

Martin County School District

# Port Salerno Elementary School



2015-16 School Improvement Plan

## Port Salerno Elementary School

3260 SE LIONEL TER, Stuart, FL 34997

pse.sbmc.org

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	78%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	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 Martin 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
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Port Salerno Elementary School is one big community- we work together to help each other. Teamwork achieves a better learning environment for all students by building character and motivating kids to learn.

Martin County School District mission: Educating all students for success.

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

Learning is active, fun and meaningful at Port Salerno Elementary School.

Martin County School District vision: A dynamic educational system of excellence.

#### School Environment

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

All teachers at Port Salerno Elementary have their English Language Learners (ELL) endorsement. By having their ELL endorsement, teachers learn of other students' cultures and are then better able to work with the students and build a relationship. Also at Port Salerno Elementary we have a Parent Liaison that assists our families and teachers with translations so again we can build stronger working relationships here at school and home.

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

Port Salerno Elementary created the schoolwide expectations of Trustworthy, Aware, Kind and Motivated for all students to aspire and encompass these traits. In creating these expectations we have a schoolwide environment where students feel safe and respected by posting expectations in common areas throughout the school. The three main areas where the expectations are posted are the hallways, cafeteria and playground. By having schoolwide and common areas expectations posted and enforced by all has developed a safe and respected school environment. Through our guidance department we are also able to teach safety and bully prevention to our kindergarten to second grade students during related arts and work one on one with third through fifth grade classes.

##### **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**

The schoolwide behavioral system values that are in place at Port Salerno Elementary are Trustworthy, Aware, Kind, and Motivated. The staff is trained at the beginning of the year of these values and is instructed to go over them with their students. At that time there are SWIM tickets that students can earn by meeting the schoolwide expectations. Also during our training we go over with the staff the behavioral referral flowchart, which defines behaviors as a major (office referral) or minor (classroom managed).

##### **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 social-emotional needs of all students are being met in many ways at Port Salerno Elementary. We have Guidance as a Related Arts for kindergarten, first and second grade students. During this related arts rotation students learn social skills, character development and bullying and safety prevention. All students also have access to the guidance counselor at anytime for any social or emotional need. The school can also make referrals to a full time Tykes & Teens mental therapist that is at PSE. Port Salerno Elementary has access to refer students for school supplies, clothing or medical needs to help support their social-emotional needs.

### Early Warning Systems

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

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

Retainees  
 Attendance below 90%  
 Level 1 on statewide assessment

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	19	11	14	7	9	77
One or more suspensions	2	4	0	2	1	0	9
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
Retainees	5	12	6	10	0	0	33
	0	0	0	0	0	0	

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

Indicator	Grade Level				Total	
	K	1	2	3		
Students exhibiting two or more indicators		3	2	1	1	7

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

- Daily communication through student planners.
- Connect 5 phone calls home daily
- Incentives through PBIS program to maintain a high percentage of daily attendance
- Lunch and Learn for parents to educate on the importance of attendance
- Lunch and learn for students who have early warning indicators
- Ongoing communication with parents through school activities and family nights

### 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191613>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Partnerships are established with volunteers, businesses and local philanthropic organizations to support our school-based initiatives. This year we are hosting a series of artists and authors and visits to the Lyric theater as a result of a philanthropic partnership. In addition, we have been funded through the Pew Education Fund to provide STEM training and instruction at PSE. Local businesses, such as the local bank and pizza parlor, also support fundraising efforts and students' learning experiences through school visits and evening business events.

**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
Harvey, Patricia	Principal
Gumbinner, Diane	Guidance Counselor
Lucrezia, Melissa	Instructional Coach
Wardle, Diane	Instructional Coach
Wilcox, Jhamil	Teacher, K-12
Soliman, Teresa	Teacher, K-12
Betscha, Rachael	Teacher, K-12
Myers, Megan	Teacher, K-12
Zilly, Tara	Teacher, K-12
Luecht, Karen	Teacher, K-12
Efinger, Megan	Teacher, K-12
Morrell, Aimee	Teacher, K-12

**Duties**

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

The school based leadership team (Stingray Leadership Team) have representatives from each grade level and are responsible for bringing information, concerns and comments to their team members. This team also problem solves concerns that teams may have for administration. (MTSS = 2 LITERACY COACHES, 1 MATH COACH, 1 MATH INTERVENTIONIST, ASSISTANT PRINCIPAL, PRINCIPAL, GUIDANCE COUNSELOR, INTERVENTION/PROBLEM SOLVING COACH). Also, the grade team reps serve on the Stingray Leadership Team which problem solves schoolwide 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 structure of the data team meetings supports students by problem solving around specific needs. Teams will meet and share specific assessment data, instructional practices and make decisions about interventions and strategic grouping. Coaches will make sure that teachers are supported with any professional development needs, resources or support with the core.

Port Salerno Elementary school coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- Title I Parent Resource Center located on our campus hosts our School Advisory Committee meetings, new teacher/mentor tours, community information trainings and parent visits.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs such as Parent Coffees, SAC Meetings, Lunch and Learn activities, Parent University Nights, and student/parent math, literacy, and science nights.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Patricia Harvey/Alyssa Eberst	Principal
Angela Adams	Teacher
Mirta Mejia	Parent
Luisa Medrano	Parent
Yolinda Samayoa	Parent
Tania Dixon	Education Support Employee
Reyna Orozco	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*

Mid year evaluation was shared at SAC meeting, showing progress towards identified goals. Data was shared with SAC at the end of the school year to help prepare goals for this year.

*Development of this school improvement plan*

The School Advisory Council assisted in the development of the school improvement by meeting in September and planning our SAC meetings for the year and reviewing the achievement data.

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

The school's budget includes the district allocations for supplies, substitutes, capitol funding, and staffing. In addition, the Title I funding supports six staff positions, including one coach, one literacy interventionist, one math coach, one math interventionist, one half-time guidance counselor and one parent liaison position. Funding from the Title I grant also supports literacy and mathematics professional development for teachers and paraprofessionals. In addition, the grant supports parent training and activities. The targeted goals and activities supported by these funding sources are reviewed with the SAC. SIP funds are allocated for SAC approved purchases and event funding, such as evening parent training activities. In addition, the school has recently received Pew Education Grants to fund a \$10,000 Summer Reading Program and continues the implementation of a \$34,200 STEM initiative and a \$32,000 non-profit gift to support the Port Salerno Talks Early Language Initiative.

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

School improvement funds will be used to support training of teachers in:

- Close reading of complex text (\$600)
- Continuum of Literacy, guided reading, word study training (\$2000)
- Vocabulary and Balanced literacy professional development (\$9000)
- Mathematics problem-based learning assessment through Cognitive-based Assessment (\$1500)
- Writing across the curriculum (\$1500)
- Attendance incentive awards (\$300)
- PSE Parent University Night resources to train parents in CCSS instructional shift and strategies to use at home (\$300)

**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
Lucrezia, Melissa	Instructional Coach
Bagley, Nicole	Other
Harvey, Patricia	Principal

**Duties**

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

The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to implement our district Reading Plan initiatives in Balanced Literacy with a focus on staff training to understand best practices in language acquisition, vocabulary, closing the ELL achievement gap and writing strategies for classroom instruction.

## **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**

All grade levels meet in Professional Learning Communities as well as at weekly faculty meetings to review our PLC norms, data, common formative assessments and effective instructional practices. In addition, professional development is conducted which supports collaborative planning and instruction. This school year, we have continued to train teachers in the support facilitation model to provide effective ESE programming and instruction. Each fall we revisit our beliefs, vision and mission to ensure that the work of the PLC's is productive and aligned with school-wide beliefs and the SIP initiatives.

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

Providing new teachers to the school with mentors.  
Offer on-going opportunities for professional growth.  
Survey professional development and support needs of new teachers.  
Administration and aspiring leader (teacher) are responsible for this.

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

Each teacher new to the school is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. This year, we have only one first year teacher. We do have 5 teachers new to our school who are all assigned a teacher mentor and provided monthly professional development opportunities and resource support, such as visits to our Title I Parent Resource Center. Teachers are paired with colleagues with similar grade level placement and experience as the new teacher.

## **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**

Instructional staff is provided ELA, Science, and Math Frameworks that are aligned and developed using the Florida Standards. School district teams examined the Florida Standards and created frameworks that instructional staff can use for planning and instruction. Suggested resources and materials that are aligned with the Florida Standards are noted in the frameworks. CPALMS, the online toolbox of information, resources, and interactive tools is used to help instructional staff effectively implement the teaching of the Florida Standards. Staff is encouraged to use CPALMS as a resource to help with lesson planning, standards mapping, and delivery of

instruction.

ELA and math instructional coaches research and review instructional materials and resources to determine the alignment to the Florida Standards. They provide coaching and support to the instructional staff to ensure that the materials and resources are implemented effectively in the classroom.

A district adoption committee reviews all textbooks and other materials purchased for use in the classroom. The committee reviews the materials to ensure the materials are aligned with the Florida Standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

- Instructional staff closely monitors the progress of individual students using data (Fountas and Pinnell, iReady, Benchmark, Cognition Based Assessment (CBA), and Formative Assessments) and continually adjusts teaching to meet the needs of the students
- Teachers meet as a grade level in data professional learning communities to discuss student data and determine –
  - o What do we want students to learn?
  - o How will we know they are learning?
  - o How will we respond when do not learn?
  - o How do we respond when they do learn?
  - o What students are at-risk of not meeting end of the year grade level standards?
  - o What skill deficits or strengths can be identified by student data?
  - o What instructional strategies will best meet the needs of the student?
  - o What resources are available?
- Student data helps teachers determine which skills will be emphasized in small group instruction and how strategies will be incorporated into the lessons
- Student data is used to determine flexible grouping within the classroom and across the grade level to cater to the individual needs of students and enable differing levels of support
- A class students progress monitoring spreadsheet has been developed for tracking all students in each classroom on reading , writing, math, and science. This allows teachers the opportunity to readily recognize individual students needs and provide differentiation and needed accommodations in delivery of instruction, assignment length, and small group instruction
- Student data is used during MTSS (Multi-Tiered Systems of Support) meetings to determine if interventions (tier 1, 2, or 3) are needed for individual students
- Instructional staff collaborate with coaches and administration to examine student data and develop instructional strategies to meet the differing needs of students
- iReady online instruction component uses student diagnostic data to support diverse needs of learners and provide online lessons that are tailored to the students' academic need
- Student data is communicated to the parents to provide regular updates on student progress and strategies are provided by the teacher to the parents to support academic achievement

***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:** 6,480

After school tutoring for students K - 5.

**Strategy Rationale**

With additional opportunities to engage in literacy, math and inquiry-based STEM lessons with content area literacy, students will experience an increase in learning outcomes as measured by the iready assessment, FSA and Science benchmarks.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Harvey, Patricia, harveyp@martin.k12.fl.us

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

Pre and Post tests for tutoring group.

**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**

Port Salerno Elementary notifies local preschool programs in the spring to schedule tours for incoming kindergartners.

At Port Salerno Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

Port Salerno Elementary collaborates with local middle schools that fifth grade students transition into upon completing the fifth grade. Students visit the middle schools to participate in a tour and receive information about classes, after-school programs, and academic programs. Staff members from the middle schools meet with Port Salerno Elementary fifth grade teachers and coaching staff to discuss placement of students with individual academic plans. Using student data, fifth grade students are placed in appropriate middle school classes.

**College and Career Readiness**

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

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

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

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

### Problem Analysis Summary

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



## 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.** By June 2016, at least 50% or more of our K-5 students will measure at the proficient level in Vocabulary according to Window 3 of IReady.
- G2.** By June 2016, 70% of PSE students will demonstrate proficiency (80% test score) on the Physical and Life Science Fusion Assessments.
- G3.** By June 1, 2016, 55% of students will measure proficient in Math as measured by the third administration of the iReady Assessment.
- G4.** By June 2016, in order to improve comprehension levels, at least 50% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data
- G5.** By June 1, 2016, 70% of students will show one year's growth based on the iReady Mathematics Diagnostic Assessments 1-3.

## 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.** By June 2016, at least 50% or more of our K-5 students will measure at the proficient level in Vocabulary according to Window 3 of IReady. 1a

G072724

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

**Resources Available to Support the Goal** 2

- Literacy coaches
- staff developers
- District Frameworks
- K-3 Ready Common Core
- iReady Instructional component
- Read aloud classroom libraries
- FCRR Resources
- C-Palms
- LLI Kits
- Guided Reading Libraries/Resources
- Big Books for shared Reading
- Word Study Books

**Targeted Barriers to Achieving the Goal** 3

- Students arrive to kindergarten with little or no Pre-K experience
- Teachers need resources and materials in order to teach vocabulary effectively
- Teachers need more Professional Development regarding effective vocabulary instruction

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

I-Ready assessment and instructional component data

**Person Responsible**

Nicole Bagley

**Schedule**

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

**Evidence of Completion**

i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level proficiency.

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

Frameworks formative and summative assessments

**Person Responsible**

Melissa Lucrezia

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

Classroom observations, lesson plans, and assessment data

**G2.** By June 2016, 70% of PSE students will demonstrate proficiency (80% test score) on the Physical and Life Science Fusion Assessments. 1a

G072725

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Integrate Common Core strategies and implement word analysis component of Balanced Literacy in all content areas; Increased use of Science journals in the science lab as well as the classroom; Require daily science instruction in every class, which includes implementing district labs into lessons each quarter (increased hands-on inquiries); Develop science vocabulary throughout the school community K-5; Dr. Lindsey Moses will deliver professional development to all teachers in content-area (science, math, and social studies) vocabulary strategies to support ELL learners; Dr. Chew will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas; Students in grades K-5 will have the opportunity to participate in the district Science Fair; NGSSS and Marzano strategy staff training; Hosting a Family STEM/Science Night for students and their families; Provide extra-curricula science based activities such as field trips (ESC, etc.), in school presentations (K-2 Nutrition ed.- Jenny Buntin, etc) and after school clubs (Robotics, after school STEM program, and gardening club); Continue school PBIS.

**Targeted Barriers to Achieving the Goal** 3

- A significant number of our student body is made up of English Language Learners with limited or no English abilities. Also, many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area.
- Teachers are in the learning process for learning how to effectively integrate science and mathematics in a STEM block.
- Students' limited or lack of access to scientific real world experiences and exploration due to poverty and/or limited parent support.

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

Benchmark tests; science journals, other assesments

**Person Responsible**

Matries Florio

**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Benchmark test scores; science journals; other assessment results

**G3.** By June 1, 2016, 55% of students will measure proficient in Math as measured by the third administration of the iReady Assessment. 1a

G072726

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	81.0

**Resources Available to Support the Goal** 2

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction as well as providing professional development on best practices and instructional strategies. Our Academic Games teacher is available to provide targeted interventions for students with significant skill deficits as well as assist with planning interventions with classroom teachers. The Math Coach will support teachers in analyzing data to inform instructional decisions regarding students' intervention and remediation needs through Professional Learning Communities. The district math website contains math frameworks which include a variety of resources for teachers (unwrapped standards, academic vocabulary, essential questions, big ideas, as well as goals and scales).

**Targeted Barriers to Achieving the Goal** 3

- Students who are English Language Learners have a limited knowledge of English.
- Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications.

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

i-Ready assessment data will be collected three times during the year and analyzed to determine the increase of students working at or above grade level.

**Person Responsible**

Melissa Brinn

**Schedule**

Quarterly, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.

**G4.** By June 2016, in order to improve comprehension levels, at least 50% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data **1a**

 G072727

**Targets Supported** **1b**

Indicator	Annual Target
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AMO Reading - All Students

**Resources Available to Support the Goal** **2**

- Literacy coaches
- Words Their Way
- FCRR materials
- Wilson Foundations program
- Port Salerno Talks
- IReady

**Targeted Barriers to Achieving the Goal** **3**

- Students lack understanding of spelling patterns and rules
- Students arrive to Kindergarten with little or no Pre-K experience
- Teachers need resources and materials in order to teach phonics effectively

**Plan to Monitor Progress Toward G4.** **8**

Analyze the data to see if improvements are occurring in phonics

**Person Responsible**

Nicole Bagley

**Schedule**

Every 2 Months, from 10/26/2015 to 6/3/2016

**Evidence of Completion**

IReady data

**G5.** By June 1, 2016, 70% of students will show one year's growth based on the iReady Mathematics Diagnostic Assessments 1-3. **1a**

G072728

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	60.0

**Resources Available to Support the Goal** **2**

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction. Our Academic Games teacher is available to provide targeted interventions for students with significant skill deficits as well as assist in planning interventions with classroom teachers. The Math Coach will support teachers in analyzing data to inform instructional decisions regarding students' intervention and remediation needs through Professional Learning Communities. The district math website contains math frameworks which include a variety of resources for teachers (unwrapped standards, academic vocabulary, essential questions, big ideas, as well as goals and scales).

**Targeted Barriers to Achieving the Goal** **3**

- Students have large gaps in their conceptual understanding of math and limited exposure to cognitively complex math concepts.

**Plan to Monitor Progress Toward G5.** **8**

Review student progress monitoring data with teams to ensure all students are making adequate growth

**Person Responsible**

Melissa Brinn

**Schedule**

Monthly, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

iReady, Classroom Assessments

## 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.** By June 2016, at least 50% or more of our K-5 students will measure at the proficient level in Vocabulary according to Window 3 of IReady. **1**

 G072724

**G1.B1** Students arrive to kindergarten with little or no Pre-K experience **2**

 B189750

**G1.B1.S1** Provide families with literacy strategies through Port Salerno Talks to increase vocabulary and oral language **4**

 S201113

### Strategy Rationale

Over 50% of our student population are English Language Learners and lack the knowledge of language acquisition

### Action Step 1 **5**

Hold monthly Port Salerno Talks meetings and home visits

#### Person Responsible

Cristina Smith

#### Schedule

Monthly, from 8/24/2015 to 6/6/2016

#### Evidence of Completion

Data collection based on oral language acquisition



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

Data will be collected and analyzed

**Person Responsible**

Cristina Smith

**Schedule**

Semiannually, from 10/5/2015 to 6/3/2016

***Evidence of Completion***

LENA Data and written documentation of home visits

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

Analyzed LENA data from families participating in the Port Salerno Talks program

**Person Responsible**

Cristina Smith


**Schedule**

Semiannually, from 10/5/2015 to 6/3/2016


***Evidence of Completion***

data in conversational turns, child vocalization, and parent words spoken, also graduation rate

**G1.B2 Teachers need resources and materials in order to teach vocabulary effectively** 2

 B189751

**G1.B2.S1 Order Discussions for Learning materials and train teachers on implementation in classroom settings** 4

 S201114

**Strategy Rationale**

Many of our teachers need language and vocabulary resource materials and training to facilitate vocabulary development.

**Action Step 1** 5

Literacy Coach will work with trainer from Discussions 4 Learning to provide Professional Development

**Person Responsible**

Melissa Lucrezia

**Schedule**

On 6/6/2016

***Evidence of Completion***

Classroom implementation of Discussions 4 Learning

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

Literacy coaches and interventionist will monitor fidelity by supporting teachers through modeling and differentiated professional development and then discussing data through PLC's.

**Person Responsible**

Melissa Lucrezia

**Schedule**

Quarterly, from 10/28/2015 to 6/3/2016

***Evidence of Completion***

PLC notes and discussions as well as teacher/student created materials will provide evidence of implementation of strategies being used in classroom instruction.

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

iReady assessment and instructional component data

**Person Responsible**

Nicole Bagley


**Schedule**

Quarterly, from 12/1/2015 to 6/3/2016

**Evidence of Completion**

Student scores in the vocabulary and comprehension components of i-Ready assessments and instructional components will be used to determine if the strategy was implemented with effectiveness

**G1.B2.S2** Create a "Teacher Reading Resource" room where resources, including FCRR binders, can be utilized. 4

 S201115

**Strategy Rationale**

Teachers need easy access to research based vocabulary instructional materials.

**Action Step 1** 5

Create a "Teacher Reading Resource" room

**Person Responsible**

Melissa Lucrezia

**Schedule**

Monthly, from 9/21/2015 to 6/6/2016

**Evidence of Completion**

Checkout log of materials used by teachers

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

LLT will conduct coach-teacher conversations

**Person Responsible**


Joscelyn Benitez

**Schedule**


Biweekly, from 9/24/2014 to 6/2/2015

**Evidence of Completion**

**G1.B3 Teachers need more Professional Development regarding effective vocabulary instruction** 2

 B189752

**G1.B3.S1 Provide Professional Development to teachers on Vocabulary development** 4

 S201116

**Strategy Rationale**

Teachers need professional development in order to boost the level of student vocabulary proficiency.

**Action Step 1** 5

Provide teachers with professional development through Dr. Lindsey Moses

**Person Responsible**

Melissa Lucrezia

**Schedule**

On 11/20/2015

**Evidence of Completion**

agendas and classroom observations

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

Classroom implementation and PLC work

**Person Responsible**

Melissa Lucrezia

**Schedule**

Quarterly, from 12/1/2015 to 6/3/2016

***Evidence of Completion***

team meeting notes, agendas, student work

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

I-Ready assessments

**Person Responsible**

Melissa Lucrezia

**Schedule**

Monthly, from 12/1/2015 to 6/3/2016


***Evidence of Completion***

i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level in vocabulary skills.

**G2.** By June 2016, 70% of PSE students will demonstrate proficiency (80% test score) on the Physical and Life Science Fusion Assessments. **1**

 G072725

**G2.B1** A significant number of our student body is made up of English Language Learners with limited or no English abilities. Also, many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area. **2**

 B189753

**G2.B1.S1** Dr. Lindsey Moses will deliver professional development to all teachers in content-area (science, math, and social studies) vocabulary strategies to support ELL learners. **4**

 S201117

### Strategy Rationale

These strategies will assist ELL learners and students working below grade level in acquiring more content-area vocabulary.

### Action Step 1 **5**

Professional development and cross curricular staff planning.

#### Person Responsible

Maries Florio

#### Schedule

On 11/20/2015

#### Evidence of Completion

Student journals; assessments; lesson plans; classroom observations

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

Strategies will be employed with students during STEM block and science lab.

#### Person Responsible

Maries Florio

#### Schedule

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

#### Evidence of Completion

2016 5th grade FCAT scores

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

Use benchmark data from grades 3, 4, and 5 to track student growth.

**Person Responsible**

Maries Florio


**Schedule**

Monthly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

2015 grade 5 Science FCAT scores

**G2.B1.S2** Dr. Chew will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas. 4

 S201118

**Strategy Rationale**

Inquiry-based learning will give ELL students and students working below grade level the opportunity to increase their scientific problem solving abilities.

**Action Step 1 5**

Dr. Chew will deliver professional development to all teachers on inquiry-based learning strategies in science/STEM.

**Person Responsible**

Maries Florio

**Schedule**

On 8/3/2015

**Evidence of Completion**

professional development agendas

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

Strategies will be employed with students during STEM block and science lab.

**Person Responsible**

Maries Florio

**Schedule**

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

***Evidence of Completion***

Classroom lesson plans, science lab plans, classroom observational data.

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

Use benchmark assessment scores to monitor student growth.

**Person Responsible**

Maries Florio

**Schedule**


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

***Evidence of Completion***


Benchmark assessment data



**G2.B2** Teachers are in the learning process for learning how to effectively integrate science and mathematics in a STEM block. **2**

 B189754

**G2.B2.S1** Provide professional development opportunities for teachers to get hands-on experience in STEM activities. **4**

 S201119

### **Strategy Rationale**

This professional development will improve teacher confidence and content-area expertise in STEM areas.

### **Action Step 1** **5**

Dr. Chew to provide professional development to all teacher on inquiry based learning.

#### **Person Responsible**

Maries Florio

#### **Schedule**

On 8/3/2015

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

Lesson plans; Classroom observations.

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

SIP team meeting progress reviews

#### **Person Responsible**

Maries Florio

#### **Schedule**

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

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

lesson plans; classroom observations, science benchmark data

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

Monitor and analyze Benchmark/other assessments results.

**Person Responsible**

Maries Florio

**Schedule**

Monthly, from 10/5/2015 to 6/3/2016


**Evidence of Completion**

Test scores (BMT, other assessments)

**G2.B3** Students' limited or lack of access to scientific real world experiences and exploration due to poverty and/or limited parent support. 2

 B189755

**G2.B3.S1** Develop FL NGSSS energy projects as part of the inquiry-based learning. 4

 S201120

**Strategy Rationale**

Give students opportunities to engage in hands-on inquiry-based energy projects.

**Action Step 1** 5

Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science NGSSS for energy studies.

**Person Responsible**

Maries Florio

**Schedule**

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

**Evidence of Completion**

Lesson plans, Focus calendar

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

Grade level and SIP Committee meetings

**Person Responsible**

Tom Gannon

**Schedule**

Weekly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Lesson plans; classroom observational data

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

Benchmark data, Standards Based Grading to measure for mastery of standards.

**Person Responsible**

Tom Gannon

**Schedule**

Weekly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Benchmark data and SBG data.

**G2.B3.S2** After school engineering/literacy tutoring program and after school robotics program. 4

S201121

**Strategy Rationale**

To engage students with literacy and writing about STEM.

**Action Step 1** 5

Launch after school engineering and robotics programs.

**Person Responsible**

Maries Florio

**Schedule**

Biweekly, from 11/2/2015 to 3/18/2016

**Evidence of Completion**

Student projects, observational data

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Schedule for after school programs and attendance records

**Person Responsible**

Cristina Smith

**Schedule**

Weekly, from 11/1/2014 to 3/13/2015

**Evidence of Completion**

Schedule and attendance records.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Increase in student achievement on student benchmark scores.

**Person Responsible**

Tom Gannon

**Schedule**

Monthly, from 10/1/2014 to 6/2/2015

**Evidence of Completion**

Benchmark assessment data, standards-based grading data to show mastery of standards

**G3.** By June 1, 2016, 55% of students will measure proficient in Math as measured by the third administration of the iReady Assessment. 1

G072726

**G3.B1** Students who are English Language Learners have a limited knowledge of English. 2

B189756

**G3.B1.S1** Provide professional development to teachers in content-area vocabulary strategies to support ELL students. 4

S201122

### Strategy Rationale

Employing strategies to support the learning of content-area vocabulary in classrooms will assist in increasing mathematical proficiency.

### Action Step 1 5

Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.

#### Person Responsible

Melissa Brinn

#### Schedule

On 11/20/2015

#### Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

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

Implementation of strategies during the STEM block.

#### Person Responsible

Melissa Brinn

#### Schedule

Monthly, from 9/28/2015 to 6/2/2016

#### Evidence of Completion

Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.

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

i-Ready assessments, classroom assessments, teacher observations

**Person Responsible**

Melissa Brinn

**Schedule**

Monthly, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

Work samples, assessment data

**G3.B2** Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications. 2

 B189757

**G3.B2.S1** Host a Lunch & Learn and Parent Coffee where parents can learn ways to increase their child's mathematical understanding using manipulatives. 4

 S201123

**Strategy Rationale**

Giving parents the knowledge to support their child's learning will empower them to assist in building their child's mathematical understandings at home.

**Action Step 1** 5

PSE will host a Lunch & Learn and Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to increase their child's mathematical understanding.

**Person Responsible**

Melissa Brinn

**Schedule**

On 1/29/2016

**Evidence of Completion**

Sign-in sheets and agenda.

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

A flyer will go home to parents and an all-call will send a recorded message to all parents informing them of the activities and encouraging them to participate.

**Person Responsible**

Melissa Brinn

**Schedule**

On 6/2/2016

***Evidence of Completion***

Parent sign-in sheets, volunteers sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Event attendance, parent/PTO feedback shared at math SIP meeting

**Person Responsible**

Melissa Brinn

**Schedule**

On 6/2/2016

***Evidence of Completion***

Parent sign-in sheets and agenda

**G3.B2.S2** Provide professional development for all teachers on Cognition-Based Assessment. 4

S201124

**Strategy Rationale**

Teachers need to be able to effectively identify skill deficit areas in order to remediate students with strategies that will address their individual learning needs.

**Action Step 1** 5

Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.

**Person Responsible**

Melissa Brinn

**Schedule**

On 6/2/2016

***Evidence of Completion***

Training agenda

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Teachers will share data from CBAs at grade level PLC meetings. Data will be used to plan instruction and intervention time.

**Person Responsible**

Melissa Brinn

**Schedule**

On 6/2/2016

***Evidence of Completion***

PLC agendas/meeting notes



**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

Student CBA data and classroom data will be analyzed to determine growth in targeted areas.

**Person Responsible**

Melissa Brinn

**Schedule**

On 6/2/2016


**Evidence of Completion**

Student CBA data and PLC meeting agendas


**G4.** By June 2016, in order to improve comprehension levels, at least 50% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data 1

 G072727

**G4.B1** Students lack understanding of spelling patterns and rules 2

 B189758

**G4.B1.S1** Provide more professional development around Words Their Way instruction and best practices for teaching phonics 4

 S201125

**Strategy Rationale**

Teachers need enhanced professional development in order to meet phonics needs of students.

**Action Step 1 5**

Provide optional Words Their Way trainings

**Person Responsible**

Melissa Lucrezia

**Schedule**

Quarterly, from 9/3/2015 to 6/6/2016

**Evidence of Completion**

Sign In sheets and agenda

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

Daily program implementation in the classroom

**Person Responsible**

Melissa Lucrezia

**Schedule**

Every 2 Months, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

classroom observations, student samples, PLC discussion agendas

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

Analyze formative and summative assessments

**Person Responsible**

Melissa Lucrezia


**Schedule**

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


**Evidence of Completion**

student samples, teacher feedback, classroom observations

**G4.B2** Students arrive to Kindergarten with little or no Pre-K experience **2**

 B189759

**G4.B2.S1** Provide families with strategies through Port Salerno Talks to increase phonological and phonemic awareness as well as oral language **4**

 S201126

**Strategy Rationale**

52% percentage of our families speak Spanish as their native language

**Action Step 1** **5**

Parents attend monthly Port Salerno Talks Meetings

**Person Responsible**

Cristina Smith

**Schedule**

On 6/6/2016

***Evidence of Completion***

Data collected based upon language acquisition

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** **6**

Agenda and attendance at PST meetings

**Person Responsible**

Cristina Smith

**Schedule**

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

***Evidence of Completion***

Sign in sheets, minutes from meetings

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Collection of data

**Person Responsible**

Cristina Smith

**Schedule**

Semiannually, from 10/5/2015 to 6/3/2016


**Evidence of Completion**

data related to oral language

**G4.B3 Teachers need resources and materials in order to teach phonics effectively 2**

 B189760

**G4.B3.S1 Order and train support facilitation staff using research based phonics support 4**

 S201127

**Strategy Rationale**

Foundations provides research based phonics instruction and strategies

**Action Step 1 5**

Provide teachers training and materials to support researched based phonics support implementation

**Person Responsible**

Melissa Lucrezia

**Schedule**

On 6/6/2016

**Evidence of Completion**

Sign in sheet

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Students progress monitoring and phonics formative assessments

**Person Responsible**

Nicole Bagley

**Schedule**

Quarterly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

classroom student work samples, formative assessment data with FCRR materials

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Analyze phonics assessment data

**Person Responsible**

Nicole Bagley

**Schedule**

Monthly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

IReady progress monitoring data in phonics

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Analyze phonics assessment data

**Person Responsible**

Nicole Bagley

**Schedule**

Monthly, from 9/28/2015 to 6/3/2016

**Evidence of Completion**

IReady progress monitoring data in phonics

**G4.B3.S2** Create a "Teacher Reading Resource" room where resources, including FCRR binders, can be utilized **4**

 S201128

### **Strategy Rationale**

To provide easy access to researched based materials for phonics instruction

### **Action Step 1** **5**

Create a "Teacher Reading Resource" room

#### **Person Responsible**

Nicole Bagley

#### **Schedule**

On 6/6/2016


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

Teacher material checkout log

**G5.** By June 1, 2016, 70% of students will show one year's growth based on the iReady Mathematics Diagnostic Assessments 1-3. **1**

 G072728

**G5.B1** Students have large gaps in their conceptual understanding of math and limited exposure to cognitively complex math concepts. **2**

 B189761

**G5.B1.S1** Provide teachers with professional development on using content-area inquiry-based learning strategies. **4**

 S201129

### **Strategy Rationale**

By employing inquiry-based learning strategies into classrooms, students will be given the opportunity to problem solve and think critically.

### **Action Step 1** **5**

Inquiry-based learning professional development

#### **Person Responsible**

Melissa Brinn

#### **Schedule**

Annually, from 8/3/2015 to 6/2/2016

#### **Evidence of Completion**

Classroom journals, teacher observations, meeting notes

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1** **6**

Observations, Conferencing with teachers, PLC meetings

#### **Person Responsible**

Melissa Brinn

#### **Schedule**

Monthly, from 9/28/2015 to 6/2/2016

#### **Evidence of Completion**

Agendas, PLC meeting notes

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Review student progress monitoring data with teams to ensure all students are making growth.

**Person Responsible**

Melissa Brinn


**Schedule**

Monthly, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

Progress monitoring data from i-Ready and classroom assessments

**G5.B1.S2** Students will be provided 45 minutes/week of computer time on the iReady mathematics program. 4

 S201130

**Strategy Rationale**

By allowing students time on the program, students are getting instruction at their current level and progressing them through appropriate material allowing for reasonable instruction and growth.

**Action Step 1** 5

Students will receive 45 minutes of instruction per week on iReady mathematics program.

**Person Responsible**

Melissa Brinn

**Schedule**

Monthly, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

iReady assessment reports, classroom lesson plans



**Plan to Monitor Fidelity of Implementation of G5.B1.S2 6**

PLC Meeting discussions of Usage reports

**Person Responsible**

Melissa Brinn

**Schedule**

Quarterly, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

Classroom usage reports (Classroom Response to Instruction Report) and PLC agendas

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7**

Review student progress monitoring data with teams to ensure all students are making adequate growth

**Person Responsible**

Melissa Brinn

**Schedule**

Semiannually, from 9/28/2015 to 6/2/2016

**Evidence of Completion**

iReady data

**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	Hold monthly Port Salerno Talks meetings and home visits	Smith, Cristina	8/24/2015	Data collection based on oral language acquisition	6/6/2016 monthly
G1.B2.S1.A1	Literacy Coach will work with trainer from Discussions 4 Learning to provide Professional Development	Lucrezia, Melissa	10/28/2014	Classroom implementation of Discussions 4 Learning	6/6/2016 one-time
G1.B2.S2.A1	Create a "Teacher Reading Resource" room	Lucrezia, Melissa	9/21/2015	Checkout log of materials used by teachers	6/6/2016 monthly
G1.B3.S1.A1	Provide teachers with professional development through Dr. Lindsey Moses	Lucrezia, Melissa	11/19/2015	agendas and classroom observations	11/20/2015 one-time
G2.B1.S1.A1	Professional development and cross curricular staff planning.	Florio, Matries	11/19/2015	Student journals; assessments; lesson plans; classroom observations	11/20/2015 one-time
G2.B1.S2.A1	Dr. Chew will deliver professional development to all teachers on inquiry-	Florio, Matries	8/3/2015	professional development agendas	8/3/2015 one-time

**Martin - 0101 - Port Salerno Elementary School - 2015-16 SIP**  
*Port Salerno Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	based learning strategies in science/ STEM.				
G2.B2.S1.A1	Dr. Chew to provide professional development to all teacher on inquiry based learning.	Florio, Matries	8/3/2015	Lesson plans; Classroom observations.	8/3/2015 one-time
G2.B3.S1.A1	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science NGSSS for energy studies.	Florio, Matries	10/1/2015	Lesson plans, Focus calendar	6/3/2016 monthly
G2.B3.S2.A1	Launch after school engineering and robotics programs.	Florio, Matries	11/2/2015	Student projects, observational data	3/18/2016 biweekly
G3.B1.S1.A1	Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.	Brinn, Melissa	11/19/2015	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	11/20/2015 one-time
G3.B2.S1.A1	PSE will host a Lunch & Learn and Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to increase their child's mathematical understanding.	Brinn, Melissa	9/15/2015	Sign-in sheets and agenda.	1/29/2016 one-time
G3.B2.S2.A1	Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.	Brinn, Melissa	8/24/2015	Training agenda	6/2/2016 one-time
G4.B1.S1.A1	Provide optional Words Their Way trainings	Lucrezia, Melissa	9/3/2015	Sign In sheets and agenda	6/6/2016 quarterly
G4.B2.S1.A1	Parents attend monthly Port Salerno Talks Meetings	Smith, Cristina	8/24/2015	Data collected based upon language acquisition	6/6/2016 one-time
G4.B3.S1.A1	Provide teachers training and materials to support researched based phonics support implementation	Lucrezia, Melissa	8/4/2015	Sign in sheet	6/6/2016 one-time
G4.B3.S2.A1	Create a "Teacher Reading Resource" room	Bagley, Nicole	9/22/2015	Teacher material checkout log	6/6/2016 one-time
G5.B1.S1.A1	Inquiry-based learning professional development	Brinn, Melissa	8/3/2015	Classroom journals, teacher observations, meeting notes	6/2/2016 annually
G5.B1.S2.A1	Students will receive 45 minutes of instruction per week on iReady mathematics program.	Brinn, Melissa	9/28/2015	iReady assessment reports, classroom lesson plans	6/2/2016 monthly
G1.MA1	I-Ready assessment and instructional component data	Bagley, Nicole	8/24/2015	i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level proficiency.	6/3/2016 quarterly
G1.MA2	Frameworks formative and summative assessments	Lucrezia, Melissa	9/14/2015	Classroom observations, lesson plans, and assessment data	6/3/2016 monthly
G1.B1.S1.MA1	Analyzed LENA data from families participating in the Port Salerno Talks program	Smith, Cristina	10/5/2015	data in conversational turns, child vocalization, and parent words spoken, also graduation rate	6/3/2016 semiannually
G1.B1.S1.MA1	Data will be collected and analyzed	Smith, Cristina	10/5/2015	LENA Data and written documentation of home visits	6/3/2016 semiannually
G1.B2.S1.MA1	iReady assessment and instructional component data	Bagley, Nicole	12/1/2015	Student scores in the vocabulary and comprehension components of i-Ready assessments and instructional components will be used to determine	6/3/2016 quarterly

**Martin - 0101 - Port Salerno Elementary School - 2015-16 SIP**  
*Port Salerno Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				if the strategy was implemented with effectiveness	
G1.B2.S1.MA1	Literacy coaches and interventionist will monitor fidelity by supporting teachers through modeling and differentiated professional development and then discussing data through PLC's.	Lucrezia, Melissa	10/28/2015	PLC notes and discussions as well as teacher/student created materials will provide evidence of implementation of strategies being used in classroom instruction.	6/3/2016 quarterly
G1.B3.S1.MA1	I-Ready assessments	Lucrezia, Melissa	12/1/2015	i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level in vocabulary skills.	6/3/2016 monthly
G1.B3.S1.MA1	Classroom implementation and PLC work	Lucrezia, Melissa	12/1/2015	team meeting notes, agendas, student work	6/3/2016 quarterly
G1.B2.S2.MA1	LLT will conduct coach-teacher conversations	Benitez, Joscelyn	9/24/2014		6/2/2015 biweekly
G2.MA1	Benchmark tests; science journals, other assessments	Florio, Matries	9/7/2015	Benchmark test scores; science journals; other assessment results	6/3/2016 monthly
G2.B1.S1.MA1	Use benchmark data from grades 3, 4, and 5 to track student growth.	Florio, Matries	9/7/2015	2015 grade 5 Science FCAT scores	6/3/2016 monthly
G2.B1.S1.MA1	Strategies will be employed with students during STEM block and science lab.	Florio, Matries	9/1/2015	2016 5th grade FCAT scores	6/3/2016 daily
G2.B2.S1.MA1	Monitor and analyze Benchmark/other assessments results.	Florio, Matries	10/5/2015	Test scores (BMT, other assessments)	6/3/2016 monthly
G2.B2.S1.MA1	SIP team meeting progress reviews	Florio, Matries	10/1/2015	lesson plans; classroom observations, science benchmark data	6/3/2016 monthly
G2.B3.S1.MA1	Benchmark data, Standards Based Grading to measure for mastery of standards.	Gannon, Tom	10/1/2014	Benchmark data and SBG data.	6/2/2015 weekly
G2.B3.S1.MA1	Grade level and SIP Committee meetings	Gannon, Tom	10/1/2014	Lesson plans; classroom observational data	6/2/2015 weekly
G2.B1.S2.MA1	Use benchmark assessment scores to monitor student growth.	Florio, Matries	8/24/2015	Benchmark assessment data	6/3/2016 quarterly
G2.B1.S2.MA1	Strategies will be employed with students during STEM block and science lab.	Florio, Matries	8/24/2015	Classroom lesson plans, science lab plans, classroom observational data.	6/3/2016 daily
G2.B3.S2.MA1	Increase in student achievement on student benchmark scores.	Gannon, Tom	10/1/2014	Benchmark assessment data, standards-based grading data to show mastery of standards	6/2/2015 monthly
G2.B3.S2.MA1	Schedule for after school programs and attendance records	Smith, Cristina	11/1/2014	Schedule and attendance records.	3/13/2015 weekly
G3.MA1	i-Ready assessment data will be collected three times during the year and analyzed to determine the increase of students working at or above grade level.	Brinn, Melissa	9/28/2015	Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.	6/2/2016 quarterly
G3.B1.S1.MA1	i-Ready assessments, classroom assessments, teacher observations	Brinn, Melissa	9/28/2015	Work samples, assessment data	6/2/2016 monthly
G3.B1.S1.MA1	Implementation of strategies during the STEM block.	Brinn, Melissa	9/28/2015	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	6/2/2016 monthly
G3.B2.S1.MA1	Event attendance, parent/PTO feedback shared at math SIP meeting	Brinn, Melissa	9/28/2015	Parent sign-in sheets and agenda	6/2/2016 one-time
G3.B2.S1.MA1	A flyer will go home to parents and an all-call will send a recorded message	Brinn, Melissa	9/15/2015	Parent sign-in sheets, volunteers sign-in sheets	6/2/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to all parents informing them of the activities and encouraging them to participate.				
G3.B2.S2.MA1	Student CBA data and classroom data will be analyzed to determine growth in targeted areas.	Brinn, Melissa	9/21/2015	Student CBA data and PLC meeting agendas	6/2/2016 one-time
G3.B2.S2.MA1	Teachers will share data from CBAs at grade level PLC meetings. Data will be used to plan instruction and intervention time.	Brinn, Melissa	8/24/2015	PLC agendas/meeting notes	6/2/2016 one-time
G4.MA1	Analyze the data to see if improvements are occurring in phonics	Bagley, Nicole	10/26/2015	IReady data	6/3/2016 every-2-months
G4.B1.S1.MA1	Analyze formative and summative assessments	Lucrezia, Melissa	9/21/2015	student samples, teacher feedback, classroom observations	6/3/2016 weekly
G4.B1.S1.MA1	Daily program implementation in the classroom	Lucrezia, Melissa	9/21/2015	classroom observations, student samples, PLC discussion agendas	6/3/2016 every-2-months
G4.B2.S1.MA1	Collection of data	Smith, Cristina	10/5/2015	data related to oral language	6/3/2016 semiannually
G4.B2.S1.MA1	Agenda and attendance at PST meetings	Smith, Cristina	10/6/2015	Sign in sheets, minutes from meetings	6/3/2016 monthly
G4.B3.S1.MA1	Analyze phonics assessment data	Bagley, Nicole	9/28/2015	IReady progress monitoring data in phonics	6/3/2016 monthly
G4.B3.S1.MA1	Analyze phonics assessment data	Bagley, Nicole	9/28/2015	IReady progress monitoring data in phonics	6/3/2016 monthly
G4.B3.S1.MA1	Students progress monitoring and phonics formative assessments	Bagley, Nicole	10/5/2015	classroom student work samples, formative assessment data with FCRR materials	6/3/2016 quarterly
G5.MA1	Review student progress monitoring data with teams to ensure all students are making adequate growth	Brinn, Melissa	9/28/2015	iReady, Classroom Assessments	6/2/2016 monthly
G5.B1.S1.MA1	Review student progress monitoring data with teams to ensure all students are making growth.	Brinn, Melissa	9/28/2015	Progress monitoring data from i-Ready and classroom assessments	6/2/2016 monthly
G5.B1.S1.MA1	Observations, Conferencing with teachers, PLC meetings	Brinn, Melissa	9/28/2015	Agendas, PLC meeting notes	6/2/2016 monthly
G5.B1.S2.MA1	Review student progress monitoring data with teams to ensure all students are making adequate growth	Brinn, Melissa	9/28/2015	iReady data	6/2/2016 semiannually
G5.B1.S2.MA1	PLC Meeting discussions of Usage reports	Brinn, Melissa	9/28/2015	Classroom usage reports (Classroom Response to Instruction Report) and PLC agendas	6/2/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By June 2016, at least 50% or more of our K-5 students will measure at the proficient level in Vocabulary according to Window 3 of IReady.

**G1.B2** Teachers need resources and materials in order to teach vocabulary effectively

**G1.B2.S1** Order Discussions for Learning materials and train teachers on implementation in classroom settings

### **PD Opportunity 1**

Literacy Coach will work with trainer from Discussions 4 Learning to provide Professional Development

#### **Facilitator**

Valerie Silverman

#### **Participants**

PSE Staff

#### **Schedule**

On 6/6/2016

**G2.** By June 2016, 70% of PSE students will demonstrate proficiency (80% test score) on the Physical and Life Science Fusion Assessments.

**G2.B1** A significant number of our student body is made up of English Language Learners with limited or no English abilities. Also, many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area.

**G2.B1.S1** Dr. Lindsey Moses will deliver professional development to all teachers in content-area (science, math, and social studies) vocabulary strategies to support ELL learners.

**PD Opportunity 1**

Professional development and cross curricular staff planning.

**Facilitator**

STEM Lab Instructor - Matries Florio and SIP Science Team

**Participants**

all teachers, selected paraprofessionals

**Schedule**

On 11/20/2015

**G2.B1.S2** Dr. Chew will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas.

**PD Opportunity 1**

Dr. Chew will deliver professional development to all teachers on inquiry-based learning strategies in science/STEM.

**Facilitator**

Dr. Chew

**Participants**

all teachers

**Schedule**

On 8/3/2015

**G2.B2** Teachers are in the learning process for learning how to effectively integrate science and mathematics in a STEM block.

**G2.B2.S1** Provide professional development opportunities for teachers to get hands-on experience in STEM activities.

**PD Opportunity 1**

Dr. Chew to provide professional development to all teacher on inquiry based learning.

**Facilitator**

**Participants**

all teachers

**Schedule**

On 8/3/2015

**G3.** By June 1, 2016, 55% of students will measure proficient in Math as measured by the third administration of the iReady Assessment.

**G3.B1** Students who are English Language Learners have a limited knowledge of English.

**G3.B1.S1** Provide professional development to teachers in content-area vocabulary strategies to support ELL students.

**PD Opportunity 1**

Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.

**Facilitator**

Literacy Coach

**Participants**

All classroom teachers and certain paraprofessionals.

**Schedule**

On 11/20/2015

**G3.B2** Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications.

**G3.B2.S2** Provide professional development for all teachers on Cognition-Based Assessment.

**PD Opportunity 1**

Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.

**Facilitator**

Mike Battista

**Participants**

All classroom teachers

**Schedule**

On 6/2/2016

**G4.** By June 2016, in order to improve comprehension levels, at least 50% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data

**G4.B1** Students lack understanding of spelling patterns and rules

**G4.B1.S1** Provide more professional development around Words Their Way instruction and best practices for teaching phonics

**PD Opportunity 1**

Provide optional Words Their Way trainings

**Facilitator**

Melissa Lucrezia

**Participants**

K-5 teachers

**Schedule**

Quarterly, from 9/3/2015 to 6/6/2016



**G5.** By June 1, 2016, 70% of students will show one year's growth based on the iReady Mathematics Diagnostic Assessments 1-3.

**G5.B1** Students have large gaps in their conceptual understanding of math and limited exposure to cognitively complex math concepts.

**G5.B1.S1** Provide teachers with professional development on using content-area inquiry-based learning strategies.

**PD Opportunity 1**

Inquiry-based learning professional development

**Facilitator**

Dr.Chew

**Participants**

All teachers

**Schedule**

Annually, from 8/3/2015 to 6/2/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Hold monthly Port Salerno Talks meetings and home visits</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Literacy Coach will work with trainer from Discussions 4 Learning to provide Professional Development</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Port Salerno Elementary School	Other		\$0.00
<b>3</b>	<b>G1.B2.S2.A1</b>	<b>Create a "Teacher Reading Resource" room</b>				<b>\$125.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I Part A		\$125.00
<i>Notes: This is an addition to the current reading resources for students.</i>						
<b>4</b>	<b>G1.B3.S1.A1</b>	<b>Provide teachers with professional development through Dr. Lindsey Moses</b>				<b>\$9,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0101 - Port Salerno Elementary School	Title I Part A		\$9,000.00
<b>5</b>	<b>G2.B1.S1.A1</b>	<b>Professional development and cross curricular staff planning.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S2.A1</b>	<b>Dr. Chew will deliver professional development to all teachers on inquiry-based learning strategies in science/STEM.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Port Salerno Elementary School	Other		\$1,500.00
<i>Notes: PEW FUND GRANT</i>						
<b>7</b>	<b>G2.B2.S1.A1</b>	<b>Dr. Chew to provide professional development to all teacher on inquiry based learning.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Port Salerno Elementary School	Other		\$1,500.00
<i>Notes: PEW FUND GRANT</i>						

### Budget Data

8	G2.B3.S1.A1	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science NGSSS for energy studies.				\$0.00
9	G2.B3.S2.A1	Launch after school engineering and robotics programs.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0101 - Port Salerno Elementary School	School Improvement Funds		\$1,200.00
10	G3.B1.S1.A1	Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.				\$0.00
11	G3.B2.S1.A1	PSE will host a Lunch & Learn and Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to increase their child's mathematical understanding.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$600.00
Notes: ELI'S HOUSE DONOR FUNDED						
12	G3.B2.S2.A1	Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	310-Professional and Technical Services	0101 - Port Salerno Elementary School	Title I Part A		\$3,000.00
Notes: Notes						
13	G4.B1.S1.A1	Provide optional Words Their Way trainings				\$0.00
14	G4.B2.S1.A1	Parents attend monthly Port Salerno Talks Meetings				\$0.00
15	G4.B3.S1.A1	Provide teachers training and materials to support researched based phonics support implementation				\$0.00
16	G4.B3.S2.A1	Create a "Teacher Reading Resource" room				\$0.00
17	G5.B1.S1.A1	Inquiry-based learning professional development				\$0.00
18	G5.B1.S2.A1	Students will receive 45 minutes of instruction per week on iReady mathematics program.				\$0.00
					<b>Total:</b>	<b>\$16,925.00</b>