Broward County Public Schools

Atlantic West Elementary School

2015-16 School Improvement Plan

Atlantic West Elementary School

301 NW 69TH TER, Margate, FL 33063

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

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 Broward County School Board on 1/20/2016.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

The Atlantic West Community will meet individual student needs in a safe learning environment to maximize student achievement.

Provide the school's vision statement

Empowering students to meet today's challenges in order to build a better future.

School Environment

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

All teachers take time during the first weeks of school to get to know students' interests, likes, dislikes, and cultural background through interest surveys, writing assignments and conversations. Teachers have been trained in the Framework for Understanding Poverty, CHAMPS, and Hattie (.72 effect size for the impact of student teacher relationships), Kindergarten teachers have been trained in the PAX behavior game. Our teachers have lunch bunch and additional relationship building activities throughout the year.

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

Administration and leadership team meets and greets all students at arrival. Our cafeteria doors open early to accommodate working parents who need a slightly earlier drop off. We have a Peace Ambassador's program for 4th and 5th graders to work with all students setting an example about peaceful behaviors and solutions.
Teachers and or student greeters welcome students to class each morning. Our arrival and dismissal plan includes supervision in all areas where students are present to ensure that students feel safe. All teachers participate in supervision at dismissal and all students remain in doors. The guidance counselor and our SRO provide training and support for all classrooms.

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

There are clear and common school-wide rules for shared areas such as hallways and cafeteria.Each classroom has rules based on the school-wide behavior guidelines. Teachers in grades K-5 use a clip up system for monitoring classroom behavior and engagement. Teachers have a plan for rewards as well as consequences as part of their classroom management plan.
The school wide plan includes guidelines for discipline referrals. The CPS team is available to support the development of individual behavior plans as needed.
During preplanning teachers and staff review the schoolwide behavior plan and team leaders provide mentoring for new teachers.
Behavior assemblies are held in the first week of school for grades 2-5, the Assistant Principal and Guidance Counselor visit all K and 1 classes to deliver/discuss the schoolwide behavior plan.

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

Our guidance counselor provides support and guidance to students requiring assistance and provides information to parents regarding available services. Team leaders are assigned classes to mentor in grades 3,4 and 5 and meet with those students on the team leader release days. Our SRO works to build relationships with 5th grade students through DARE instruction and meets with all grade levels as needed and during their lunch time. Teachers share information related to student and family needs through social worker referrals and directly to our guidance counselor.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who have excessive absences are referred to the social worker after the teacher has put incentives in place.
Students who are struggling academically in reading are placed in LLI and referred to the CPS.
Students who are struggling in math are given additional instruction in the classroom.
Positive behavior plans are coordinated with teachers by the assistant principal for those students struggling with classroom behaviors that interrupt their learning
Mentors are provided to all third, fourth, and fifth grade students.
When funding was available afterschool tutoring has been offered to students struggling with reading and math

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/174526.

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

The school maintains partnerships with the city of Margate, the Margate Police Department, and Fire Department. They work with us through out the year offering support to students and their families.
All parents are encouraged through out the year to become part of SAC and SAF.
The STEAM grant provides additional community resources such as local colleges, financial institutions, retailers, and museums as partners.
Atlantic West Elementary maintains partnerships with local churches who provide support in the way of clothing, food, and volunteers. The school also partners with a variety of businesses in Margate and Coral Springs .

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
Hameister, Janette	Principal
Lewis, Jounice	Assistant Principal
Acevedo, Iris	Teacher, K-12
Agress, Mindy	Teacher, K-12
Havran, Stacy	Teacher, K-12
Hedberg, Michele	Teacher, K-12
Linden, Caryn	Teacher, ESE
O'Malley, Carolyn	Instructional Coach
Puia, Rosemary	Instructional Coach
Schradel, Kristy	Teacher, K-12
Spratt, Donsu	Instructional Coach
Dittmeier, Annette	Teacher, K-12
Fraboni, Jaimie	Teacher, K-12
Nurrito, Lisa	Teacher, ESE
Burrows, Erica	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 Leadership team meets weekly with their individual teams and bi-monthly as a group in order to collaboratively plan curriculum, assessment and instruction. They also serve as the data team leader for their respective teams. The leadership team works with administrators as participants in decision making regarding school wide instructional programs, discipline, communication with the community, development of the STEAM grant program. The leadership team provides guidance and support for new teachers as well as those new to their team. This team also plan and facilitate parent and family nights in support of school initiatives.

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 principal, assistant principal, math coach,and the reading coach meet to analyze student data including but not limited to: running record data, prior year test scores as well as any additional qualitative data found in the RtI folder. A plan is developed for providing reading and math intervention using limited personnel resources available. Title I dollars are used for data analysis meetings with grade level teams, and professional development. When ELO $ were provided the team leaders for grades 3,4, & 5 were included in the planning of ELO tutoring after school. Administration schedules weekly, monthly meetings with core leadership team and with team leaders. Team leaders are responsible for weekly team meetings. Quarterly data meetings are held with individual teachers and are scheduled by administration. PLC meetings are scheduled twice a month for ELA and twice a month for Math. Assessment data, instructional activities, and scales are discussed at these PLC's.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
CARTER, ERIC	Education Support Employee
CARMICHAELLE, SAUREL	Parent
HAMEISTER, JANETTE	Principal
HOOD, JACQUELINE	Education Support Employee
KAUFFMAN, SUZANNE	Parent
LEWIS, MARY	Education Support Employee
O'MALLEY, CAROLYN	Education Support Employee
RAMOS, YVETTE	Business/Community
RUIZ, SHANNON	Parent
SANTANA, SHERRY	Parent
SMITH, MARITZA	Parent
WILLIAMS, VONLEY	Business/Community
ZAMAR, ARMIDE	Parent
Lisa Nurrito	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC will meet to evaluate the effectiveness of the previous year's SIP based upon student outcomes on standardized assessments. SAC members review all components including budget, professional development, instructional materials and resources, technology, staffing, student support services, safety, discipline, and health and well-being of all students. SAC participates in a shared decision-making process in order to revise goals and action steps or create a new plan.
SAC meetings are held the 2nd Monday of the month unless that date is a holiday. Special meetings may be called as needed and are announced 3-5 days in advance through the parent link and a flyer.

Development of this school improvement plan

Using district, state, and federal goals, the SAC reviews student achievement data to prioritize needs for improvement at the school level. Goals and anticipated barriers are identified and a list of action steps is generated to address necessary improvements. The SAC assists in determining strategies,who will implement such actions, when they will be implemented, what resources may be necessary, and monitors progress towards goals of the improvement plan.

Preparation of the school's annual budget and plan

Budgeting information is shared with the SAC for input and shared-decision making. The SAC votes on the use of the SAC funds.

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

School improvement funds were used to support extended learning opportunities for Saturday FCAT Camps.

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
Puia, Rosemary	Instructional Coach
Hameister, Janette	Principal
Lewis, Jounice	Assistant Principal
Acevedo, Iris	Teacher, K-12
Campbell, Caryn	Teacher, K-12
Fraboni, Jaimie	Teacher, K-12
Pennachio, Sarah	Teacher, K-12
Liotta, Ralph	Teacher, K-12
Hedberg, Michele	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team provides leadership in the area of literacy through: managing grade level reading incentive programs, Book Fair, professional development on LAFS, attending district training to support literacy. A major focus of the literacy team this year is providing support and training as we master the LAFS and understand the impact of DOK on our instruction and assessment.The literacy representative at each grade level collects the biweekly assessment data and displays it through Excell tables and bargraphs for the team to discuss at PLCs.
The reading specialist, R. Puia, helps lead the school in implementing literacy related initiatives and provide
literacy related professional development. The LLT meets quarterly and as needed to discuss progress of initiatives and programs. The LLT will help build a culture of reading throughout the school by ensuring
that the team supports a commitment to student achievement through learning and teaching strategies.
The LLT also provides modeling and support for the implementation of Leveled Literacy Interventions (LLI) throughout the school. In grades k-2 the Literacy team will support the implementation of Fundations as a supplementary phonics based program. At grades 3-5 the literacy team supports the instructional skills and routines necessary to teach reading through content area text as a part of our STEAM program. Small group lessons have been written for our content area reading materials.

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

5 days of professional development and planning were provided through the STEAM grant and Title 1 dollars during the summer of 2015-16. Training on Engineering is Elementary, Writing, MAFS and engaging instruction, UBD's for STEAM, and technology was completed by over 90% of the teaching staff. This summer the STEAM grant paid for two teachers at each grade level to modify and adjust plans written throughout the previous year. Plans are standards based and integrated with ELA LAFS and Science NGSS. Plans include EIE, differentiation, and inquiry lessons each week. Additionally, teachers are released from class by grade level once a month to analyze data together and write plans for instruction and assessment for the next quarter. Grade levels plan all lessons together including the integrated STEAM projects. Specials teachers (Art, PE, and Media) coordinate with grade levels to reinforce ELA and MAF standards within their curriculum.

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

As a Title 1 school Atlantic West Elementary can only hire highly qualified teachers. Interviews are done with administration and representative staff whenever possible. Administration interviews candidates throughout the year to find substitutes that may turn into candidates for teaching positions. Professional development through PLC's is ongoing. New teachers area encouraged by administration to attend district training during the school year.
Administration attended the May hiring fair and began interviewing candidates at that time.

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

Teachers new to the school are assigned a NESS mentor even if they are not brand new teachers. Team leaders also serve to support teachers new to our school. The reading coach also provides additional support for teachers new to Atlantic West.

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

During the summer the STEAM grant paid for two teachers at each grade level to refine UBD units from last year. All four quarters were created. These units are standards based and integrate LAFS and NGSS science standards.
All lesson plans begin with the LAFS, MAFS, and NGSS. Lesson plans are submitted to administration for review.
Each quarter teams are released to plan for the next quarter. Unit plans/standards and benchmarks are reviewed as well as plans for differentiated instruction in small groups and practice in centers. The principal participates in all planning release day meetings.

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

All students receive a Rigby running record quarterly. Students identified as below level receive an LLI running record at least 2x per quarter to monitor progress and differentiate instruction . Analysis of the running record assists teachers in determining if interventions are needed in phonics, vocabulary, fluency, phonemic awareness, or comprehension. All students demonstrating below level reading based on the Rigby running record will be placed in the Leveled Literacy Intervention program. In addition, classroom centers will be focused on reading weaknesses and based on bimonthly common formative assessments
This year we have two additional reading support teachers who will provide reading instruction in addition to the classroom LLI instruction.
Additionally, all students in gr. 1-5 will participate in progress monitoring through common formative assessments 2x per month by standards taught.
Students in grades 2-5 will use Achieve 3000 and read a minimum of 2 articles per week. This program provides the articles at the students assessed lexile level in reading.
All students take a prerequisite math test during the first two weeks of school. The data from this assessment is analyzed and student centers and reteach interventions are developed.Common Formative Assessments, Mid chapter, and chapter tests provide additional data to group students for differentiation. Students also do mid term and quarterly math fluency assessments and activities to support the development of fluency in math. Reflex math computer program provides the opportunity to individualize for students in the area of fluency. Students participate in reflex a minimum of 3x per week for 15 min each time.
While writing is done throughout all content areas, monthly writing prompts focused on the genres of writing in the LAFS will be completed at each grade level. A writing rubric and conventions checklist is used for students to self assess writing and for teachers to give feedback to students. Each grade level created a quarterly writing plan during the summer training STEAM academy.
Science coaches provide additional enrichment support at all grade levels as well as support for weekly inquiry lessons in science

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:

We do not qualify for the extended school day

Strategy Rationale

Strategy Purpose(s)
""

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

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

5th grade students visit Margate Middle School in January as a part of our partnership with the middle school. Also, magnet programs present to our students. The guidance counselor and 5th grade teachers meet with parents and students as needed to offer support for decision making for middle school.
Our K teachers visit our local preschools and provide an opportunity for 4 year olds to participate in a kindergarten activity. Students go home with a certificate from Atlantic West.
We also provide a Kindergarten Round Up in February and May for incoming kindergarteners and their parents. At this time we provide general information about the kindergarten day, curriculum, expectations, a school tour, and a visit to a kindergarten classroom. Before school begins we hold a "Drop-In" when parents can find out their child's teacher and meet the teacher and visit the classroom. Parents are permitted to walk their kindergarteners to class for the first two days 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

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:

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.

Atlantic West shows strength in working with the weakest students and showing learning gains with those students. We need to continue to focus in this area AND focus on stretching our on level and above level students.

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. If school leaders regularly, consistently and publicly recognize and celebrate the ongoing accomplishments of staff and students then the climate and morale in the school community will be positively impacted.

G2. If teachers create and facilitate use of scales and rubrics, then student learning will move to higher levels of understanding and student achievement will improve.

G3. If student attendance increases and tardies decrease then students will be in class more often and student achievement will improve.

G4. If the entire school participates in the School-wide Positive Behavior Support Plan as part of the a District Grant for MTSS/RTI, then students will have improved classroom behavior and remain in the classroom for learning.

G5. If teachers increase the use of analysis of formative student data to adjust, plan and deliver instruction to meet the varied needs of all students, then students will receive differentiated instruction and increase achievement.

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 school leaders regularly, consistently and publicly recognize and celebrate the ongoing accomplishments of staff and students then the climate and morale in the school community will be positively impacted. 1a

G074641

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- Leadership team, faculty newsletter, Super Hero Photo Booth, Morning News

Targeted Barriers to Achieving the Goal 3

- Creating a recognition plan that is regular and consistent

Plan to Monitor Progress Toward G1. 8

Calendar dates of completed recognition events

Person Responsible

Janette Hameister

Schedule

Quarterly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Pictures taken Super Hero Photo Booth, awards handed out on Morning News, "POW" (Professional, Outstanding, Wonderful) award on front hall photo wall.

G2. If teachers create and facilitate use of scales and rubrics, then student learning will move to higher levels of understanding and student achievement will improve. 1a

G074642

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	75.0
ELA/Reading Gains District Assessment	75.0

Resources Available to Support the Goal 2

- Professional development Sample/template of appropriate scales teamwork PLC's to develop scales Use of HERO student data folders

Targeted Barriers to Achieving the Goal 3

- Training and time for the development of scales and rubrics in math and ELA.

Plan to Monitor Progress Toward G2. 8

Scale use (observed in snapshots, formals and informals) and the collection of grade level scales

Person Responsible
Janette Hameister

Schedule
Weekly, from 8/31/2015 to 5/13/2016

Evidence of Completion
Iobservation DQ1 data and collection of scales and rubrics. Impact will also be measured through improved student performance on Common Formative Assessments biweekly.

G3. If student attendance increases and tardies decrease then students will be in class more often and student achievement will improve. 1a

G074643

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	96.0

Resources Available to Support the Goal 2

- Newsletter parent link Open house Teacher conferences and interims BTIP

Targeted Barriers to Achieving the Goal 3

- Parent understanding of the importance of arriving to school on time so students are ready to learn at 8:00am

Plan to Monitor Progress Toward G3. 8

Monthly attendance and tardy reports will be analyzed

Person Responsible

Janette Hameister

Schedule

Monthly, from 9/25/2015 to 5/31/2016

Evidence of Completion

Increase in monthly attendance and a decrease in tardies as reported in the monthly BASIS reports

G4. If the entire school participates in the School-wide Positive Behavior Support Plan as part of the a District Grant for MTSS/RTI, then students will have improved classroom behavior and remain in the classroom for learning. `1a`

Targets Supported `1b`

🔍 G074644

Indicator	Annual Target
2+ Behavior Referrals	0.0

Resources Available to Support the Goal `2`

- schoolwide behavior plan/SOAR (Self-Conrol, On task, Accepting, Respect)
- Behavior assembly
- Individual behavior plans (Lewis and Spratt)

Targeted Barriers to Achieving the Goal `3`

- New students and teachers to school who don't know the ATLANTIC WEST schoolwide behavior plan

Plan to Monitor Progress Toward G4. `8`

of referrals to administration and guidance in TERMS

Person Responsible
Jounice Lewis

Schedule
Quarterly, from 8/31/2015 to 6/9/2016

Evidence of Completion
of referrals and RTI B referrals will be analyzed during RtI meetings and quarterly data chats.

G5. If teachers increase the use of analysis of formative student data to adjust, plan and deliver instruction to meet the varied needs of all students, then students will receive differentiated instruction and increase achievement. `1a`

🔍 G074645

Targets Supported `1b`

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

Resources Available to Support the Goal `2`

- Standards documents in all content area and at each grade level. DOK document Training for understanding DOK and DQ 1 Achieve 3000 (plan for use and modeling) Singapore math model drawing Reflex and Computer programs for fluency (plan for use and monitoring all resources) Training and planning for use of data to differentiate instruction (Assessment forms A and B) Go Math intervention and strategic intervention materials Planning quarterly using the standards Language Arts Florida Standards Rigby Assessment LLI program and assessment Quick Reads Phonics for Reading Great Leaps Fundations QAR Fry Words Elements of Vocabulary Reading Coach Math Coach ESE Teacher STEAM Grant Science Coach and Instructional Facilitator UBD units modified this summer Delta Kits Quarterly planning days for grade levels

Targeted Barriers to Achieving the Goal `3`

- Strategically aligning STEAM initiative, Florida Standards with research based instructional practice

Plan to Monitor Progress Toward G5. `8`

All teachers will participate in charting student progress toward mastery of standards based on various assessments.

Person Responsible
Janette Hameister

Schedule
Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion
Running Records, Common Formative Assessments, Student Work Samples, Achieve 3000, Reflex Reports, Science Mini Assessments, Monthly writing prompts, Math Chapter Tests, and LLI and Fundations Monitoring Reports, FSA

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 school leaders regularly, consistently and publicly recognize and celebrate the ongoing accomplishments of staff and students then the climate and morale in the school community will be positively impacted. 1

🔍 G074641

G1.B1 Creating a recognition plan that is regular and consistent 2

🔍 B194937

G1.B1.S1 Leadership team will create a plan for student and teacher recognition 4

🔍 S206538

Strategy Rationale

To ensure recognition of the hard work of students and teachers

Action Step 1 5

Leadership team creates a plan for staff and student recognition

Person Responsible

Janette Hameister

Schedule

Monthly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Completed plan for staff and student recognition

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

Scheduling of recognition on school calendar

Person Responsible

Janette Hameister

Schedule

Monthly, from 9/22/2015 to 6/9/2016

Evidence of Completion

Completed plan and monthly calendar

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

School Climate District Survey will indicate positive impact regarding the culture of the school community

Person Responsible

Janette Hameister

Schedule

Annually, from 3/1/2016 to 6/9/2016

Evidence of Completion

Results of the survey and overall climate of school community

G2. If teachers create and facilitate use of scales and rubrics, then student learning will move to higher levels of understanding and student achievement will improve. 1

G074642

G2.B1 Training and time for the development of scales and rubrics in math and ELA. 2

B194938

G2.B1.S1 Professional development during preplanning on scales and rubrics 4

S206539

Strategy Rationale

All staff needs to be proficient in the creation and facilitation of student use of scales and rubrics

Action Step 1 5

PD on scales, learning goals and targets

Person Responsible

Janette Hameister

Schedule

On 8/21/2015

Evidence of Completion

Observed use of scales in the classroom beginning with math and adding ELA

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

Classroom Snapshots and collection of scales by grade level.

Person Responsible

Janette Hameister

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Evidence will include the scales used in the classroom and student understanding of scales (observed in classrooms). HERO folders will be used with students to monitor their own progress and can be used to monitor use of scales

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

PLC's will include the creation of scales and review of scales used.

Person Responsible

Rosemary Puia

Schedule

Biweekly, from 9/15/2015 to 5/19/2016

Evidence of Completion

Collection of grade level scales maintained in a notebook and collected by reading, math coaches. PLC minutes will also indicate the creation of scales in math and ELA.

G2.B1.S2 Plan for PLC time to create scales for the next standards `4`

🔍 S206540

Strategy Rationale

When teachers create the scales they understand the standard and can choose learning targets and activities more carefully to address the rigor of the standards. Time for guided practice will be provided through PLCs

Action Step 1 `5`

Leadership team will meet to create a plan for staff to collaborate in the development of scales and rubrics.

Person Responsible

Janette Hameister

Schedule

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

Evidence of Completion

A schedule and a plan for developing scales and rubrics at each grade level.

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

PLC Plan will be completed to include calendar dates and a detailed plan for the development of scales and rubrics beginning in math.

Person Responsible

Janette Hameister

Schedule

Biweekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Completed PLC Plan and PLC minutes reflecting the development of the scales.

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

Student data from common formative assessments will be analyzed by standards.

Person Responsible

Annette Dittmeier

Schedule

Biweekly, from 9/17/2015 to 6/9/2016

Evidence of Completion

Student data collected from common formative assessments will demonstrate improved student performance. Additional evidence for monitoring and implementation can be found in PLC minutes and I observation DQ1 data.

G3. If student attendance increases and tardies decrease then students will be in class more often and student achievement will improve. `1`

G3.B1 Parent understanding of the importance of arriving to school on time so students are ready to learn at 8:00am `2`

G3.B1.S1 Conduct Information "blitz" during the first 2 weeks of school; Get on the "AGAME" Attendance and Grades Amplify my Excellence. Provided reminders about attendance and tardies during Open House meetings. Signs and posters in the front of the school reminding parents of when school begins Students with 5 or more unexcused absences will receive an interim report and Social Worker contact. `4`

Strategy Rationale

Students cannot learn if they are not in class.

Action Step 1 `5`

Media blitz on attendance in Newsletter, flyers and Open House

Person Responsible

Janette Hameister

Schedule

Daily, from 8/28/2015 to 6/2/2016

Evidence of Completion

Decrease in absences and daily tardy students

Action Step 2 `5`

Attendance program "AGAME"- make parents sign students in - reward for attendance all month

Person Responsible

Janette Hameister

Schedule

Daily, from 8/31/2015 to 6/9/2016

Evidence of Completion

Decrease in the number of tardies

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

Monitor decrease in tardies and increase in students attending school each day

Person Responsible

Janette Hameister

Schedule

Quarterly, from 9/1/2015 to 6/9/2016

Evidence of Completion

BASIS report of absences and tardies

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

Weekly monitoring of absences and tardy by BTIP representative Yolanda D.

Person Responsible

Janette Hameister

Schedule

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

Evidence of Completion

BASIS report of absences and tardies

G4. If the entire school participates in the School-wide Positive Behavior Support Plan as part of the a District Grant for MTSS/RTI, then students will have improved classroom behavior and remain in the classroom for learning. 1

🔍 G074644

G4.B1 New students and teachers to school who don't know the ATLANTIC WEST schoolwide behavior plan 2

🔍 B194942

G4.B1.S1 Review of the school wide behavior plan and classroom expectations with the staff during preplanning. 4

🔍 S206542

Strategy Rationale

All classrooms have a behavior plan which includes, rules, rewards, and consequences.
All students need to review schoolwide rules and recognize that the administration and support staff will support classroom teachers.

Action Step 1 5

All classrooms have a positive behavior plan that reflects the school wide goals

Person Responsible

Jounice Lewis

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Posted behavior plan in all classrooms. Collection of grade level plans and classroom evidence collected during snapshots

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

Classroom observation, use of individual plans for students with chronic behavior issues

Person Responsible

Jounice Lewis

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Iobservation data, classroom plans in use

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

Student referrals will be monitored

Person Responsible

Jounice Lewis

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

of behavior referrals to administration and guidance reported in TERMS

G5. If teachers increase the use of analysis of formative student data to adjust, plan and deliver instruction to meet the varied needs of all students, then students will receive differentiated instruction and increase achievement. `1`

🔍 G074645

G5.B2 Strategically aligning STEAM initiative, Florida Standards with research based instructional practice `2`

🔍 B194944

G5.B2.S1 Teachers will use Florida Standards and the UBD model for planning to include ELA reading and writing in the STEAM (Science, Technology, Engineering, Art and Math) curriculum. `4`

🔍 S206543

Strategy Rationale

Florida Standards drive instruction and include DOK levels 1-4. Integrating the standards across the curriculum provides alignment and more time for differentiation.

Action Step 1 `5`

Create quarterly lesson plans in the UBD format to include the ELA and content area standards.

Person Responsible

Carolyn O'Malley

Schedule

Quarterly, from 6/19/2015 to 6/9/2016

Evidence of Completion

Collect quarterly lesson plans notebooks from K - 5th grade level.

Action Step 2 `5`

Share the quarterly lesson plans with the K - 5th grade team members.

Person Responsible

Carolyn O'Malley

Schedule

Quarterly, from 8/3/2015 to 6/9/2016

Evidence of Completion

Reflection paper and modified revised unit based on grade level team input.

Action Step 3 `5`

Provide weekly modeling of science, reading and math strategies by the coaches to support implementation.

Person Responsible

Janette Hameister

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

UBD quarterly units are implemented with fidelity.

Person Responsible

Janette Hameister

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Unit UBD, student work, Student Journals, iObservation (formal and informal).

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Conduct on-going progress monitoring of the units alignment to the Florida Standards

Person Responsible

Janette Hameister

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom Observations, increased scores on formative assessments, and FSA

G5.B2.S3 Leveled Literacy Intervention program will be implemented school-wide for below level students in reading. `4`

S206545

Strategy Rationale

Leveled Literacy Intervention is a researched based intervention program that can move students to on grade level reading through a scripted guided reading lesson plan

Action Step 1 `5`

All below level students will be placed in a leveled group for Leveled Literacy Intervention instruction

Person Responsible

Rosemary Puia

Schedule

Quarterly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Running record scores will be used to place students. Grouping lists will be maintained quarterly

Plan to Monitor Fidelity of Implementation of G5.B2.S3 `6`

Literacy coach will meet with teams quarterly to ensure students are in the correct level of instruction, RR are completed a minimum of three times a quarter for the students in this program and are recorded in a school database. The literacy coach provides modeling and support for teaching Leveled Literacy Intervention

Person Responsible

Rosemary Puia

Schedule

Daily, from 9/8/2015 to 6/3/2016

Evidence of Completion

Student running records demonstrating improved reading scores. Administration snapshots and informal observations of reading instruction. Data collected in the school database and data chat information collection.

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 `7`

Reading coach provides ongoing modeling and support for instruction, meets with teams quarterly to move students to appropriate groups, ensures materials are maintained and available. Administration snapshots and informal, formal observation of instruction.

Person Responsible

Rosemary Puia

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Running record data collected in the school database and demonstrating improved achievement in reading, documented observation of reading groups.

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	Leadership team creates a plan for staff and student recognition	Hameister, Janette	9/22/2015	Completed plan for staff and student recognition	6/9/2016 monthly
G2.B1.S1.A1	PD on scales, learning goals and targets	Hameister, Janette	8/21/2015	Observed use of scales in the classroom beginning with math and adding ELA	8/21/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Leadership team will meet to create a plan for staff to collaborate in the development of scales and rubrics.	Hameister, Janette	9/1/2015	A schedule and a plan for developing scales and rubrics at each grade level.	6/9/2016 monthly
G3.B1.S1.A1	Media blitz on attendance in Newsletter, flyers and Open House	Hameister, Janette	8/28/2015	Decrease in absences and daily tardy students	6/2/2016 daily
G4.B1.S1.A1	All classrooms have a positive behavior plan that reflects the school wide goals	Lewis, Jounice	8/24/2015	Posted behavior plan in all classrooms. Collection of grade level plans and classroom evidence collected during snapshots	6/9/2016 daily
G5.B2.S1.A1	Create quarterly lesson plans in the UBD format to include the ELA and content area standards.	O'Malley, Carolyn	6/19/2015	Collect quarterly lesson plans notebooks from K - 5th grade level.	6/9/2016 quarterly
G5.B2.S3.A1	All below level students will be placed in a leveled group for Leveled Literacy Intervention instruction	Puia, Rosemary	9/4/2015	Running record scores will be used to place students. Grouping lists will be maintained quarterly	6/3/2016 quarterly
G3.B1.S1.A2	Attendance program "AGAME"- make parents sign students in - reward for attendance all month	Hameister, Janette	8/31/2015	Decrease in the number of tardies	6/9/2016 daily
G5.B2.S1.A2	Share the quarterly lesson plans with the K - 5th grade team members.	O'Malley, Carolyn	8/3/2015	Reflection paper and modified revised unit based on grade level team input.	6/9/2016 quarterly
G5.B2.S1.A3	Provide weekly modeling of science, reading and math strategies by the coaches to support implementation.	Hameister, Janette	8/24/2015		6/9/2016 weekly
G1.MA1	Calendar dates of completed recognition events	Hameister, Janette	9/22/2015	Pictures taken Super Hero Photo Booth, awards handed out on Morning News, "POW" (Professional, Outstanding, Wonderful) award on front hall photo wall.	6/9/2016 quarterly
G1.B1.S1.MA1	School Climate District Survey will indicate positive impact regarding the culture of the school community	Hameister, Janette	3/1/2016	Results of the survey and overall climate of school community	6/9/2016 annually
G1.B1.S1.MA1	Scheduling of recognition on school calendar	Hameister, Janette	9/22/2015	Completed plan and monthly calendar	6/9/2016 monthly
G2.MA1	Scale use (observed in snapshots, formals and informals) and the collection of grade level scales	Hameister, Janette	8/31/2015	Iobservation DQ1 data and collection of scales and rubrics. Impact will also be measured through improved student performance on Common Formative Assessments biweekly.	5/13/2016 weekly
G2.B1.S1.MA1	PLC's will include the creation of scales and review of scales used.	Puia, Rosemary	9/15/2015	Collection of grade level scales maintained in a notebook and collected by reading, math coaches. PLC minutes will also indicate the creation of scales in math and ELA.	5/19/2016 biweekly
G2.B1.S1.MA1	Classroom Snapshots and collection of scales by grade level.	Hameister, Janette	9/8/2015	Evidence will include the scales used in the classroom and student understanding of scales (observed in classrooms). HERO folders will be used with students to monitor their own progress and can be used to monitor use of scales	6/3/2016 weekly
G2.B1.S2.MA1	Student data from common formative assessments will be analyzed by standards.	Dittmeier, Annette	9/17/2015	Student data collected from common formative assessments will demonstrate improved student performance. Additional evidence for monitoring and implementation can be found in PLC minutes and I observation DQ1 data.	6/9/2016 biweekly
G2.B1.S2.MA1	PLC Plan will be completed to include calendar dates and a detailed plan for the development of scales and rubrics beginning in math.	Hameister, Janette	9/1/2015	Completed PLC Plan and PLC minutes reflecting the development of the scales.	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Monthly attendance and tardy reports will be analyzed	Hameister, Janette	9/25/2015	Increase in monthly attendance and a decrease in tardies as reported in the monthly BASIS reports	5/31/2016 monthly
G3.B1.S1.MA1	Weekly monitoring of absences and tardy by BTIP representative Yolanda D.	Hameister, Janette	9/1/2015	BASIS report of absences and tardies	6/9/2016 weekly
G3.B1.S1.MA1	Monitor decrease in tardies and increase in students attending school each day	Hameister, Janette	9/1/2015	BASIS report of absences and tardies	6/9/2016 quarterly
G4.MA1	# of referrals to administration and guidance in TERMS	Lewis, Jounice	8/31/2015	# of referrals and RTI B referrals will be analyzed during RtI meetings and quarterly data chats.	6/9/2016 quarterly
G4.B1.S1.MA1	Student referrals will be monitored	Lewis, Jounice	8/24/2015	# of behavior referrals to administration and guidance reported in TERMS	6/9/2016 weekly
G4.B1.S1.MA1	Classroom observation, use of individual plans for students with chronic behavior issues	Lewis, Jounice	8/24/2015	Iobservation data, classroom plans in use	6/9/2016 daily
G5.MA1	All teachers will participate in charting student progress toward mastery of standards based on various assessments.	Hameister, Janette	9/2/2014	Running Records, Common Formative Assessments, Student Work Samples, Achieve 3000, Reflex Reports, Science Mini Assessments, Monthly writing prompts, Math Chapter Tests, and LLI and Fundations Monitoring Reports, FSA	5/29/2015 monthly
G5.B2.S1.MA1	Conduct on-going progress monitoring of the units alignment to the Florida Standards	Hameister, Janette	8/24/2015	Classroom Observations, increased scores on formative assessments, and FSA	6/9/2016 daily
G5.B2.S1.MA1	UBD quarterly units are implemented with fidelity.	Hameister, Janette	8/24/2015	Unit UBD, student work, Student Journals, iObservation (formal and informal).	6/9/2016 quarterly
G5.B2.S3.MA1	Reading coach provides ongoing modeling and support for instruction, meets with teams quarterly to move students to appropriate groups, ensures materials are maintained and available. Administration snapshots and informal, formal observation of instruction.	Puia, Rosemary	9/8/2015	Running record data collected in the school database and demonstrating improved achievement in reading, documented observation of reading groups.	6/3/2016 biweekly
G5.B2.S3.MA1	Literacy coach will meet with teams quarterly to ensure students are in the correct level of instruction, RR are completed a minimum of three times a quarter for the students in this program and are recorded in a school database. The literacy coach provides modeling and support for teaching Leveled Literacy Intervention	Puia, Rosemary	9/8/2015	Student running records demonstrating improved reading scores. Administration snapshots and informal observations of reading instruction. Data collected in the school database and data chat information collection.	6/3/2016 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If teachers create and facilitate use of scales and rubrics, then student learning will move to higher levels of understanding and student achievement will improve.

G2.B1 Training and time for the development of scales and rubrics in math and ELA.

G2.B1.S1 Professional development during preplanning on scales and rubrics

PD Opportunity 1

PD on scales, learning goals and targets

Facilitator

Janette Hameister

Participants

All K-5 and ASD, PreK staff

Schedule

On 8/21/2015

G2.B1.S2 Plan for PLC time to create scales for the next standards

PD Opportunity 1

Leadership team will meet to create a plan for staff to collaborate in the development of scales and rubrics.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

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

G5. If teachers increase the use of analysis of formative student data to adjust, plan and deliver instruction to meet the varied needs of all students, then students will receive differentiated instruction and increase achievement.

G5.B2 Strategically aligning STEAM initiative, Florida Standards with research based instructional practice

G5.B2.S1 Teachers will use Florida Standards and the UBD model for planning to include ELA reading and writing in the STEAM (Science, Technology, Engineering, Art and Math) curriculum.

PD Opportunity 1

Create quarterly lesson plans in the UBD format to include the ELA and content area standards.

Facilitator

Maria Yeates and Terri Marcello

Participants

K - 5th Curriculum Writers - Iris Acevedo, Ashley Jones, Ann Ritter, Jennifer Forest, Immacula Joseph, Kristy, Schradel, Kristy Good, Annette Dittmeier, Jaime Fraboni, Erica Burrows, Sarah Pennachio, Michelle Harley-Nixon

Schedule

Quarterly, from 6/19/2015 to 6/9/2016

PD Opportunity 2

Share the quarterly lesson plans with the K - 5th grade team members.

Facilitator

K - 5th Curriculum Writers - Iris Acevedo, Ashley Jones, Ann Ritter, Jennifer Forest, Immacula Joseph, Kristy, Schradel, Kristy Good, Annette Dittmeier, Jaime Fraboni, Erica Burrows, Sarah Pennachio, Michelle Harley-Nixon

Participants

K - 5th grade teachers; ASD Teachers

Schedule

Quarterly, from 8/3/2015 to 6/9/2016

PD Opportunity 3

Provide weekly modeling of science, reading and math strategies by the coaches to support implementation.

Facilitator

Rosemary Puia, Annette Dittmeier, Maria Yeates, Terri Marcello

Participants

K - 5th grade teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

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	Leadership team creates a plan for staff and student recognition				$0.00
2	G2.B1.S1.A1	PD on scales, learning goals and targets				$0.00
3	G2.B1.S2.A1	Leadership team will meet to create a plan for staff to collaborate in the development of scales and rubrics.				$0.00
4	G3.B1.S1.A1	Media blitz on attendance in Newsletter, flyers and Open House				$0.00
5	G3.B1.S1.A2	Attendance program "AGAME"- make parents sign students in - reward for attendance all month				$0.00
6	G4.B1.S1.A1	All classrooms have a positive behavior plan that reflects the school wide goals				$0.00
7	G5.B2.S1.A1	Create quarterly lesson plans in the UBD format to include the ELA and content area standards.				$0.00
8	G5.B2.S1.A2	Share the quarterly lesson plans with the K - 5th grade team members.				$10,362.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	2511 - Atlantic West Elementary Schl	Title I Part A		$10,362.00
			Notes: Title I PD $ will be used to provide quarterly subs for each grade level. They will analyze data and receive PD on ELA, math and science standards. They will develop activities and scales for learning targets.			
9	G5.B2.S1.A3	Provide weekly modeling of science, reading and math strategies by the coaches to support implementation.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2511 - Atlantic West Elementary Schl	Other Federal		$0.00
			Notes: STEM Magnet grant provides the funding for a science coach and a curriculum facilitator.			
10	G5.B2.S3.A1	All below level students will be placed in a leveled group for Leveled Literacy Intervention instruction				$0.00
					Total:	$10,362.00