kline

Schedule

Quarterly, from 9/17/2015 to 2/4/2016

Evidence of Completion

Parent Sign-in Sheets/Parent Evaluation Form

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

Implementation of the scheduled events, that includes agenda, specific dates, times and participants.

Person Responsible

Dawn Smith

Schedule

Monthly, from 8/27/2014 to 5/15/2015

Evidence of Completion

Participation Logs/Agendas

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

Parent/Community Survey

Person Responsible

Dawn Smith

Schedule

Annually, from 1/1/2016 to 6/3/2016

Evidence of Completion

50% Parent Participation Campus Events/50% Response Survey

G4. If we design a system that focuses on the health and wellness of the organization that most effectively promotes learning and safety, then our parents and community will trust in our stewardship. 1

G069786

G4.B1 Belief Systems/Level of PD Capacity 2

B181558

G4.B1.S1 Develop campus norms for all staff addressing campus consistency related to the following:communication, mental toughness, flexibility with positive attitude, celebrating success, and good morale. 4

S193152

Strategy Rationale

Increase positive climate/culture within the campus. Retain quality teachers.

Action Step 1 5

Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.

Person Responsible

Dawn Smith

Schedule

Monthly, from 8/11/2015 to 4/1/2016

Evidence of Completion

Staff Survey/Effective Organization/Faculty Agenda

Action Step 2 5

Provide components of Safe Schools Training for staff and students a minimum of three times per year to decrease classroom management concerns.

Person Responsible

Joseph Alcide

Schedule

Quarterly, from 8/31/2015 to 5/16/2016

Evidence of Completion

Training Agenda/Decrease Discipline Data

Action Step 3 5

Select a staff and student of the month and openly recognize achievements.

Person Responsible

Dawn Smith

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Recognition Nominations/Marquee Acknowledgement/Assemblies

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly faculty meetings will evaluate success of norms and campus discipline.

Person Responsible

Dawn Smith

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Staff Agenda/Staff Surveys Twice Per Year/Indicators of Effective Organization/Discipline Data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly calendar of events that intentionally recognize achievements of staff and students.

Person Responsible

Dawn Smith

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Budget Expenditures/Program Agendas/Staff Surveys

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

A double check system will be established, administrator and finance clerk will monitor the monthly events and review budget allocations aligned to the activities.

Person Responsible

Nancy Ruyle

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Budget Expenditures/Monthly Scheduled Meetings

G4.B1.S2 Develop a survey twice a year to target the following: Campus Support, Effectivie Communication, Clear Vision & Mission, Identified Campus Instructional Goals, Morale, Overal Culture & Climate Effective. 4

S193153

Strategy Rationale

Administrative Report Card

Action Step 1 5

Implement a system that provides feedback to campus leadership.

Person Responsible

Dawn Smith

Schedule

Semiannually, from 1/5/2015 to 5/18/2015

Evidence of Completion

Staff Survey

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Survey Implemented by timeline

Person Responsible

Dawn Smith

Schedule

Semiannually, from 1/5/2015 to 5/15/2015

Evidence of Completion

Survey Completed

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Survey Completed

Person Responsible

Dawn Smith

Schedule

Semiannually, from 1/5/2015 to 5/15/2015

Evidence of Completion

80% Positive Feedback

G4.B1.S5 Develop a monthly system that recognizes and celebrates staff and student achievement. 4

S193156

Strategy Rationale

Intentionally celebrate, recognize and reward staff and students

Action Step 1 5

Recognize staff on a monthly basis through a variety of means.

Person Responsible

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Award Certificates, Staff Monthly Meetings, Emails, Photos, Observation feedback, Luncheons

Plan to Monitor Fidelity of Implementation of G4.B1.S5 6

Leadership meetings and monthly calendars

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Certificates, positive emails, notes and feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S5 7

Teacher Feedback

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Emails, positive communication between administration and staff

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	LTM will facilitate campus-wide lesson design process.	Bradley, Juliana	8/24/2015	Lesson Designs & Student Evidence (Work Samples)	5/30/2016 weekly
G1.B1.S2.A1	During the LTM, staff will determine what student evidence will be required as meeting proficiency of the standard.	Bradley, Juliana	9/21/2015	Student Sample in Portfolio/Student Sample Analyzed in LTM	5/30/2016 monthly
G1.B1.S3.A1	Teachers will design their weekly scales through the LTM process that correlate to the rigor of the standard.	Silva, Patrica	10/8/2015	LTM Agenda/Staff Sign-in/Scales	6/3/2016 weekly
G2.B1.S1.A1	Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2015-2016 SY.	Smith, Dawn	8/11/2015	Lesson and assessment designs correlated to student progress of the standard.	6/3/2016 every-2-months
G2.B1.S11.A1	The Administrative team will review the current common planning schedule and make the necessary adjustments to the schedule (aligned to the Area 2 common planning).	Smith, Dawn	8/11/2015	Updated common planning schedule, lesson designs that correlate to the standards and assessments within scope and sequence.	5/31/2016 monthly
G3.B1.S1.A1	Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2015-2016 school year.	Smith, Dawn	8/10/2015	Parent Participation Sign-in Sheets/ Campus Visitation Log/PD Agendas/ Parent Surveys/Title #1 Evaluation/ Field Experience Logs/Increase Parent Volunteer/SEQ/Decrease in Parent Complaints	6/3/2016 monthly
G4.B1.S1.A1	Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.	Smith, Dawn	8/11/2015	Staff Survey/Effective Organization/ Faculty Agenda	4/1/2016 monthly
G4.B1.S2.A1	Implement a system that provides feedback to campus leadership.	Smith, Dawn	1/5/2015	Staff Survey	5/18/2015 semiannually
G4.B1.S5.A1	Recognize staff on a monthly basis through a variety of means.		10/1/2015	Award Certificates, Staff Monthly Meetings, Emails, Photos, Observation feedback, Luncheons	5/31/2016 monthly
G1.B1.S1.A2	Campus LTM and Grade Level Common Planning Schedule will designed to implement structure and consistency for the work.	Smith, Dawn	10/8/2015	Schedule developed and staff signatures for meeting.	5/31/2016 weekly
G2.B1.S1.A2	All academic coaches will observe classroom instruction of all certified staff and provide feedback through monthly coaching sessions as it relates to the implementation of the training and rigor required by the Florida Standards Based Instruction.	Bradley, Juliana	8/11/2015	Training Sign-In/Agenda/ Documentation of Class Observations/ Documentation of Feedback Sessions	6/3/2016 monthly
G2.B1.S11.A2	The SBLT will develop a structured look-fors framework for common planning focusing on student centered rigorous instruction that is aligned to Marzano's DQ3 and DQ4.	Perez, Carolina	9/15/2015	RTI Documentation;Including strategies and assessment/RRR Documentation/Student Samples	6/3/2016 biweekly
G3.B1.S1.A2	SAC committee/PTA will meet a minimum of 5 times per year to review, evaluate, and design campus organizational systems, programs, and parent training sessions for both evening and daytime scheduled events. Minimum of three parent training sessions, 3 collaborative	Kline, Andrew	10/1/2015	Agendas/Committee Participation/ Minutes/Flexible Scheduled Events	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	campus activities, two surveys to evaluate campus systems.				
G4.B1.S1.A2	Provide components of Safe Schools Training for staff and students a minimum of three times per year to decrease classroom management concerns.	Alcide, Joseph	8/31/2015	Training Agenda/Decrease Discipline Data	5/16/2016 quarterly
G1.B1.S1.A3	Grade Level Planning guide will be developed to structure the quality of work created and outcomes correlated to the standards for students.	Lewis, Dawn	10/12/2015	Use of the process as designed and product outcome.	5/31/2016 weekly
G2.B1.S1.A3	Staff will select a minimum of 3 student work samples from various targeted student groups, including ESE, ELL populations (Level #1-Level #5) every month for a descriptive review, evaluating evidence of rigor and alignment of the standard.	Smith, Dawn	9/21/2015	Student Work Samples	5/30/2016 monthly
G2.B1.S11.A3	The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.	Smith, Dawn	8/24/2015	PD materials; sign-in sheets; agenda	8/24/2015 one-time
G3.B1.S1.A3	Create a collaborative and inclusive Parent Center that is solely identified for parents use throughout the year. The center will be used for training opportunities, storage of PTA materials, and a work environment, increasing their sense of belonging to the campus. Flexible hours for parent trainings will be scheduled to accomodate parent needs.	Smith, Dawn	10/30/2015	Daily Access to Parent Center/ Schedule of Events and Times	6/3/2016 daily
G4.B1.S1.A3	Select a staff and student of the month and openly recognize achievements.	Smith, Dawn	9/30/2015	Recognition Nominations/Marquee Acknowledgement/Assemblies	5/31/2016 monthly
G2.B1.S1.A4	Academic coach and LTF, along with district curriculum support staff will facilitate the DA instructional scope and sequence along with the required assessments and monitor student progress evey 4 weeks. Students will be given additional instructional time, monitored by a certified staff, in the skill deficit targeted by the data. Rigor and complexity will be embedded as students gain mastery over the FSA.	Bradley, Juliana	9/1/2015	Staff sign-in sheets, agenda, student work samples, weekly progress monitoring, diagnostic assessments, running record, report card	6/3/2016 monthly
G2.B1.S11.A4	The Administrative team will develop a weekly schedule of targeted walkthroughs based on the established look-fors/expectations. small groups will be the instructional target for the 2015-2016 SY. (Identified students, identified instruction based on varied assessments. Monitoring Log of progress reviewed)	Smith, Dawn	9/15/2015	Calendar of walkthroughs; walkthrough data	6/3/2016 weekly
G3.B1.S1.A4	Develop student incentives and field experiences related to academic achievement throughout the year to increase parent involvement. Programs such as: Student of the month, Honor Roll Recognition/ Panther Pride/Leadership Opportunities/Safety Patrol/Mentors/ Diverse Cultural Recognitions	Smith, Dawn	10/15/2015	Calendar of Events/Student & Parent Participation/Parent Survey	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A5	Staff will take an active role in designing professional growth opportunities as they increase the rigor and complexity of instruction aligned to FSA.	Kline, Andrew	11/2/2015	Staff request for PD/Participatory Evidence During LTM Trainings/Staff Survey	5/27/2016 quarterly
G2.B1.S11.A5	The Administrative team will provide written feedback to teachers on the targeted walkthrough data on the celebrations; growth and areas for improvements.	Smith, Dawn	10/1/2015	Copies of written feedback	6/3/2016 weekly
G3.B1.S1.A5	Implement a parent survey twice a year to gain report card related to leadership and campus academic performance.	Smith, Dawn	11/20/2015	Survey	6/3/2016 semiannually
G2.B1.S1.A6	Tutorials for extended day opportunities to increase student academic success.	Bradley, Juliana	10/1/2015	Tutorial Student Sign-In/Student Monthly Assessment Log	4/29/2016 weekly
G2.B1.S11.A6	From the targeted walkthrough data, the instructional coaches will provide support to teachers utilizing the Coaching Continuum	Bradley, Juliana	10/1/2015	Coaches logs; SBLT agendas	6/2/2016 monthly
G3.B1.S1.A6	A parent Liasion will assist with the campus mentoring and volvunteer program for the campus. The staff will assign students in need with the support programs and progress will be charted monthly.	Kline, Andrew	8/17/2015	Mentors Assigned to Students in Need/Volunteer Sign-In	6/3/2016 monthly
G2.B1.S1.A7	Provide additional support: extended field experiences, paraprofessional, resources, resource teacher for math, reading, and science.	Silva, Patrica	10/5/2015	Field Experiences/Student Attendance/Staffing Allocations/Materials Purchased	3/1/2016 monthly
G2.B1.S11.A7	The Administrative team will monitor the effectiveness of the implementation of the Coaching Continuum through conducting follow-up classroom walkthroughs.	Smith, Dawn	10/1/2015	Walkthrough data and student achievement	6/2/2016 weekly
G3.B1.S1.A7	Develop a minimum of 3 school wide activities that encourage parent visitations into the classrooms during professional development. Donuts for Dads (Reading) Muffins With Moms (Math), Goodies for Grandparents (Science)	Kline, Andrew	9/17/2015	Parent Sign-in Sheets/Parent Evaluation Form	2/4/2016 quarterly
G2.B1.S1.A8	A common planning Look For's template will be created for all content teacers K-5 that focus on the following: Standard/Essential Question/Scale/Assessment/Lesson Design targeting what the students will do/Block Schedule/Monitoring System/Portfolio-Evidence of Student work correlated to standard	Smith, Dawn	8/11/2015	Lesson Design Using the Components	6/3/2016 weekly
G2.B1.S1.A9	Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#1-DQ#3 Standards posted/Essential Questions observed and reflected in student work/Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughout questions facilitated by teacher causing students to think	Smith, Dawn	9/1/2015	Monday agenda's correlated to the documented walkthroughs in IObservation	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week, leadership team, 3 walk throughs per week.				
G2.B1.S1.A10	Staff will provide a monthly student progress monitoring form correlated to the small group instructional targets and campus data. Specific administrative look for's during small group instruction.	Kline, Andrew	9/30/2015	Monthly Progress Monitoring Form Correlated to Data	5/31/2016 monthly
G2.B1.S1.A11	First-Fifth ESOL staff will design lessons specifically targeting ELL standards as well as grade level standards correlated to student sheltered and maintain needs.	Bradley, Juliana	8/24/2015	Student work samples and data per 4 week monitoring progress	6/3/2016 daily
G2.B1.S1.A12	Kindergarten-Fifth grade ESE staff will provide inclusion academic support per I.E.P. , aligning content to grade level standards correlated to FSA.	Perez, Carolina	8/24/2015	Monthly I.E.P. evaluation of mastery of written objectives.	6/3/2016 daily
G1.MA1	All campus leadership pulls in their resources to share how they have provided the suppot.fot struggling teachers.	Bradley, Juliana	10/12/2015	staff will look at their document and gage the progress of the students.	10/26/2015 biweekly
G1.B1.S1.MA1	A lesson design process will be followed as described and monitored by administration.	Kline, Andrew	9/21/2015	Lesson Design Template Provided and Implemented	5/30/2016 weekly
G1.B1.S1.MA1	Administrators will meet with LTF/ Coaches Weekly to review and monitor plan.	Lewis, Dawn	8/24/2015	Weekly Agenda/Staff Sign-in	5/30/2016 weekly
G1.B1.S2.MA1	Staff will be required to bring student work samples once per month to the LTM	Bradley, Juliana	9/21/2015	Data Review Check List for Student Work Samples Analyzed	5/30/2016 monthly
G1.B1.S2.MA1	Area #2 has implemented a monitoring system to review campus progress. IStation, RRR, IReady Math, Usage, Lab Attendance, Unit Assessment, FSQ will all be data used to evaluate progress.	Bradley, Juliana	10/14/2015	Staff will show evidence of student work.	10/15/2015 monthly
G1.B1.S2.MA3	Every month reports will be provided to administration reviewing the documents of concern and request mediation plans.	Smith, Dawn	10/19/2015		10/23/2015 every-3-weeks
G1.B1.S2.MA4	Administration will collect evidence monthly from LTM.	Lewis, Dawn	10/8/2015	Sign-in, agendas, learning goals and scales, student evidence, classroom walkthroughs, observations.	6/3/2016 monthly
G2.MA1	Task analysis completed as it relates to targeted deficit. Interventions are evaluated for effectiveness and student progress monitored as observed in RTI and student assessment documentation collected every 6 week.	Perez, Carolina	9/30/2015	RTI documentation/Increase Student Performance Indicators	5/31/2016 every-6-weeks
G2.B1.S1.MA1	Establish baseline data in September 2015 for all tested content, collect student work samples for assessment data; document student progress related to standards which will be reviewed by campus leadership every month.	Smith, Dawn	9/30/2015	Diagnostics, Unit Assessments, Pre-Assessments/Post Assessments/ Weekly Assessments/Running Records/FSA	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA3	Math staff will review student assessment every four weeks. Students not indicating growth over a 6 week period will receive an RTI that aligns to their specific instructional objective. Ongoing three week review will be implemented.	Silva, Patrica	9/30/2015	Progress Monitoring Documentation Chart/RTI documentation/Student Assessment(Diagnostic-Grades)	5/31/2016 monthly
G2.B1.S1.MA6	Campus leadership will work with district instructional support staff to evaluate the quality and implementation of instruction and its correlation to student assessment.	Bradley, Juliana	9/30/2014	Revised instuctional plans, increase student achievement	6/5/2015 monthly
G2.B1.S1.MA1	Teachers grades 3-5 will provide weekly lessons that embed rigor and complexity correlated to the state standards and reduce the number of Level#1 and Level #2 students in ELA by 20%, Math by 25%, and Science by 10% for 2015-2016 SY.	Smith, Dawn	9/30/2015	RTI/SBT/RRR/Student Portfolio documentation. Weekly assessments, Student Report Card, Diagnostics, FSA 2016	5/31/2016 annually
G2.B1.S1.MA4	Student work samples will increase in rigor and complexity as aligned to Florida Standards Based Instruction.	Bradley, Juliana	9/1/2015	Student independent work samples (Portfolio Review/Work Samples Analyzed in LTM) related to the Florida Standards Based Instruction	5/31/2016 quarterly
G2.B1.S1.MA5	Student ESE referrals will decrease and student academic performance indicators will increase.	Kline, Andrew	9/30/2015	Progress monitoring charts, assessment data, ESE referrals	6/3/2016 monthly
G2.B1.S1.MA7	Staff evaluation indicators in DQ#1 & DQ#2 will increase by 20% to Applying or Innovating as it aligns to Marzano's Art and Science of Teaching.	Smith, Dawn	9/5/2014	Staff Evaluation	6/5/2015 annually
G2.B1.S11.MA1	The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.	Smith, Dawn	10/20/2014	Student achievement data; teacher observation data	6/4/2015 weekly
G2.B1.S11.MA1	The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.	Smith, Dawn	9/21/2015	Copy of common planning schedule; look-for documents; coaches logs; walkthrough data; meeting agendas; informal/formal observation data; lesson plans reflect training, student assessment indicates progress based on effective teaching practices	6/3/2016 weekly
G3.MA1	Parent Feedback	Smith, Dawn	1/1/2016	Increase of positive feedback from January Survey to June Survey	6/3/2016 semiannually
G3.B1.S1.MA1	Parent/Community Survey	Smith, Dawn	1/1/2016	50% Parent Participation Campus Events/50% Response Survey	6/3/2016 annually
G3.B1.S1.MA1	Implementation of the scheduled events, that includes agenda, specific dates, times and participants.	Smith, Dawn	8/27/2014	Participation Logs/Agendas	5/15/2015 monthly
G4.MA1	Data Results from Staff Surveys	Smith, Dawn	1/1/2016	Comparison of Data from Staff Surveys over time.	6/3/2016 quarterly
G4.B1.S1.MA1	A double check system will be established, administrator and finance clerk will monitor the monthly events and review budget allocations aligned to the activities.	Ruyle, Nancy	9/30/2015	Budget Expenditures/Monthly Scheduled Meetings	6/3/2016 monthly
G4.B1.S1.MA1	Monthly faculty meetings will evaluate success of norms and campus discipline.	Smith, Dawn	8/31/2015	Staff Agenda/Staff Surveys Twice Per Year/Indicators of Effective Organization/Discipline Data	6/3/2016 monthly
G4.B1.S1.MA3	Monthly calendar of events that intentionally recognize achievements of staff and students.	Smith, Dawn	9/30/2015	Budget Expenditures/Program Agendas/Staff Surveys	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S2.MA1	Survey Completed	Smith, Dawn	1/5/2015	80% Positive Feedback	5/15/2015 semiannually
G4.B1.S2.MA1	Survey Implemented by timeline	Smith, Dawn	1/5/2015	Survey Completed	5/15/2015 semiannually
G4.B1.S5.MA1	Teacher Feedback	Lewis, Dawn	8/31/2015	Emails, positive communication between administration and staff	6/3/2016 monthly
G4.B1.S5.MA1	Leadership meetings and monthly calendars	Lewis, Dawn	8/31/2015	Certificates, positive emails, notes and feedback	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we identify the students receiving small group instruction based on data, and implement a monitoring tool to track student progress, and implement remediation according to the data, then we can make strategic instructional decisions quickly, based on evidence and increase student performance.

G2.B1 Significant instructional gaps within the grade levels as it pertains to math and reading (students not on grade level)

G2.B1.S1 Grades K-5, Including ESE and ELL Populations: (Creating Master Teachers) September of 2015, staff will identify students not meeting proficiency and plan targeted lessons for small groups. Staff will monitor student progress every 4 weeks, attaching samples of student work to show student progress. Staff will scaffold instruction and layer the level of difficulty until mastery is achieved. Grades 3-5 direct teach of all content using the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more instructional time of targeted skills correlated to FSA. Administration, along with the LTF, Area #2, and administrative team will train staff to increase mastery of teaching and assessing varied data sources to inform campus of instructional strengths and weaknesses. Master teachers will assist staff in developing lessons that are rigorous, diverse and correlated to the standard. A minimum of 6 Parent Training sessions will occur to inform parents of the state standards and assessment requirements. 5th Grade Science Strategy: 50% Science Lab experiences, at least one science center during each rotation to focus on hard to teach concepts, implementing at least one hands-on inquiry-based activity at least once a week; students utilizing science notebooks to develop critical thinking skills with an emphasis on the scientific method; providing each student in grades 1-5 with a composition notebook to be used as a science notebook; implementing teacher-directed small group instruction based on assessment data, teacher observation and student response to reinforce, spiral and/or enrich skills and concepts taught; utilizing above-named resources during core science instruction with an emphasis on scientific method, vocabulary and test question analysis; one FCAT question per day, correlated to the standard being taught; allowing students practice in format. utilizing the Computer Lab for additional instructional practice. Extended instruction through after school tutorials. 3rd-5th Math: Thirty minutes daily of computer lab to reinforce skills, hands on manipulatives, moving concept from concrete to more abstract, daily fluency of foundational skills, IReady Math as an instructional/assessment tool, differientiation of skills using targeted small group instruction based on assessment data, extended instruction through after school tutorials K-5 Reading: Balanced Literacy program, with a phonics focus will be implemented, campus will follow the DA scope and sequence as outlined. Teach the basic phonic skills, allowing students to learn how to read. Use the Literacy reading model and assess comprehension of material consistently, implement a rich text environment and promote the love of reading and learning, provide diverse reading materials, implement choice for students, and celebrate reading achievements privately and publically, use RRR as an assessment of teacher effectiveness and student progress, provide FSA assessments; giving students practice in format Implement the Balanced Literacy Program, develop independent readers, extended instruction through after school tutorials K-5 Writing: Sixty minutes of writing instruction daily; 10 minute warm-up to include grammar, conventions, spelling skills to build paragraph writing. 20 minutes mini lesson; 20 minutes small group; Palm Beach Writes, timed assessments; data chats. Writing through the content and maintaining a notebook for skill review implemented at all grade levels. Computer based instruction grades 3rd-5th to support the technology requirements for state assessments in 4th & 5th. Extended instruction through after school tutorials ESOL: Curriculum and Best Practices for Reading First-Fifth Grade will be implemented as correlated to FSA.

PD Opportunity 1

Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2015-2016 SY.

Facilitator

Silva, Bradley, King, Stumm, Kline, District Content Support, Administration

Participants

3-5 Staff

Schedule

Every 2 Months, from 8/11/2015 to 6/3/2016

PD Opportunity 2

Academic coach and LTF, along with district curriculum support staff will facilitate the DA instructional scope and sequence along with the required assessments and monitor student progress evey 4 weeks. Students will be given additional instructional time, monitored by a certified staff, in the skill deficit targeted by the data. Rigor and complexity will be embedded as students gain mastery over the FSA.

Facilitator

Academic Coaches/LTF/Area #2 Support Staff

Participants

Staff and Students

Schedule

Monthly, from 9/1/2015 to 6/3/2016

G2.B1.S11 Implement a structure for common planning which aligns with Marzano DQ#1-DQ#3 .

PD Opportunity 1

The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.

Facilitator

Area 2/School-based instructional coaches/Curriculum teams/Transformation team

Participants

Teachers and Administration

Schedule

On 8/24/2015

G3. If we create a system that elicits parent engagement, coupled with an academic training component, then we will increase parent and community involvement, and empowering our parents/community to partner with the academic tasks required for our students.

G3.B1 Parent Schedules/Transportation

G3.B1.S1 Created meaningful and purposeful programs to elicit parent involvement using flexible schedules and varied interests of our parents.

PD Opportunity 1

Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2015-2016 school year.

Facilitator

Campus Administrators/Parent Liaison/Staff

Participants

Parents/Community/Guardians

Schedule

Monthly, from 8/10/2015 to 6/3/2016

G4. If we design a system that focuses on the health and wellness of the organization that most effectively promotes learning and safety, then our parents and community will trust in our stewardship.

G4.B1 Belief Systems/Level of PD Capacity

G4.B1.S1 Develop campus norms for all staff addressing campus consistency related to the following:communication, mental toughness, flexibility with positive attitude, celebrating success, and good morale.

PD Opportunity 1

Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.

Facilitator

Administration/Team Leaders/Coaches

Participants

Staff

Schedule

Monthly, from 8/11/2015 to 4/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	**G1.B1.S1.A1**	**LTM will facilitate campus-wide lesson design process.**				**$0.00**
2	**G1.B1.S1.A2**	**Campus LTM and Grade Level Common Planning Schedule will designed to implement structure and consistency for the work.**				**$0.00**
3	**G1.B1.S1.A3**	**Grade Level Planning guide will be developed to structure the quality of work created and outcomes correlated to the standards for students.**				**$0.00**
4	**G1.B1.S2.A1**	**During the LTM, staff will determine what student evidence will be required as meeting proficiency of the standard.**				**$0.00**
5	**G1.B1.S3.A1**	**Teachers will design their weekly scales through the LTM process that correlate to the rigor of the standard.**				**$0.00**
6	**G2.B1.S1.A1**	**Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2015-2016 SY.**				**$64,652.33**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School			$500.00
			Notes: Supplies for PD Training (Books) Function 6402			
			0651 - Palm Springs Elementary School			$27,850.00
			Notes: Math Resource (Function 6402)			
			0651 - Palm Springs Elementary School			$8,679.00
			Notes: Retirement (Coach Position)			
			0651 - Palm Springs Elementary School	Title I Part A		$10,000.00
			Notes: Subs to support staff PD			
			0651 - Palm Springs Elementary School	Title I Part A		$1,770.00
			Notes: Supplies to support training in rigorous assessment Function 6402 (Chart Paper/Binders/Ink Cartridges/Paper/Writing Materials and Small Plastic Storage Bins/Folders), professional books for staff book study.			
			0651 - Palm Springs Elementary School	Title I Part A		$15,853.33
			Notes: General Supplies (5150)			
7	**G2.B1.S1.A10**	**Staff will provide a monthly student progress monitoring form correlated to the small group instructional targets and campus data. Specific administrative look for's during small group instruction.**				**$0.00**

Budget Data

8	**G2.B1.S1.A11**	**First-Fifth ESOL staff will design lessons specifically targeting ELL standards as well as grade level standards correlated to student sheltered and maintain needs.**				**$0.00**
9	**G2.B1.S1.A12**	**Kindergarten-Fifth grade ESE staff will provide inclusion academic support per I.E.P. , aligning content to grade level standards correlated to FSA.**				**$0.00**
10	**G2.B1.S1.A2**	**All academic coaches will observe classroom instruction of all certified staff and provide feedback through monthly coaching sessions as it relates to the implementation of the training and rigor required by the Florida Standards Based Instruction.**				**$91,722.88**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$91,722.88
			Notes: Academic coaches to support Science, Reading, and Math (.5 Science, .5 Math, .5 RTI)			
11	**G2.B1.S1.A3**	**Staff will select a minimum of 3 student work samples from various targeted student groups, including ESE, ELL populations (Level #1-Level #5) every month for a descriptive review, evaluating evidence of rigor and alignment of the standard.**				**$0.00**
12	**G2.B1.S1.A4**	**Academic coach and LTF, along with district curriculum support staff will facilitate the DA instructional scope and sequence along with the required assessments and monitor student progress evey 4 weeks. Students will be given additional instructional time, monitored by a certified staff, in the skill deficit targeted by the data. Rigor and complexity will be embedded as students gain mastery over the FSA.**				**$9,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School			$9,500.00
			Notes: Leveled Books to increase academic reading achievement (Function 5150)			
13	**G2.B1.S1.A5**	**Staff will take an active role in designing professional growth opportunities as they increase the rigor and complexity of instruction aligned to FSA.**				**$0.00**
14	**G2.B1.S1.A6**	**Tutorials for extended day opportunities to increase student academic success.**				**$35,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$25,000.00
			Notes: Salaries/Benefits for tutorial staff (Function 5150) (Extended Day Opportunities for Level #1/Level #2 Students)			
			0651 - Palm Springs Elementary School	Title I Part A		$10,000.00
			Notes: Software for tutorials: I Ready/Science News Week (Function 5150)			

Budget Data

15	**G2.B1.S1.A7**	**Provide additional support: extended field experiences, paraprofessional, resources, resource teacher for math, reading, and science.**				**$62,888.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$20,000.00
			Notes: Paraprofessional (Support Class Instruction K-5) 1 math lab teacher			
			0651 - Palm Springs Elementary School	Title I Part A		$26,500.00
			Notes: Resources: Classroom Supplies (Function 5150)			
			0651 - Palm Springs Elementary School	Title I Part A		$16,388.00
			Notes: (Support Class Instruction K-5) Paraprofessional (Instructional Aide			
16	**G2.B1.S1.A8**	**A common planning Look For's template will be created for all content teacers K-5 that focus on the following: Standard/Essential Question/Scale/Assessment/Lesson Design targeting what the students will do/Block Schedule/Monitoring System/Portfolio-Evidence of Student work correlated to standard**				**$0.00**
17	**G2.B1.S1.A9**	**Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#1-DQ#3 Standards posted/Essential Questions observed and reflected in student work/Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughout questions facilitated by teacher causing students to think deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week, leadership team, 3 walk throughs per week.**				**$0.00**
18	**G2.B1.S11.A1**	**The Administrative team will review the current common planning schedule and make the necessary adjustments to the schedule (aligned to the Area 2 common planning).**				**$0.00**
19	**G2.B1.S11.A2**	**The SBLT will develop a structured look-fors framework for common planning focusing on student centered rigorous instruction that is aligned to Marzano's DQ3 and DQ4.**				**$36,529.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$36,529.00
			Notes: .5 RTI/SBLT Lead Coach (Function 6402)			
20	**G2.B1.S11.A3**	**The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.**				**$0.00**
21	**G2.B1.S11.A4**	**The Administrative team will develop a weekly schedule of targeted walkthroughs based on the established look-fors/expectations. small groups will be the instructional target for the 2015-2016 SY. (Identified students,**				**$0.00**

Budget Data

		identified instruction based on varied assessments. Monitoring Log of progress reviewed)				
22	**G2.B1.S11.A5**	**The Administrative team will provide written feedback to teachers on the targeted walkthrough data on the celebrations; growth and areas for improvements.**				**$0.00**
23	**G2.B1.S11.A6**	**From the targeted walkthrough data, the instructional coaches will provide support to teachers utilizing the Coaching Continuum**				**$0.00**
24	**G2.B1.S11.A7**	**The Administrative team will monitor the effectiveness of the implementation of the Coaching Continuum through conducting follow-up classroom walkthroughs.**				**$0.00**
25	**G3.B1.S1.A1**	**Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2015-2016 school year.**				**$933.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$933.00
			Notes: Benefits Parent Liaison (6152)			
26	**G3.B1.S1.A2**	**SAC committee/PTA will meet a minimum of 5 times per year to review, evaluate, and design campus organizational systems, programs, and parent training sessions for both evening and daytime scheduled events. Minimum of three parent training sessions, 3 collaborative campus activities, two surveys to evaluate campus systems.**				**$0.00**
27	**G3.B1.S1.A3**	**Create a collaborative and inclusive Parent Center that is solely identified for parents use throughout the year. The center will be used for training opportunities, storage of PTA materials, and a work environment, increasing their sense of belonging to the campus. Flexible hours for parent trainings will be scheduled to accomodate parent needs.**				**$0.00**
28	**G3.B1.S1.A4**	**Develop student incentives and field experiences related to academic achievement throughout the year to increase parent involvement. Programs such as: Student of the month, Honor Roll Recognition/Panther Pride/ Leadership Opportunities/Safety Patrol/Mentors/Diverse Cultural Recognitions**				**$1,299.72**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School			$1,299.72
			Notes: Training Materials (Function 6152)			
29	**G3.B1.S1.A5**	**Implement a parent survey twice a year to gain report card related to leadership and campus academic performance.**				**$0.00**
30	**G3.B1.S1.A6**	**A parent Liasion will assist with the campus mentoring and volvunteer program for the campus. The staff will assign students in need with the support programs and progress will be charted monthly.**				**$3,376.46**

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$3,376.46
			Notes: Parent Liaison Position Salary (6152) Volunteer Program Mentoring Program Assistant to campus calendar of activities: PTA scheduled events, recognition programs, academic instructional support			
31	**G3.B1.S1.A7**	**Develop a minimum of 3 school wide activities that encourage parent visitations into the classrooms during professional development. Donuts for Dads (Reading) Muffins With Moms (Math), Goodies for Grandparents (Science)**				**$0.00**
32	**G4.B1.S1.A1**	**Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School	Title I Part A		$500.00
			Notes: PD: Supplies for PD/Books (Function 6402)			
33	**G4.B1.S1.A2**	**Provide components of Safe Schools Training for staff and students a minimum of three times per year to decrease classroom management concerns.**				**$0.00**
34	**G4.B1.S1.A3**	**Select a staff and student of the month and openly recognize achievements.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0651 - Palm Springs Elementary School			$500.00
			Notes: General Supplies: Function 5150			
35	**G4.B1.S2.A1**	**Implement a system that provides feedback to campus leadership.**				**$0.00**
36	**G4.B1.S5.A1**	**Recognize staff on a monthly basis through a variety of means.**				**$0.00**
					Total:	**$306,901.39**