

The School District of Palm Beach County

Forest Park Elementary School



2016-17 Schoolwide Improvement Plan

Forest Park Elementary School

1201 SW 3RD ST, Boynton Beach, FL 33435

<https://fpes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	D*	C	D

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Forest Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures; also provide Professional Development training and support for teachers who need help in devising methods and structures for expanding positive and interpersonal interaction in classroom settings.

Attend District provided Professional Development on multicultural offerings; schedule and plan school wide multicultural projects (i.e. Fine Arts Night to include Hispanic Heritage Contribution and Multicultural Celebration).

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

Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (small group/individual and classroom counseling, guidance referral) supports students to school-based and community resources.

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies.

Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

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

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

Our plan is to utilize data plan systems to identify students who have attendance, behavioral, and academic issues. Incentives are in place to promote school attendance--100%, zero tardies (i.e. certificates and prizes). Similar incentives are in place for behavior, as per our SwPBS Team (i.e. Tiger Paws).

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	7	16	11	10	8	0	0	0	0	0	0	0	69
One or more suspensions	1	1	2	5	4	5	0	0	0	0	0	0	0	18
Course failure in ELA or Math	25	34	54	79	61	60	0	0	0	0	0	0	0	313
Level 1 on statewide assessment	0	0	0	53	47	47	0	0	0	0	0	0	0	147

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	9	6	11	54	44	44	0	0	0	0	0	0	0	168

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

In order to create evidence-based interventions to close student gaps related to early warning systems: We have effective multidisciplinary teams in place to problem solve and create action plans (PMP, LEP, IEP, and RtI/SBT). We have SAI, LLI, iii, Wilson, PCI, iReady, and Top Score. Common planning and PLCs are in place to ensure students needs are met through: differentiated instruction, data chats with teachers and students to set goals, and parental involvement with Literacy, Math/ Science, Inquiry, Curriculum Nights. School guidance will facilitate classroom, individual, and group counseling to provide interventions for behavioral and social concerns.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

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

School liaison works closely with business partners and community partners to build community relationships that benefit our students and school. Partners donate time and funds to support student programs such as Attendance and Motivational/Behavioral Incentives. Partners are included in on campus activities (i.e. Curriculum Nights, Field Day, Appreciation celebrations, etc.). Forest Park encourages parents to volunteer in classrooms, campus activities, and/or chaperone field trips. Workshops and parent meetings are held to teach and provide information to parents. Staff members utilize EdLine (school webpage) and social media, to promote and build community relations. Reading intervention support by the Literacy Coalition and Americorps volunteers.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Robinson, Nancy	Principal
McMillan, Toni	Assistant Principal
Green, Simone	Administrative Support
McGill, Susan	Instructional Coach
Lubin, Karen	Administrative Support
Davis, Carla	Administrative Support
Magden, Mindy	Instructional Coach
Navarra, Charles	Teacher, K-12
Blucher, Rebecca	Instructional Coach
Garcia, Sonia	School Counselor
Corneille, Jessica	Instructional Coach
Gillespie, Faye	Instructional Coach
Canton, Jessy	School Counselor
Beeler, Victoria	Administrative Support

b. Duties

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

Role of Principal: Ensure the use of data when making decisions; Ensure that SBT Leadership team attends appropriate professional development; Communicates with team her expectations.

School-Based Team Leader: Facilitates SBT meetings; Assists with the development of intervention plans; Assists with data collection; Records minutes from the meetings. Communicates with parents regarding RTI plans and strategies as needed

Classroom Teachers: Serves on the RTI team as appropriate; Comes to the meeting with data prepared to discuss student's needs; Collects in developing plans for interventions; Assists with data collection and turns in plans to the RTI Facilitator as scheduled; Monitors the progress of students plans.

Guidance Counselors: Coordinates school activities with outside social agencies; Provide small group and individual counseling as needed. Serves as a team member as appropriate.

Single School Culture Coordinator: Provides side-by-side support for Professional Learning Communities (PLC). Facilitates the implementation of instructional programs - ie. iReady initiative/etc. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.

Reading, Math and Science Coaches: Help develop plans for interventions as needed; Assist with data collection; Support the implementation of Tier 1, 2, and 3 interventions. Provide instructional support and professional development.

Intervention Teacher: Develop plans for interventions; Supports the implementation of Tier 2 and 3 interventions; Assists with data collection.

The Learning Team Facilitator is to use collaboration to foster the development of teachers. Also to facilitate academic conversations in Learning Team Meetings with a focus on building capacity and student achievement.

Magnet Coordinator markets and recruits prospective students and parents to the school for the IB Programme. Facilitate and monitor the implementation of the IB Programme. Also works with community members to build partnerships/relationships for the benefit of students and school.

The standing committee for the School Based Team include the School Based Team Leader, Assistant Principal, Guidance Counselor, Speech Pathologist and the child's teacher(s). Professionals who are invited on a case by case basis include: Parent, School Nurse, Reading Coaches, Math Coach, Science Coach, SAI teacher, school psychologist, someone from an outside agency. The SBT uses a variety of data to identify students at risk academically and or behaviorally. Such forms of data include but are not limited to attendance, RRR, FSA/diagnostics, pupil progression, classroom behavior plans, discipline referrals, etc. In addition, teachers are asked to bring student work samples, anecdotal notes, etc.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Forest Park Elementary receives additional funds from Title I for resource teachers and coaches, supplemental classroom and tutorial supplies, staff development, parent involvement workshops and tutoring. District Migrant Liaison provides additional services and support to students and parents. District receives funds to provide support services. The services are coordinated with the district Drop-out prevention programs. The District receives supplemental funds for the improvement and development of staff through Title II for professional growth in content areas, Marzano Framework, and leadership development. Services are provided by Title III through the District for educational materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. School's guidance counselors partner with student advocates to ensure students are provided supports and services necessary to ensure academic success. Funding from the district for an SAI teacher gives additional instruction to our third

grade students in reading. District-wide implementation of Single School Culture as well as appreciation of Multicultural Diversity to assist in violence prevention. As part of Single School Culture the entire school participates in the School-Wide Positive Behavior Support initiative. Students have an attention signal that is used everywhere on campus and a common set of essential agreements (ROARS). Our single school expectations come with great positive reward incentives. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Simone Green	Teacher
Jessica Corneille	Teacher
Karen Lubin	Education Support Employee
Barbara Callahan	Teacher
Nancy Robinson	Principal
Carla Fusco	Education Support Employee
Christina Martinez	Teacher
Renette Civilma	Teacher
Maureen Mitchell	Teacher
Sherry Thomas	Education Support Employee
Amanda Cruz	Parent
Rachel Thompson	Parent
Noelle Smallman	Teacher
Shatoya Howard	Teacher
Deborah Sallop	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

The school's annual budget and plan will be presented to the School Advisory Council by administration. School Advisory Council proposed projects will be discussed at that time.

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

Technology
 -Batteries \$1,425.52
 -Ink & Toner \$1,431.17
 -Memory \$1,266.70

Soluciones Workshop
 \$1,110.00

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

No

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

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Corneille, Jessica	Instructional Coach
Navarra, Charles	Teacher, K-12
Beeler, Victoria	Administrative Support
McGill, Susan	Teacher, K-12
Davis, Carla	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

How the school-based LLT functions

The Literacy Leadership Team meets monthly to plan and discuss literacy needs and activities in order to establish a culture of reading expectations within the school and community. We develop ideas and resources and implement activities. The meetings are led by the Reading Coaches and Reading Resource teachers and are supported by reading teachers, grade chairs as well as the Single School Culture Coordinator, media specialist and LTF. The team uses district data to identify reading deficiencies and devises a plan to support reading teachers with implementation, including professional development and parent involvement and education.

Initiatives of the LLT

One of our initiatives will include vocabulary development through Interactive Read Aloud as well as small group instruction in Guided and strategy groups. We will strive to support teachers and students in deepening their understandings of the system of strategic actions that enhance thinking and

processing within, beyond, and about text through model/demonstration classrooms. Another initiative is to utilize technology through literacy instruction while incorporating the topics of Science and Social Studies. We will continue to work with the community to collect and provide books for our students to keep and practice at home.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

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

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

1. Hire highly qualified teachers- Principal
2. Partner new teachers with mentor staff- Assistant Principal
3. Solicit referrals from IB organization- IB Coordinator
4. Work with Area recruitment specialist to recruit new staff- Principal
5. Work with local colleges/universities to develop student teachers as perspective employees- Principal and Assistant Principal
6. Develop lead teachers through clinical education coursework- Assistant Principal

We develop teachers through PLCs, collaborative instructional planning, mentoring, and Professional Development opportunities.

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

A plan has been developed to support beginning teachers and teachers new to Forest Park. Activities include but are not limited to:

Completing the District Educator Support program (ESP)

Teacher partner (buddy) program

Modeling lesson delivery by both Reading, Math and Science coach as needed

Allow opportunities to observe in other classrooms

Meet frequently as a group (common planning and PLCs) or 1:1 to discuss effective teaching strategies, management and or organizational skills.

Participate in district and school based professional development.

In addition, beginning teachers and teachers new to Forest Park are provided a notebook with school procedures, ESP handbook, School Calendar which includes ESP due dates and meetings. Beginning teachers and teachers new to Forest Park are provided a mentor teacher who has been Clinical Ed certified and is not part of the mentees grade level. Mentees are also provided a "buddy" teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All curriculum and instructional materials are aligned to the Florida Standards. Single School Culture Coordinator, Learning Team Facilitator, and academic coaches will meet with teachers to unpack standards, align strategies, and develop effective models for instructing and assessing student learning. Support for units of study is provided by District curriculum specialists. Assessments are analyzed and data is used to drive future instruction in order to meet student needs. Regional specialist provide additional support.

b. Instructional Strategies

1. 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.

Administration, the Single School Culture Coordinator, Learning Team Facilitator, Reading, Science, and Math Coaches hold meetings on a weekly basis to make decisions about instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS) and Science Next Generation Sunshine State Standards.

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

A rotational model approach that supports the gradual release of responsibility (I Do, We Do, You Do) is utilized. All teachers contribute to mathematics improvement by: implementing a scheduled 60-75 minutes math block which includes small group instruction that provides interventions based on student needs, providing instruction aligned with the Mathematics Florida Standards for their grade level, and choosing methods of instruction based on the identified learning modalities of students. Item specifications are aligned to standard based instruction; develop rigorous classroom instruction to include higher order thinking and vocabulary development; incorporate Fluency Routines; data analysis of unit assessments to monitor student progress; which includes Differentiated Instruction (i.e. remediation, reteaching, and enrichment).

Science coach and teachers provide instruction aligned with the Science Next Generation Sunshine State Standards. Hands-on labs and small groups are utilized to support and enhance science concepts.

2. 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: Weekend Program

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McMillan, Toni, toni.mcmillan@palmbeachschools.org

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

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

Strategy: After School Program

Minutes added to school year: 28,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Canton, Jessy, jessy.canton@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Forest Park Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:

- Literacy Night, Math Night, Science Night, Curriculum Night, Inquiry Night
- Kindergarten Round-up

Forest Park will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Students and parents will be invited back to attend Kindergarten round- up.

Within the first 30 days of kindergarten, all students will be assessed using WSS and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academic and behavioral instruction will be included through guided and independent practice and modeling.

A staggered start will be utilized for Kindergarten. During the first week of school, only a third of the Kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten.

Our IB Coordinator will schedule tours with any incoming students and parents interested in attending Forest Park. During the tour, students and parents will have an opportunity to see the unique programs and state of the art technology Forest Park has to offer. As part of the IB continuum, students are encouraged to continue their learning in the Middle Years Programme (MYP) and Diploma Programme (DP) of IB; coordinator will act as a liaison with students and feeder schools.

Students matriculating to the middle grades research and present projects during IB Exhibition. Feeder middle schools and high schools are invited to tour displays and speak with students to encourage students to continue IB studies and to build relationships with students prior to matriculation to the higher grades.

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase proficiency to ensure high school readiness.

- G2.** If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase proficiency to ensure high school readiness. 1a

G083644

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	75.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	56.0
FCAT 2.0 Science Proficiency	48.0
Math Achievement District Assessment	53.0
Science Achievement District Assessment	40.0
ELA Achievement District Assessment	38.0
FSA ELA Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- Using data to adjust and plan for remediation of instruction.
- Planning for differentiated instruction with fidelity in an inclusive setting.
- Provide tools for parents/families to support learning at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District curriculum staff developers
- Title 1 funds for supplemental programming (personnel, supplies, PD)
- Single School Culture Coordinator and Title 1 Reading Coach, .5 LTF
- ESE/ESOL Coordinator, LLI materials
- Extended Learning Opportunities (Kreative Kidz and tutorials)

Plan to Monitor Progress Toward G1. 8

Admin team will monitor data (assessment results, discipline referrals, attendance), all strategies and action steps to determine positive student growth towards target goals.

Person Responsible

Nancy Robinson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, action plan, assessment results (Diagnostics, FSQs, USAs, iReady reports, RRRs) reflection on parent evaluation feedback, trainings, and other relevant reports (attendance, discipline referrals, suspension reports, etc.).

G2. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G083645

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	35.0
ELA Achievement District Assessment	30.0

Targeted Barriers to Achieving the Goal 3

- Using data to adjust and plan for remediation of instruction.
- Planning for differentiated instruction with fidelity in an inclusive setting.
- Provide tools for parents/families to support learning at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District curriculum staff developers
- Title I funds for supplemental programming (personnel, supplies, PD)
- Single School Culture Coordinator and Title 1 Reading Coach, .5 LTF
- ESE/ESOL Coordinator, LLI materials
- Extended Learning Opportunities (Kreative Kidz and tutorials)

Plan to Monitor Progress Toward G2. 8

Admin team will review data (assessment results, discipline referrals, attendance) and lesson plans to monitor effectiveness of all action steps and make adjustments to implementation based on needs.

Person Responsible

Nancy Robinson

Schedule

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

Evidence of Completion

Admin meeting notes, action plan, assessment results (Diagnostics, FSQs, USAs, iReady reports, RRRs) reflection on parent evaluation feedback, trainings, teacher feedback, and other relevant reports (attendance, discipline referrals, suspension reports, etc.).

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase proficiency to ensure high school readiness. 1

G083644

G1.B1 Using data to adjust and plan for remediation of instruction. 2

B222001

G1.B1.S1 Develop the capacity of teachers to deliver effective instruction that is customized to the individual strengths, needs, interests and aspirations of each learner. 4

S234253

Strategy Rationale

LTF will provide a collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Action Step 1 5

LTF will provide collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Person Responsible

Mindy Magden

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC schedule/log, LTF's schedule/log, PLC agendas, sign-in sheets and notes, sample work log

Action Step 2 5

Reading coach will implement the coaching cycle and assist teachers in progress monitoring students in grades 3-5.

Person Responsible

Jessica Corneille

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Agendas from common planning (Coach's schedule/calendar/log, sign-ins & notes/work sample from common plannings, coaching notes, lesson plans from lessons modeled for teachers, action plan, PD agendas, sign-ins, handouts/presentations), sample work log

Action Step 3 5

Math Coach will build the capacity of K-5 teachers to deliver standards-based mathematics instruction through the implementation of the coaching cycle.

Person Responsible

Faye Gillespie

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Coach's schedule/log; coaching notes; agendas, sign-ins, notes/handouts from PD given, common planning meetings, sample work log, etc.

Action Step 4 5

Science Coach will build capacity of teachers in K-5 (concentrating on 5th) to deliver effective instruction through the implementation of the coaching cycle, to include co-teaching.

Person Responsible

Rebecca Blucher

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Common plannings (agendas, sign-ins, notes/work samples) PLC agendas, sign-ins, notes on contribution/action taken; Coach's schedule/log, sample work log

Action Step 5 5

Teachers and instructional leaders will attend relevant professional development hosted by regions, district departments, and/or outside organizations.

Person Responsible

Simone Green

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

TDE's, agendas, sub slips when applicable, implementation assignment, follow-up activity

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

Admin team will monitor that the LTF is providing a collaborative environment in which teachers analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Feedback to LTF; reflection template; leadership meeting agendas, sign-in sheets, notes reflecting discussion of LTF as a capacity building position, teacher feedback on implementation. Develop action plan collaboratively as needed.

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

Admin team will monitor that the Reading coach is implementing the coaching cycle and assisting teachers in progress monitoring students in grades 3-5

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Written feedback from the coaching cycle (to coach); leadership team meeting agendas, sign-in sheets, notes reflecting discussion of reading coach as capacity building tool for teachers, and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.

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

Admin team will monitor that the Math Coach is building the capacity of K-5 teachers to deliver standards-based mathematics instruction through the implementation of the coaching cycle.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team agendas, sign-in sheets, notes/action plan that reflects feedback/discussion of math coach as capacity building intervention for teachers, and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.

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

Admin team will monitor that the Science coach is building capacity of teachers in K-5 (concentrating on 5th grade) to deliver effective instruction through the implementation of the coaching cycle, to include co-teaching.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team agendas, sign-in sheets, notes/action plan that reflects feedback/discussion of science coach as capacity building intervention for teachers, and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.

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

Admin team will monitor that the teachers and instructional leaders are attending relevant professional development hosted by regions, district departments, and/or outside organizations.

Person Responsible

Nancy Robinson

Schedule

Biweekly, from 9/15/2016 to 5/31/2017

Evidence of Completion

Debriefing notes from conversations with attendee(s) on value of training and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.

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

Admin team will review data and lesson plans to monitor effectiveness of all action steps and make adjustments to implementation based on needs.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Assessment results (FSQs, USAs, RRRs, iReady reports), Lesson plans, Coaching log, Admin meeting notes, and teacher feedback on implementation.

G1.B2 Planning for differentiated instruction with fidelity in an inclusive setting. 2

B222002

G1.B2.S1 Provide culturally relevant instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

S234254

Strategy Rationale

Customized instruction to meet the individual needs of students will result in increased student achievement.

Action Step 1 5

Reading resource teacher will provide small group reading support to struggling readers.

Person Responsible

Jessica Corneille

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher schedule/log, student groups (intervention plans, sample lesson plans used while working with students). Feedback to Reading Resource

Action Step 2 5

Math resource teacher will provide small group support into classrooms identified by data.

Person Responsible

Faye Gillespie

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Push in schedule/log, sample lesson plan and group attendance. Feedback to Math Resource.

Action Step 3 5

Provide extended learning opportunities after school and on Saturdays to reinforce and reiterate concepts taught in class.

Person Responsible

Toni McMillan

Schedule

Weekly, from 10/1/2016 to 2/28/2017

Evidence of Completion

Teacher time sheets, student sign-ins for every day on time sheet, student groupings, and lesson plans for each day on time sheet. Sample tutorial packet. Feedback to tutorial teachers.

Action Step 4 5

Engage learners through project based, hands-on, and technology infused instruction.

Person Responsible

Victoria Beeler

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Computer lab schedule, iReady reports. Feedback to computer teacher.

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

Admin team will monitor that the Reading resource teacher is providing small group reading support to struggling readers.

Person Responsible

Nancy Robinson

Schedule

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans for reading resource teacher. Action plan developed collaboratively as needed. Reflection notes.

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

Admin team will monitor that the Math resource teacher is providing small group by pushing into classrooms identified by data.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans for math resource teacher. Action plan developed collaboratively as needed. Reflection notes.

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

Admin team will monitor that extended learning opportunities after school and on Saturdays are implemented to reinforce and reiterate concepts taught in class for selected students.

Person Responsible

Toni McMillan

Schedule

Weekly, from 10/1/2016 to 2/28/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans regarding tutorial structure and implementation. Schedule of Instructional focus. Action plan developed collaboratively as needed. Reflection notes.

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

Admin team will monitor the engagement of learners through project based, hands-on, and technology infused instruction.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-in and/or action plans regarding computer lab schedule and iReady reports. Schedule of Instructional focus. Action plan developed collaboratively as needed. Reflection notes.

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

Admin team will monitor and review assessment data to determine the effectiveness of all action steps and make adjustments to implementation as needed.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, Action plan, Assessment results (iReady reports, Diagnostics, USAs, FSQs) Lesson plans, Student groupings, and Classroom Observation notes.

G1.B3 Provide tools for parents/families to support learning at home. **2**

 B222003

G1.B3.S1 Develop the capacity of parents to support learning at home by aligning new and existing community and parent partnerships to school's academic goals. **4**

 S234255

Strategy Rationale

Engaging parents and community to support learning at home will increase student achievement.

Action Step 1 **5**

Plan and implement parent trainings that are data driven and strategy focused.

Person Responsible

Toni McMillan

Schedule

Monthly, from 10/5/2016 to 4/28/2017

Evidence of Completion

Invitations, agendas, sign-in sheets, handouts/presentations, parent evaluation

Action Step 2 **5**

Strengthen school/home communication to provide parents timely and relevant information.

Person Responsible

Toni McMillan

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sample school/home communication, communication/conference log, parent compact, parent link reports

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

Admin team will monitor that parent trainings are implemented to support learning at home to increase student achievement.

Person Responsible

Toni McMillan

Schedule

Monthly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Agendas, sign-in sheets, handouts, presentations, summary of parent evaluations, sample parent activities, sample communication, and parent link reports.

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

Admin team will review and monitor parent evaluation data from trainings and make adjustments to implementation plan based on needs.

Person Responsible

Toni McMillan

Schedule

Monthly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Leadership team notes, agendas, sign-in sheets, notes reflecting parents feedback, and trainings.

G2. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G083645

G2.B2 Using data to adjust and plan for remediation of instruction. 2

B222005

G2.B2.S1 Develop the capacity of teachers to deliver effective instruction that is customized to the individual strengths, needs, interests and aspirations of each learner. 4

S234256

Strategy Rationale

Delivery of effective instruction that meets individual student needs will increase student achievement.

Action Step 1 5

LTF will provide a collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Person Responsible

Mindy Magden

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC schedule, LTF's schedule/log, PLC schedule, PLC agendas, sign-in sheets and notes. Feedback to LTF. Evidence of adjustments to implementation.

Action Step 2 5

Reading coach will implement the coaching cycle and assist teachers in progress monitoring students in grades 3-5.

Person Responsible

Jessica Corneille

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Agendas from common planning (Coach's schedule/calendar/log, sign-ins & notes, work sample from common plannings, coaching notes, lesson plans from lessons modeled for teachers, action plan, PD agendas, sign-ins, handouts/presentations). Feedback to Reading Coach. Evidence of adjustments to implementation.

Action Step 3 5

Teachers and instructional leaders will attend relevant professional development hosted by regions, district departments, and/or outside organizations.

Person Responsible

Simone Green

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

TDE's, agendas/log, sub slips when applicable. Feedback to PD contact. Evidence of adjustments to implementation.

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

Admin team will monitor that the LTF is providing a collaborative environment in which teachers analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Feedback to LTF; reflection template; leadership meeting agendas, sign-in sheets, teacher feedback on action step, notes reflecting discussion of LTF as a capacity building position.

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

Admin team will monitor that the Reading coach is implementing the coaching cycle and assisting teachers in progress monitoring students in grades K-3.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Written feedback from the coaching cycle (to coach); leadership team meeting agendas, sign-in sheets, teacher feedback on action step, notes reflecting discussion of reading coach as capacity building tool for teachers.

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

Admin team will monitor that teachers and instructional leaders are attending relevant professional development hosted by regions, district departments, and/or outside organizations.

Person Responsible

Nancy Robinson

Schedule

Biweekly, from 9/15/2016 to 5/31/2017

Evidence of Completion

Debriefing notes from conversation with attendee(s) on value of training and teacher feedback on action step.

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

Admin team will review data, lesson plans, to monitor effectiveness of all action steps and make adjustments to implementation based on needs.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 9/14/2015 to 5/30/2016

Evidence of Completion

Assessment results (FSQs, USAs, RRRs, and iReady reports), lesson plans, coaching logs, Admin meeting notes, and summary from teacher feedback.

G2.B3 Planning for differentiated instruction with fidelity in an inclusive setting. 2

 B222006

G2.B3.S1 Provide culturally relevant instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

 S234257

Strategy Rationale

Customized instruction to meet the individual needs of students will result in increased student achievement.

Action Step 1 5

Reading resource teacher will provide small group reading support to struggling readers

Person Responsible

Jessica Corneille

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Teacher schedule/log, student groups (intervention plans, sample lesson plans used while working with students). Feedback to Reading coach.

Action Step 2 5

Math resource teacher will provide small group support pushing into classrooms identified by data

Person Responsible

Faye Gillespie

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Push in schedule, lesson plan and group attendance. Feedback to Math coach.

Action Step 3 5

Provide extended learning opportunities after school and on Saturdays to reinforce and reiterate concepts taught in class.

Person Responsible

Toni McMillan

Schedule

Weekly, from 10/1/2016 to 2/28/2017

Evidence of Completion

Teacher time sheets, student sign-ins for every day on time sheet, and lesson plans for each day on time sheet. Feedback to teachers. Calendar of instructional focus.

Action Step 4 5

Engage learners through project based, hands -on, and technology infused instruction.

Person Responsible

Victoria Beeler

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Computer lab schedule, iReady reports. Feedback to computer teacher. Calendar of instructional focus.

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

Admin will monitor that the Reading resource teacher is providing small group reading support to struggling readers.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans for reading resource teacher, and teacher feedback on implementation. Action plan developed collaboratively as needed. Reflection notes. Adjustments to implementation.

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

Admin will monitor that the Math resource teacher is providing small group support pushing into classrooms identified by data.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans for math resource teacher, and teacher feedback on implementation. Action plan developed collaboratively as needed. Reflection notes. Adjustments to implementation.

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

Admin will monitor that extended learning opportunities after school and on Saturdays are implemented to reinforce and reiterate concepts taught in class for selected students.

Person Responsible

Toni McMillan

Schedule

Weekly, from 10/1/2016 to 2/28/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans regarding tutorial structure and implementation and teacher feedback on implementation. Reflection notes for extended learning opportunities. Action plan developed collaboratively as needed. Adjustments to implementation.

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

Admin will monitor the engagement of learners through project based, hands -on, and technology infused instruction.

Person Responsible

Nancy Robinson

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team meeting agendas, notes, sign-ins and/or action plans regarding computer lab schedule, iReady reports and teacher feedback on implementation. Reflection notes for extended learning opportunities. Action plan developed collaboratively as needed. Adjustments to implementation.

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

Admin team will monitor and review assessment data to determine the effectiveness of all action steps and make adjustments to implementation as needed.

Person Responsible

Nancy Robinson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, action plan, assessment results (iReady reports, diagnostics, USAs, FSQs,) lesson plans, student groupings, and classroom observation notes.

G2.B4 Provide tools for parents/families to support learning at home. **2**

 B222007

G2.B4.S1 Develop the capacity of parents to support learning at home by aligning new and existing community and parent partnerships to school's academic goals. **4**

 S234258

Strategy Rationale

Engaging parents and community to support learning at home will increase student achievement.

Action Step 1 **5**

Plan and implement parent trainings that are data driven and strategy focused.

Person Responsible

Toni McMillan

Schedule

Monthly, from 10/5/2016 to 4/28/2017

Evidence of Completion

Invitations, agendas, sign-in sheets, handouts/presentations, parent evaluation

Action Step 2 **5**

Strengthen school/home communication to provide parents timely and relevant information.

Person Responsible

Toni McMillan

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sample school/home communication, communication/conference log, parent compact, parent link reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Admin will monitor that parent trainings are implemented to support learning at home to increase student achievement.

Person Responsible

Toni McMillan

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Leadership team meeting agendas, sign-ins, notes reflecting conversation about parent trainings, evaluation reflection, teacher/parent feedback, parent link reports, sample communication and sample parent activities.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Admin team will review and monitor parent evaluation data from trainings and make adjustments to implementation plan based on needs.

Person Responsible

Toni McMillan



Schedule

Monthly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Leadership team notes, agendas, sign-in sheets, notes reflecting on parent feedback and trainings, and parent/teacher feedback.















IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1  M305724	Admin team will monitor that the Reading resource teacher is providing small group reading support...	Robinson, Nancy	8/22/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans for reading resource teacher. Action plan developed collaboratively as needed. Reflection notes.	No End Date daily
G2.MA1  M305742	Admin team will review data (assessment results, discipline referrals, attendance) and lesson plans...	Robinson, Nancy	8/24/2015	Admin meeting notes, action plan, assessment results (Diagnostics, FSQs, USAs, iReady reports, RRRs) reflection on parent evaluation feedback, trainings, teacher feedback, and other relevant reports (attendance, discipline referrals, suspension reports, etc.).	5/30/2016 weekly
G2.B2.S1.MA1  M305731	Admin team will review data, lesson plans, to monitor effectiveness of all action steps and make...	Robinson, Nancy	9/14/2015	Assessment results (FSQs, USAs, RRRs, and iReady reports), lesson plans, coaching logs, Admin meeting notes, and summary from teacher feedback.	5/30/2016 weekly
G1.B2.S1.MA3  M305726	Admin team will monitor that extended learning opportunities after school and on Saturdays are...	McMillan, Toni	10/1/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans regarding tutorial structure and implementation. Schedule of Instructional focus. Action plan developed collaboratively as needed. Reflection notes.	2/28/2017 weekly
G1.B2.S1.A3  A301192	Provide extended learning opportunities after school and on Saturdays to reinforce and reiterate...	McMillan, Toni	10/1/2016	Teacher time sheets, student sign-ins for every day on time sheet, student groupings, and lesson plans for each day on time sheet. Sample tutorial packet. Feedback to tutorial teachers.	2/28/2017 weekly
G2.B3.S1.MA3  M305738	Admin will monitor that extended learning opportunities after school and on Saturdays are...	McMillan, Toni	10/1/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans regarding tutorial structure and implementation and teacher feedback on implementation. Reflection notes for extended learning opportunities. Action plan developed collaboratively as needed. Adjustments to implementation.	2/28/2017 weekly
G2.B3.S1.A3  A301201	Provide extended learning opportunities after school and on Saturdays to reinforce and reiterate...	McMillan, Toni	10/1/2016	Teacher time sheets, student sign-ins for every day on time sheet, and lesson plans for each day on time sheet. Feedback to teachers. Calendar of instructional focus.	2/28/2017 weekly
G1.B3.S1.A1  A301194	Plan and implement parent trainings that are data driven and strategy focused.	McMillan, Toni	10/5/2016	Invitations, agendas, sign-in sheets, handouts/presentations, parent evaluation	4/28/2017 monthly
G2.B4.S1.A1  A301203	Plan and implement parent trainings that are data driven and strategy focused.	McMillan, Toni	10/5/2016	Invitations, agendas, sign-in sheets, handouts/presentations, parent evaluation	4/28/2017 monthly
G1.B1.S1.MA5  M305722	Admin team will monitor that the teachers and instructional leaders are attending relevant...	Robinson, Nancy	9/15/2016	Debriefing notes from conversations with attendee(s) on value of training and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.	5/31/2017 biweekly
G2.B2.S1.MA3  M305734	Admin team will monitor that teachers and instructional leaders are attending relevant...	Robinson, Nancy	9/15/2016	Debriefing notes from conversation with attendee(s) on value of training and teacher feedback on action step.	5/31/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1 M305730	Admin team will monitor data (assessment results, discipline referrals, attendance), all strategies...	Robinson, Nancy	8/15/2016	Admin meeting notes, action plan, assessment results (Diagnostics, FSQs, USAs, iReady reports, RRRs) reflection on parent evaluation feedback, trainings, and other relevant reports (attendance, discipline referrals, suspension reports, etc.).	6/2/2017 quarterly
G1.B1.S1.MA1 M305717	Admin team will review data and lesson plans to monitor effectiveness of all action steps and make...	Robinson, Nancy	8/15/2016	Assessment results (FSQs, USAs, RRRs, iReady reports), Lesson plans, Coaching log, Admin meeting notes, and teacher feedback on implementation.	6/2/2017 weekly
G1.B1.S1.MA1 M305718	Admin team will monitor that the LTF is providing a collaborative environment in which teachers...	Robinson, Nancy	8/22/2016	Feedback to LTF; reflection template; leadership meeting agendas, sign-in sheets, notes reflecting discussion of LTF as a capacity building position, teacher feedback on implementation. Develop action plan collaboratively as needed.	6/2/2017 daily
G1.B1.S1.MA2 M305719	Admin team will monitor that the Reading coach is implementing the coaching cycle and assisting...	Robinson, Nancy	8/22/2016	Written feedback from the coaching cycle (to coach); leadership team meeting agendas, sign-in sheets, notes reflecting discussion of reading coach as capacity building tool for teachers, and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.	6/2/2017 daily
G1.B1.S1.MA3 M305720	Admin team will monitor that the Math Coach is building the capacity of K-5 teachers to deliver...	Robinson, Nancy	8/22/2016	Leadership team agendas, sign-in sheets, notes/action plan that reflects feedback/discussion of math coach as capacity building intervention for teachers, and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.	6/2/2017 daily
G1.B1.S1.MA4 M305721	Admin team will monitor that the Science coach is building capacity of teachers in K-5...	Robinson, Nancy	8/22/2016	Leadership team agendas, sign-in sheets, notes/action plan that reflects feedback/discussion of science coach as capacity building intervention for teachers, and teacher feedback on implementation. Admin feedback. Develop action plan collaboratively as needed.	6/2/2017 daily
G1.B1.S1.A1 A301185	LTF will provide collaborative environment in which teachers will analyze data, unpack standards,...	Magden, Mindy	8/15/2016	PLC schedule/log, LTF's schedule/log, PLC agendas, sign-in sheets and notes, sample work log	6/2/2017 weekly
G1.B1.S1.A2 A301186	Reading coach will implement the coaching cycle and assist teachers in progress monitoring students...	Corneille, Jessica	8/22/2016	Agendas from common planning (Coach's schedule/calendar/log, sign-ins & notes/work sample from common plannings, coaching notes, lesson plans from lessons modeled for teachers, action plan, PD agendas, sign-ins, handouts/presentations), sample work log	6/2/2017 daily
G1.B1.S1.A3 A301187	Math Coach will build the capacity of K-5 teachers to deliver standards-based mathematics...	Gillespie, Faye	8/22/2016	Coach's schedule/log; coaching notes; agendas, sign-ins, notes/handouts from PD given, common planning meetings, sample work log, etc.	6/2/2017 daily
G1.B1.S1.A4 A301188	Science Coach will build capacity of teachers in K-5 (concentrating on 5th) to deliver effective...	Blucher, Rebecca	8/22/2016	Common plannings (agendas, sign-ins, notes/work samples) PLC agendas, sign-ins, notes on contribution/action taken; Coach's schedule/log, sample work log	6/2/2017 daily

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G1.B1.S1.A5  A301189	Teachers and instructional leaders will attend relevant professional development hosted by regions,...	Green, Simone	8/22/2016	TDE's, agendas, sub slips when applicable, implementation assignment, follow-up activity	6/2/2017 weekly
G1.B2.S1.MA1  M305723	Admin team will monitor and review assessment data to determine the effectiveness of all action...	Robinson, Nancy	8/15/2016	Admin meeting notes, Action plan, Assessment results (iReady reports, Diagnostics, USAs, FSQs) Lesson plans, Student groupings, and Classroom Observation notes.	6/2/2017 weekly
G1.B2.S1.MA2  M305725	Admin team will monitor that the Math resource teacher is providing small group by pushing into...	Robinson, Nancy	8/22/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans for math resource teacher. Action plan developed collaboratively as needed. Reflection notes.	6/2/2017 daily
G1.B2.S1.MA4  M305727	Admin team will monitor the engagement of learners through project based, hands-on, and technology...	Robinson, Nancy	8/22/2016	Leadership team meeting agendas, notes, sign-in and/or action plans regarding computer lab schedule and iReady reports. Schedule of Instructional focus. Action plan developed collaboratively as needed. Reflection notes.	6/2/2017 daily
G1.B2.S1.A1  A301190	Reading resource teacher will provide small group reading support to struggling readers.	Corneille, Jessica	8/22/2016	Teacher schedule/log, student groups (intervention plans, sample lesson plans used while working with students). Feedback to Reading Resource	6/2/2017 daily
G1.B2.S1.A2  A301191	Math resource teacher will provide small group support into classrooms identified by data.	Gillespie, Faye	8/22/2016	Push in schedule/log, sample lesson plan and group attendance. Feedback to Math Resource.	6/2/2017 daily
G1.B2.S1.A4  A301193	Engage learners through project based, hands-on, and technology infused instruction.	Beeler, Victoria	8/15/2016	Computer lab schedule, iReady reports. Feedback to computer teacher.	6/2/2017 daily
G1.B3.S1.MA1  M305728	Admin team will review and monitor parent evaluation data from trainings and make adjustments to...	McMillan, Toni	8/12/2016	Leadership team notes, agendas, sign-in sheets, notes reflecting parents feedback, and trainings.	6/2/2017 monthly
G1.B3.S1.MA1  M305729	Admin team will monitor that parent trainings are implemented to support learning at home to...	McMillan, Toni	8/12/2016	Agendas, sign-in sheets, handouts, presentations, summary of parent evaluations, sample parent activities, sample communication, and parent link reports.	6/2/2017 monthly
G1.B3.S1.A2  A301195	Strengthen school/home communication to provide parents timely and relevant information.	McMillan, Toni	8/15/2016	Sample school/home communication, communication/conference log, parent compact, parent link reports	6/2/2017 daily
G2.B2.S1.MA1  M305732	Admin team will monitor that the LTF is providing a collaborative environment in which teachers...	Robinson, Nancy	8/22/2016	Feedback to LTF; reflection template; leadership meeting agendas, sign-in sheets, teacher feedback on action step, notes reflecting discussion of LTF as a capacity building position.	6/2/2017 daily
G2.B2.S1.MA2  M305733	Admin team will monitor that the Reading coach is implementing the coaching cycle and assisting...	Robinson, Nancy	8/22/2016	Written feedback from the coaching cycle (to coach); leadership team meeting agendas, sign-in sheets, teacher feedback on action step, notes reflecting discussion of reading coach as capacity building tool for teachers.	6/2/2017 daily
G2.B2.S1.A1  A301196	LTF will provide a collaborative environment in which teachers will analyze data, unpack...	Magden, Mindy	8/15/2016	PLC schedule, LTF's schedule/log, PLC schedule, PLC agendas, sign-in sheets and notes. Feedback to LTF. Evidence of adjustments to implementation.	6/2/2017 weekly
G2.B2.S1.A2  A301197	Reading coach will implement the coaching cycle and assist teachers in progress monitoring students...	Corneille, Jessica	8/22/2016	Agendas from common planning (Coach's schedule/calendar/log, sign-ins & notes, work sample from common plannings, coaching notes, lesson plans from lessons modeled for teachers, action plan, PD agendas, sign-ins,	6/2/2017 daily

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				handouts/presentations). Feedback to Reading Coach. Evidence of adjustments to implementation.	
G2.B2.S1.A3 A301198	Teachers and instructional leaders will attend relevant professional development hosted by regions,...	Green, Simone	8/22/2016	TDE's, agendas/log, sub slips when applicable. Feedback to PD contact. Evidence of adjustments to implementation.	6/2/2017 weekly
G2.B3.S1.MA1 M305735	Admin team will monitor and review assessment data to determine the effectiveness of all action...	Robinson, Nancy	8/15/2016	Admin meeting notes, action plan, assessment results (iReady reports, diagnostics, USAs, FSQs,) lesson plans, student groupings, and classroom observation notes.	6/2/2017 weekly
G2.B3.S1.MA1 M305736	Admin will monitor that the Reading resource teacher is providing small group reading support to...	Robinson, Nancy	8/22/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans for reading resource teacher, and teacher feedback on implementation. Action plan developed collaboratively as needed. Reflection notes. Adjustments to implementation.	6/2/2017 daily
G2.B3.S1.MA2 M305737	Admin will monitor that the Math resource teacher is providing small group support pushing into...	Robinson, Nancy	8/22/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans for math resource teacher, and teacher feedback on implementation. Action plan developed collaboratively as needed. Reflection notes. Adjustments to implementation.	6/2/2017 daily
G2.B3.S1.MA4 M305739	Admin will monitor the engagement of learners through project based, hands-on, and technology...	Robinson, Nancy	8/22/2016	Leadership team meeting agendas, notes, sign-ins and/or action plans regarding computer lab schedule, iReady reports and teacher feedback on implementation. Reflection notes for extended learning opportunities. Action plan developed collaboratively as needed. Adjustments to implementation.	6/2/2017 daily
G2.B3.S1.A1 A301199	Reading resource teacher will provide small group reading support to struggling readers	Corneille, Jessica	8/22/2016	Teacher schedule/log, student groups (intervention plans, sample lesson plans used while working with students). Feedback to Reading coach.	6/2/2017 daily
G2.B3.S1.A2 A301200	Math resource teacher will provide small group support pushing into classrooms identified by data	Gillespie, Faye	8/22/2016	Push in schedule, lesson plan and group attendance. Feedback to Math coach.	6/2/2017 daily
G2.B3.S1.A4 A301202	Engage learners through project based, hands-on, and technology infused instruction.	Beeler, Victoria	8/15/2016	Computer lab schedule, iReady reports. Feedback to computer teacher. Calendar of instructional focus.	6/2/2017 daily
G2.B4.S1.MA1 M305740	Admin team will review and monitor parent evaluation data from trainings and make adjustments to...	McMillan, Toni	8/12/2016	Leadership team notes, agendas, sign-in sheets, notes reflecting on parent feedback and trainings, and parent/teacher feedback.	6/2/2017 monthly
G2.B4.S1.MA1 M305741	Admin will monitor that parent trainings are implemented to support learning at home to increase...	McMillan, Toni	8/22/2016	Leadership team meeting agendas, sign-ins, notes reflecting conversation about parent trainings, evaluation reflection, teacher/parent feedback, parent link reports, sample communication and sample parent activities.	6/2/2017 weekly
G2.B4.S1.A2 A301204	Strengthen school/home communication to provide parents timely and relevant information.	McMillan, Toni	8/15/2016	Sample school/home communication, communication/conference log, parent compact, parent link reports	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase proficiency to ensure high school readiness.

G1.B1 Using data to adjust and plan for remediation of instruction.

G1.B1.S1 Develop the capacity of teachers to deliver effective instruction that is customized to the individual strengths, needs, interests and aspirations of each learner.

PD Opportunity 1

LTF will provide collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Facilitator

Mindy Magden

Participants

Instructional Staff K-5

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Reading coach will implement the coaching cycle and assist teachers in progress monitoring students in grades 3-5.

Facilitator

Jessica Corneille

Participants

Instructional Staff 3-5

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 3

Math Coach will build the capacity of K-5 teachers to deliver standards-based mathematics instruction through the implementation of the coaching cycle.

Facilitator

Faye Gillespie

Participants

Instructional Staff K-5

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 4

Science Coach will build capacity of teachers in K-5 (concentrating on 5th) to deliver effective instruction through the implementation of the coaching cycle, to include co-teaching.

Facilitator

Rebecca Blucher

Participants

Instructional Staff K-5

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 5

Teachers and instructional leaders will attend relevant professional development hosted by regions, district departments, and/or outside organizations.

Facilitator

Coaches, PD cadre, district/regional personnel

Participants

Instructional and Leadership Staff

Schedule

Weekly, from 8/22/2016 to 6/2/2017

G2. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G2.B2 Using data to adjust and plan for remediation of instruction.

G2.B2.S1 Develop the capacity of teachers to deliver effective instruction that is customized to the individual strengths, needs, interests and aspirations of each learner.

PD Opportunity 1

LTF will provide a collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.

Facilitator

Mindy Magden-LTF, Vicky Beeler-SSCC

Participants

Instructional staff K-3

Schedule

Weekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Reading coach will implement the coaching cycle and assist teachers in progress monitoring students in grades 3-5.

Facilitator

Reading coach, SSCC, and LTF

Participants

Instructional Staff K-3

Schedule

Daily, from 8/22/2016 to 6/2/2017

PD Opportunity 3

Teachers and instructional leaders will attend relevant professional development hosted by regions, district departments, and/or outside organizations.

Facilitator

Coaches, District/Regional Staff, PD cadre

Participants

Instructional staff and Leadership staff

Schedule

Weekly, from 8/22/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	LTF will provide collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.				\$0.00
2	G1.B1.S1.A2	Reading coach will implement the coaching cycle and assist teachers in progress monitoring students in grades 3-5.				\$37,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0831 - Forest Park Elementary School	Title I, Part A	0.5	\$36,577.28
<i>Notes: .50 Reading Coach to work with 3-5 teachers (Jessica Corneille)</i>						
	6400	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$1,000.00
<i>Notes: Coaching supplies: chart paper/markers, paper, ink, post its, pens, highlighters, PD resource books/literature, folders, paper clips, staples</i>						
3	G1.B1.S1.A3	Math Coach will build the capacity of K-5 teachers to deliver standards-based mathematics instruction through the implementation of the coaching cycle.				\$37,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0831 - Forest Park Elementary School	Title I, Part A	0.5	\$36,577.28
<i>Notes: .5 Math Coach (Gillespie)</i>						
	6400	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$1,000.00
<i>Notes: Coaching supplies; chart paper/markers, paper, ink, post-its, pens, highlighters, PD resource books/literature, folders, paper clips, and staples.</i>						
4	G1.B1.S1.A4	Science Coach will build capacity of teachers in K-5 (concentrating on 5th) to deliver effective instruction through the implementation of the coaching cycle, to include co-teaching.				\$37,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0831 - Forest Park Elementary School	Title I, Part A	0.5	\$36,577.28
<i>Notes: .5 Science Coach (Blucher)</i>						
	6400	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$1,000.00
<i>Notes: Coaching supplies; chart paper/markers, paper, ink, post-its, pens, highlighters, PD resource books/literature, folders, paper clips, and staples.</i>						
5	G1.B1.S1.A5	Teachers and instructional leaders will attend relevant professional development hosted by regions, district departments, and/or outside organizations.				\$1,350.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0831 - Forest Park Elementary School	Title I, Part A		\$250.00
			<i>Notes: Top Score Curriculum Training</i>			
	5100	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$1,100.00
			<i>Notes: Top score curriculum for 3rd, 4th and 5th grade teachers</i>			
6	G1.B2.S1.A1	Reading resource teacher will provide small group reading support to struggling readers.				\$0.00
7	G1.B2.S1.A2	Math resource teacher will provide small group support into classrooms identified by data.				\$34,782.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0831 - Forest Park Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: 0.50 Math Resource Teacher (Gillespie, Faye)</i>			
	5100	750-Other Personal Services	0831 - Forest Park Elementary School	Title I, Part A		\$611.32
			<i>Notes: Subs for Math Resource</i>			
	5100	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Supplies for math resource: manipulatives, paper, ink, consumable curricular items, composition books, binders, dividers, pencils, colored pencils, graph paper, markers, response boards/markers/cleaner</i>			
8	G1.B2.S1.A3	Provide extended learning opportunities after school and on Saturdays to reinforce and reiterate concepts taught in class.				\$0.00
9	G1.B2.S1.A4	Engage learners through project based, hands-on, and technology infused instruction.				\$0.00
10	G1.B3.S1.A1	Plan and implement parent trainings that are data driven and strategy focused.				\$0.00
11	G1.B3.S1.A2	Strengthen school/home communication to provide parents timely and relevant information.				\$0.00
12	G2.B2.S1.A1	LTF will provide a collaborative environment in which teachers will analyze data, unpack standards, determine appropriate instructional practices through facilitated support.				\$37,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: Collaborative planning pay for after hours extended PLC's</i>			
	6400	130-Other Certified Instructional Personnel	0831 - Forest Park Elementary School	Title I, Part A		\$36,577.28
			<i>Notes: .5 LTF (Magden)</i>			

13	G2.B2.S1.A2	Reading coach will implement the coaching cycle and assist teachers in progress monitoring students in grades 3-5.				\$0.00
14	G2.B2.S1.A3	Teachers and instructional leaders will attend relevant professional development hosted by regions, district departments, and/or outside organizations.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0831 - Forest Park Elementary School	Title I, Part A		\$1,000.00
			<i>Notes: PD subs</i>			
	6400	330-Travel	0831 - Forest Park Elementary School	Title I, Part A		\$1,200.00
			<i>Notes: Soluciones conference</i>			
15	G2.B3.S1.A1	Reading resource teacher will provide small group reading support to struggling readers				\$38,782.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0831 - Forest Park Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: .5 Reading Resource (Corneille)</i>			
	5100	750-Other Personal Services	0831 - Forest Park Elementary School	Title I, Part A		\$611.32
			<i>Notes: Sub for reading resource</i>			
	5100	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Replenish LLI materials, classroom libraries, baskets, bins, book baggies, chart paper/markers, sentence strips, magnetic letters, white boards/markers/erasers/cleaner, paper, ink</i>			
16	G2.B3.S1.A2	Math resource teacher will provide small group support pushing into classrooms identified by data				\$0.00
17	G2.B3.S1.A3	Provide extended learning opportunities after school and on Saturdays to reinforce and reiterate concepts taught in class.				\$9,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0831 - Forest Park Elementary School	Title I, Part A		\$7,250.00
			<i>Notes: Teacher tutors</i>			
	5100	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Supplies for tutorial</i>			
18	G2.B3.S1.A4	Engage learners through project based, hands -on, and technology infused instruction.				\$3,510.58
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$3,510.58
			<i>Notes: Math manipulatives, science lab materials for experiments, paper, ink, headphones, computer mice, and batteries</i>			
19	G2.B4.S1.A1	Plan and implement parent trainings that are data driven and strategy focused.				\$1,257.44
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$757.44
			<i>Notes: Supplies and refreshments for parent training</i>			
	6150	100-Salaries	0831 - Forest Park Elementary School	Title I, Part A		\$500.00
			<i>Notes: Parent training facilitators</i>			
20	G2.B4.S1.A2	Strengthen school/home communication to provide parents timely and relevant information.				\$2,650.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	370-Communications	0831 - Forest Park Elementary School	Title I, Part A		\$300.00
			<i>Notes: Postage for parent mailings</i>			
	6150	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$2,100.00
			<i>Notes: Student agendas</i>			
	6150	510-Supplies	0831 - Forest Park Elementary School	Title I, Part A		\$250.00
			<i>Notes: Paper, ink</i>			
					Total:	\$244,092.24