The School District of Palm Beach County

Palm Springs Elementary School

2016-17 Schoolwide Improvement Plan

Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

https://pses.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	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Palm Springs 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

A yearly calendar of diverse activities and events will be developed and implemented as we learn and celebrate the accomplishments of all individuals. The campus committees will be made up of staff, students, and parents.
(PTA/SAC/Team Leadership/Student Advisory Council/Student Safety Patrol/District Curriculum Support Staff)
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

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

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

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.

Teachers will be given appropriate training in the development of engaging lessons which will elicit student motivation to assigned tasks. Lesson plans will be posted in the classroom for administrative review. Administrative conferences for student expectation will be provided the first month of school. A campus coordinator for Safe Schools will be identified and trained. Staff will receive training with regards to building relationships with all students. Scheduled monthly celebrations for staff and students will occur specifically targeting a campus goal. Classroom norms will be developed and posted within each hallway as a visual of our norms. A weekly schedule of administrative classroom observations and walk-throughs will be documented through conference notes.

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.Our universal guidelines are based on our P.R.I.D.E. acronym which all students and teachers are well versed in. SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 3:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. School-wide recognition system is in place.

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.

The nurse reviews all enrollment documentation and conferences with parents regarding any or all medical concerns notated. The nurse implements yearly screening tests to identify positive or negative results. Staff have direct access to the nurse to communicate any concerns they have observed. The nurse meets with individual students per medical need. The nurse goes above and beyond by providing a health club. Students are given the opportunity to participate in a physical activity and review of the lunch menu in an attempt to improve their personal health.

We have an operational school based team that meets weekly to discuss students with barriers to academic and social success; Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students; Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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.

The administrator will be notified if a student is absent 5 days or more. A conference with the student will occur. If the behavior continues, a conference with the parent and documentation will be implemented.

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

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

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	28	27	25	24	24	22	0	0	0	0	0	0	0	150
One or more suspensions	3	3	10	4	8	15	0	0	0	0	0	0	0	43
Course failure in ELA or Math	52	89	78	100	91	68	0	0	0	0	0	0	0	478
Level 1 on statewide assessment	0	0	0	68	67	61	0	0	0	0	0	0	0	196

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	17	22	18	74	70	54	0	0	0	0	0	0	0	255

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

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

B. Family and Community Engagement

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

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. § 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

Will have a 50% increase in parent involvement in our content area workshops and campus programs. Monthly PTA board and general meetings will be scheduled. Staff and students will present academic focus for parent. Incentive and student recognition programs will be scheduled on the yearly calendar to increase student motivation and academic achievement. A parent center,

housed within the campus will be provided for parent trainings and a sense of belonging within the campus. Parent surveys will be implemented a minimum of twice per year to assess the effectiveness of designed programs and trainings for parents. PTA organization will be effective and inclusive, providing opportunities for diversity of input and program offerings.

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.

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

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

1. School Leadership Team

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

Name	Title
Farinas, Annerys	Teacher, Adult
Kline, Andrew	Assistant Principal
Silva, Patrica	Instructional Coach
Bradley, Juliana	Instructional Coach
Orocofsky, Cynthia	Instructional Coach
Fiaschetti, Mary	Instructional Coach
Pegram, Latoya	Attendance/Social Work
Perez, Carolina	Other

b. Duties

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

The School-based RTi Leadership team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, School Psychologist, Classroom Teacher, Reading/Math/Science Coaches, SAI Teacher, Guidance Counselors & Learning Team Facilitator.The Principal provides a common vision for the use of data-based decision-making to ensure: a sound effective academic program is in place.

*The SAI Teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. The SAI Teacher: Primary & Intermediate provides information about core instruction, participates in student data collection, delivers Tier 3 instruction/intervention, collaborates with other staff to implement Tier 2 & Tier 1 interventions, and integrates materials/instruction with Tier 1-3 activities.

*Classroom Teachers: Participate in student data collection, integrate core instructional activities/ materials into Tier 1-3 instruction, and collaborates with other teachers through such activities as co-teaching.

*ESE & ELL Contacts: Participate in student data collection, integrate Core instructional activities/ materials into Tier 2-3 instruction, and collaborates with general education teachers through such activities as co-teaching/PLC's.

*Instructional Coaches Reading/Math: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies;assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; modeling of effect best practices, and provides support for assessment and implementation of monitoring.

*SSCC: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning, best practices, modeling of instruction, monitoring of instructional plans, designing tutorial curriculum, collaborating with administration, supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

*School Psychologist, Social Worker, & Guidance Staff: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

*Principal & Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTi, conducts assessment of Rti skills of school staff, endures implementation of intervention support and documentation, ensures adequate professional development to support Rti implementation, and communicate with parents regarding school-based Rti plans and activities, monitors remediation plans and conducts data chats regarding student progress.

Staff Mentors: Self initiated and appointed mentors to support staff in need throughout the year with organization, instructional, and professional areas of concerns.

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.

The leadership team focus their meetings around the following: Unpacking the standard, design scales, activities, and assessments correlated to the level of rigor in the standard, target small groups based on assessment data, monitor the effectiveness of the plan.

The leadership team meets every Monday to review data, identify the classrooms to observe, and to design PLC's and PD agenda.

The school-based Rti leadership team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rti Leadership Team. Student work samples and teacher varied interventions must be presented to the SBT for review prior to students being referred unless prior assessment documentation indicates a need.

The SBT will use the Problem solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and or behavioral support(supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity and monitor the progress every three weeks. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, SAI teacher, Guidance Counselor)and report back on all data collected for further discussion at future meetings.

Problem Solving Model:
The four steps of the Problem Solving Model are as follows:
Problem identification entails idenfifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. All interventions are correlated to the identified deficit of concern.These interventions are then implemented.
Evaluating is also termed Response-to Intervention. In this step, the effectiveness of a student's or group of student's response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all student achieving benchmarks regardless of their status in general or special education.

In order to organize RTI efforts with other school teams, all SAI teachers have access to the RTI website and EDW. If a student who is going through the Rti process transfers, the sending school places all RTI documentation in the pony to ensure continuation of the RTI services. SAI teachers also meet monthly and can discuss specific cases in the training sessions; the sending school can update the receiving school on progress monitoring, CBM probes, and any other academic or behavioral concerns. Rti facilitators also communicate via email utilizing student numbers only; this is another way to request the sending school forward all RTI documentation for fidelity purposes.

Services are provided to ensure students requiring remediation are assisted through after-school programs. The district coordinates with Title II & Title III in ensuring staff development needs are provided.

Administration will establish plans and resources to include parent involvement and support by the following:
•Provide assistance to families and staff in development and annual review of the Family Involvement Policy/Plan and compact.
• Collaborate with staff and families to convene an annual meeting.
• Collaborate with classroom teachers to provide communication with parents through a variety of means

including telephone, notes, newsletters e-mails, home visits, etc.
• Assist in organizing and marketing family involvement activities
• Apply for grants and recruit volunteers from community and businesses
• Participate in training, meetings, and activities offered by Federal & State Grant Department
• Make home visits and contact families by telephone or in person to encourage family involvement in school
activities
• Serve on the SAC or other governing bodies to ensure that families are involved as full partners in the
decisions, practices, and strategies of the SIP
• Document all family involvement activities for audit purposes (i.e. notices, agendas, sign-in rosters, travel logs)

Reading Coach and Math Coach teacher will be purchased to provide crucial coaching practices for teachers and as well as critical hands-on best practices for out students (Resource).

School will provide professional development for out parents. School will:
1. Implement Professional Development Day "Parent University" targeting the content area of Math, Reading, and Science.
2. Implement Parent Open Campus Visitation Days: "Muffins for Moms & "Donuts for Dads" open class visitation, encouraging parents to take part in the instructional activities with teachers and students.
3. Monthly PTA General Meetings allowing students to showcase their learning in an open forum, providing another opportunity for parents to comprehend the Florida Standards.

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated through the parent liaison. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Guidance Counselors and Social Worker provide resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students.

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling.
District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

We use Schoolwide Positive Behavior Support to improve our student behavior and to reinforce the behaviors of our students. The acronym PRIDE is posted in our classrooms and around the school campus. The P means Be Positive, the R means Be Respectful, the I means Be Independent, the D means Be Dependable, and the E means Always Excel.

2. School Advisory Council (SAC)

a. Membership

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

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

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

Activities for 2015-2016
SAC met 6 times throughout the year to periodically review progress monitoring with the team and to oversee campus programs. This was an intentional design to include parents into the campus budgeting process and the use of the funds. The administrator shared Title#1, SIP, and academic progress to the committee members.

Targeted goals were reviewed related to the structured monitoring system needed to address and remediate student deficiencies and to be more inclusive with regards to parent/community participation with campus programs.

b. Development of this school improvement plan

Input from SAC is a crucial part of our finalization process. As a school, we bring the SIP to SAC and they help with brainstorming and generating ideas and suggestions for all areas of the SIP. Our first meeting for this school year will be September, 12, 2016. Newsletters and parent call outs will be implemented a week prior to the scheduled event to increase parent and community involvement.

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

The budget will align to the campus needs.
Grade Reading Proficiency Reading Gains Lowest 25% Reading
3 27% 62% 62%
4 30% 28% 37%
5 42% 41% 59%

Math Proficiency Math Gains Lowest 25% Math
3 42% 92% 92%
4 46% 39% 42%
5 49% 33% 66%

Science Proficiency
5 44%

General Operating $4,957,532.00 Title Operational $ 371,950.08 21st Century Grant (5 year plan)

(Leadership team will align funds to programs/strategies reflected in SIP)
Primary Literacy
Tutoring
Staff Development
Materials/General Supplies

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

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

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

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

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
Farinas, Annerys	Principal
Bradley, Juliana	Instructional Coach
	Other
Kline, Andrew	Assistant Principal
Rinaldi, Lori	Teacher, ESE
Fiaschetti, Mary	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

Establish a calendar for PLC's and Common Planning, inclusive of the norms and expectations for campus consistency. Agendas and sign-in documentation submitted to the principal monthly.

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

1.Utilization of Colleges and Universities Internship programs
2. Sharing staffing needs with HR as it correlates to applicant instructional preparedness, and job fair competitive needs.
3. Education Support Program which is designed to coach and mentor new teachers.
4. Calendar of monthly recognition and celebration of staff achievements.
5. Implemented a communication system where teachers have a vocie and needs are addressed within 3 working days.
6. Developing highly qualified teachers through meaningful professional trainings.
7. Implementing a system where modeling of best practices is reinforced.
8. Creating leadership opportunities through clubs, PD, new programs or initiatives.

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

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

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.

Beginning of the year PDD providing resource to staff. Training with regards to the rigor and complexity added to this year's academic/instructional focus. PLC's/Common Planning expectations and process provided to all staff. RTI and SAI guidelines reviewed with staff through PLC's. Weekly monitoring log analyzing student response to intervention provided to staff. Small group instructional

process and targeted growth, 10% increase per 6 weeks reviewed. Team planning with campus leadership weekly during PLC"s, Common Planning or Data Chat Sessions. Assessments designed, aligned to the standards/rigor/complexity , activities then correlated, differenation embedded, focus for targeted students (knowing your who), monitoring system designed (daily/formative/informative assessments, and documentation system of student progress.

A campus schedule developed for leadership instructional design meetings. (All documentation provided to administrator) District-wide instructional support provided monthly. PDD provided throughout the year. Administrative observations/walk-throughs providing feedback. Administrative assessment conferences/Data Chats will be implemented for staff failing 10% or more students every grading cycle or inability to show growth on individual student targets per 6 weeks..

2016-2017 Administrative Focus will be on small group. What are the instructional designs? Who has been identified? What data is being used to determine the need for these designs? What process are you using to monitor the effectiveness of the small group work?

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.

During the PLC process, staff will design lessons for three targeted groups; approaching, intervention, and extension. A monitoring form with all assessment data will be reviewed monthly to analyze discrepancies or instructional weaknesses in the teaching or lesson design. Student work samples will be presented every 4 weeks to assess student proficiency towards the standard and appropriate level of rigor.

PLC/Common Planning Process: Standards Unpacked/Activities, Assessments, Scales Designed/ Small Groups Targeted/Plans Monitored & Adjusted

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: After School Program
Minutes added to school year: 7,200

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

Strategy Rationale

Extended Instructional Practice over hard to teach standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Orocofsky, Cynthia, cynthia.orocofsky@palmbeachschools.org

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

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

Strategy: Extended School Day
Minutes added to school year: 5,040

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

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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. § 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.

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

Fifth grade parent conferences are held throughout the year to address transitional plans for students moving to middle school. Counselors from both, middle school and elementary meet with all fifth grade students to review curriculum choice sheets and program offerings.

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.

We implement a career day in May, inviting the community and business partners to come in and share varied job opportunities and career paths for our students.

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

NA

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

NA

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.

Mastery over FSA building a foundation for future learning.

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.

Strengths:
Master Teachers as Instructional Coaches/SSCC (Build Campus Capacity)
Block Schedule to Support Instructional Needs
System to Provide PD for All Staff & Parents
Extended Day For Remediation Needs
Extended Curriculum Support/Modeling of Instruction
Structured Systems for Assessment Implemented
Targeted Growth of 10% (Data Chat Monthly System)

55% of our campus is language impacted. Literacy training is a need for all content teachers. We have identified the following action steps to strength our Literacy programs, which will transition to all other content areas.
Need:
Thorough Understanding of Standard & How to Assess Using varied and Appropriate Rigor of Scale
Provide Differentiated Instruction & Monitor Student Progress (Intentional Small Group Aligned to Standard Deficiency)
Consistent Review of Student Samples to Evaluate Student Proficiency Towards Standard
ESOL Strategies embedded in lesson designs

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Campus-wide focus during the PLC process for designing and assessing student work. Implementing a consistent monitoring system of student evidence correlated to the standard. Forms designed through PLC, targeting specific students and standards, assessing growth through Sneaky Quiz, RRR, Guided Reading, FSQ, Unit Assessments, and Diagnostics.

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

`G083687`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	37.0
ELA Achievement District Assessment	40.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

- Teacher capacity to provide effective and relevant instruction

- Low parent participation in their child's education

- Meet the individual needs of students through data based small group instruction

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Coach 0.5

- 0.5 Reading Resource (reading, and ESE)

- Social Service Facilitator

- School Base Team

- Single School Culture Coordinator

- Fundations

- I-Ready for Reading

- Structured instructional reading block

- Structured PLC

- After school tutorial

- Level Literacy Intervention (LLI)

- Immediate Intensive Intervention (RTI)

Plan to Monitor Progress Toward G1. 8

Admin team will monitor all strategies and action steps to determine positive student growth towards school's academic target/goal (resource teachers, tutorial program, Fundations, Social Services Facilitator)

Person Responsible
Dawn Lewis

Schedule
Quarterly, from 10/3/2016 to 3/6/2017

Evidence of Completion
Review data reports (assessment data, PM., EDW, diagnostic, RRR, unit assessment, student samples, RRR, FSQs, USAs, attendance report, discipline and suspension reports, etc). Action plan will be developed based on data

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

🔑 G083687

G1.B1 Teacher capacity to provide effective and relevant instruction 2

🔑 B222149

G1.B1.S1 Professional development targeting a thorough understanding of the Common Core and mental stamina required to accomplish the work. 4

🔑 S234435

Strategy Rationale

To increase student achievement and maintain/retain quality teachers.

Action Step 1 5

PLC's/PD Work: Single School Culture Coordinator will facilitate and gradually release staff to design weekly lesson designs correlated to the standards, developing rigorous tasks and assessments aligned to FSA

Person Responsible

Cynthia Orocofsky

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Schedule/log, work samples, Lesson Plans/Assessments Implemented & Correlated to FSA, Title I Budget report, PLC notes, agendas, sign-in sheets,

Action Step 2 5

Create a weekly classroom observation schedule to target specific look for's, including sub pops and small group instruction.

Person Responsible

Dawn Lewis

Schedule

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

Evidence of Completion

IObservation Walkthrough Documentation/Conference Notes or Feedback Form/Data Chat Documentation:Red Binder

Action Step 3 `5`

0.5 math coach will provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.

Person Responsible

Patrica Silva

Schedule

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

Evidence of Completion

Schedule, Coaching Logs, work samples, observation notes, Student Varied Data Assessments, Observations/Walkthrough notes

Action Step 4 `5`

Provide Fundations Training for K-1 grade staff to build the reading foundation in primary. PreK staff will vertically align with Kinder staff to analyze readiness skills required for successful transition in academic rigor.

Person Responsible

Juliana Bradley

Schedule

Semiannually, from 8/5/2016 to 4/3/2017

Evidence of Completion

Attendance for Training (sign-in sheets), contract agreement, Title I budget report

Action Step 5 5

0.5 reading coach will provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.

Person Responsible

Juliana Bradley

Schedule

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

Evidence of Completion

Schedule, Coaching Logs, work samples, observation notes, Student Varied Data Assessments, Observations/Walkthrough notes

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

Monitor fidelity of PLC's Staff Attendance & Participation of unpacking the standard, designing instructional tasks and assessments

Person Responsible

Cynthia Orocofsky

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Admin meeting notes, agenda, sign-in sheets, Walkthrough Observations of Implementation, Effective Instruction Correlated to Student Data, feedback to teachers, reflection notes, action plan developed collaboratively

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

Monitor implementation of Fundations in grades K-1

Person Responsible

Cynthia Orocofsky

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Classroom observations, Admin meeting notes, agenda, sign-in sheets, reflection notes, feedback to teachers, action plan developed collaboratively if needed

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

Monitor implementation of 0.5 math coach and 0.50 reading coach (support provided to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs).

Person Responsible

Dawn Lewis

Schedule

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

Evidence of Completion

Admin meeting notes, agenda, sign-in sheets, Walkthrough Observations of Implementation, reflection notes, feedback to teachers, action plan developed collaboratively

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

Admin team will monitor effectiveness of Single School Culure Coordinator (PLCs, Common planning)

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Effective Instruction Correlated to Student Growth and Teacher Evaluation Admin notes and agenda, review PLC notes, classroom observations, review lesson plans, develop and action plan to make adjustments to implementation as needed.

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

Admin team will monitor implementation of 0.50 math and 0.50 reading coach to provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.

Person Responsible

Dawn Lewis

Schedule

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

Evidence of Completion

Schedule, Coaching Logs, work samples, observation notes, Student Varied Data Assessments, Observations/Walkthrough notes Admin meeting notes, agenda, classroom Observation notes, reflection notes, feedback to staff, develop and action plan to make adjustments to implementation as needed.

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

Admin team will monitor effectiveness of Fundations program in grades K-1

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting notes, agenda, classroom Observation notes, reflection notes, feedback to staff, develop and action plan to make adjustments to implementation as needed.

G1.B1.S2 PLC /Common Planning Process: Identify students not meeting proficiency Identify Percentage of Growth Movement Per Student (Lag Measures) Plan targeted lessons for small groups/ tutorials Monitor progress every 6 weeks, portfolio of student work Scaffold instruction, layer the level of difficulty Use 5E Model, Engage, Explore, Explain, Elaborate and Evaluate [copy] 4

🔑 S234436

Strategy Rationale

Increase mastery skill of staff and students

Action Step 1 5

Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2016-2017 SY.

Person Responsible

Annerys Farinas

Schedule

Every 2 Months, from 8/21/2016 to 6/3/2017

Evidence of Completion

Training Agenda, sign-in sheets, sample Lesson plans, Title I Budget Report, product from training, assessment designs correlated to student progress of the standard.

Action Step 2 5

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

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2016 to 6/3/2017

Evidence of Completion

Training Sign-In, Agenda, Documentation of Class Observations, Coaches log, Documentation of Feedback Sessions

Action Step 3 `5`

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

Person Responsible

Cynthia Orocofsky

Schedule

Monthly, from 8/21/2016 to 5/31/2017

Evidence of Completion

Student Work Samples

Action Step 4 `5`

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

Person Responsible

Juliana Bradley

Schedule

Annually, from 8/21/2016 to 8/21/2017

Evidence of Completion

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

Action Step 5 `5`

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

Person Responsible

Annerys Farinas

Schedule

Annually, from 8/21/2016 to 8/21/2017

Evidence of Completion

Lesson Design Using the Components, sample of Look For's template

Action Step 6 `5`

Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#2-DQ#4
Standards posted/Essential Questions observed and reflected in student work/Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughout questions facilitated by teacher causing students to think deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week campus leadership team.

Person Responsible

Annerys Farinas

Schedule

Weekly, from 8/21/2016 to 8/21/2017

Evidence of Completion

Admin meeting notes, Monday agenda's correlated to the documented walkthroughs in IObservation

Action Step 7 `5`

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

Person Responsible

Juliana Bradley

Schedule

Daily, from 8/21/2016 to 8/21/2017

Evidence of Completion

Student work samples and data per 4 week monitoring progress, sample lesson plans,

Action Step 8 `5`

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

Person Responsible

Carolina Perez

Schedule

Daily, from 8/21/2016 to 8/21/2017

Evidence of Completion

Monthly I.E.P. evaluation of mastery of written objectives, PLC agenda, PLC meeting notes,

Action Step 9 `5`

Monthly data conferences established to review 6 weeks small group instructional growth targets. Each student is expected to move 10% points every 6 weeks as a lag measure to ensure progress towards proficiency.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/21/2016 to 8/21/2017

Evidence of Completion

Data Conference Log Sheets/Student Increase by 10% Points As Reflected on Varied Assessments

Action Step 10 `5`

Administrator will provide teachers with classroom resources and materials to increase student engagement that meet the individual needs of students.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Title I budget report, classroom observations,

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

Monitor implementation of PD (Teachers grades 3-5 will provide weekly lessons that embed rigor and complexity correlated to the state standards and reduce the number of Level#1 and Level #2 students in ELA by 20%, Math by 25%, and Science by 10% for 2016-2017 SY.

Person Responsible

Annerys Farinas

Schedule

Annually, from 9/30/2016 to 5/31/2017

Evidence of Completion

Review student data (RTI/SBT/RRR/Student Portfolio documentation. Weekly assessments, Student Report Card, Diagnostics, FSA 2017). Admin meeting notes, agenda, reflection notes on PD, feedback to teachers, action plan developed collaboratively as needed.

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

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

Person Responsible

Juliana Bradley

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

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

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

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

Person Responsible

Carolina Perez

Schedule

Monthly, from 8/21/2016 to 6/3/2017

Evidence of Completion

Progress monitoring charts, assessment data, Monthly Data Conferences/ESE referrals,feedback to teachers, action plan developed collaboratively as needed.

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

Staff evaluation indicators in Doman #1: DQ#2- & DQ#4 will increase by 20% to Applying or Innovating as it aligns to Marzano's Art and Science of Teaching.

Person Responsible

Annerys Farinas

Schedule

Annually, from 8/21/2016 to 6/2/2017

Evidence of Completion

Staff Evaluation

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

Admin will monitor effectiveness of PD for all K-5 teachers, ESOL and ESE teachers for reading, writing, math and science.
Establish baseline data in September 2016 for all tested content, collect student work samples for assessment data; document student progress related to standards which will be reviewed by campus leadership every month.

Person Responsible

Annerys Farinas

Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

REview student data (Diagnostics, Unit Assessments, Pre-Assessments/Post Assessments/ Weekly Assessments/Running Records/FSA), develop and action plan to make adjustments to implementation as needed.

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

Math staff will review student assessment every 6 weeks for 10% points targeted increase. Students not indicating growth for two report card cycles will receive an RTI that aligns to their specific instructional objective. Ongoing three week review will be implemented.

Person Responsible

Cynthia Orocofsky

Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

Review student data (Progress Monitoring Documentation Chart/RTI documentation/Student Assessment(Diagnostic-Grades), develop an action plan to make adjustments to implementation as needed.

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

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

Person Responsible

Dawn Lewis

Schedule

Quarterly, from 10/31/2016 to 6/2/2017

Evidence of Completion

Revised instructional plans, increase student achievement, develop an action plan to make adjustments to implementation as needed.

G1.B2 Low parent participation in their child's education `2`

🔑 B222150

G1.B2.S1 Provide Parent & Community Professional Development Aligned to FSA `4`

🔑 S234437

Strategy Rationale

Increase partnership and collaboration to positively increase student achievement

Action Step 1 `5`

Provide parent trainings on Professional Developments Days in Reading, Math, Science, rigor and state requirements for FSA. Inclusive of 21st Century Grant Program, Aftercare:STEM

Person Responsible

Andrew Kline

Schedule

Quarterly, from 10/13/2016 to 5/31/2017

Evidence of Completion

Parent Attendance Sheet/Parent Evaluation Through Survey/SampleActivities/Pictures of Environment

Action Step 2 `5`

Provide weekly communication agendas for parents to increase partnership between home and school.

Person Responsible

Nancy Ruyle

Schedule

Annually, from 8/31/2016 to 8/31/2016

Evidence of Completion

Planners provided to each student.

Action Step 3 `5`

Implement incentive program for parent volunteers to celebrate the partnership of academic growth targets and programs offered for students.

Person Responsible

Juliana Bradley

Schedule

Annually, from 5/3/2017 to 5/3/2017

Evidence of Completion

Volunteer Attendance Logs Submitted for 2016-2017 SY

Action Step 4 `5`

Parents and high school students (Latinos in Action) will create academic learning opportunities throughout the environment (playgrounds, steps, walls) by designing extended learning activities. (Multiplication facts, geometric shapes, science vocabulary word wall). Parents will extend the learning opportunities to practice math fluency, spelling, vocabulary.

Person Responsible

Schedule

Evidence of Completion

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

Monitor effectiveness of parent communication, parent trainings, and follow up at home to support student learning. parent communication Parent Evaluations/Effective Plans Submitted/Attendance Sheets/Agenda

Person Responsible

Andrew Kline

Schedule

Every 6 Weeks, from 9/15/2016 to 2/2/2017

Evidence of Completion

review parent participation and evaluations, reflection notes on parent trainings and activities, sample of activities. feedback to responsible staff, admin meeting notes on implementation, action plan is developed collaboratively as needed.

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

Admin team will monitor all family involvement strategies and action steps to determine effectiveness of family involvement plan to support learning at home. Admin team will make adjustments to implementation as needed.

Person Responsible

Dawn Lewis

Schedule

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

Evidence of Completion

Review parent participation and evaluations, admin meeting notes on implementation, review student data to monitor impact of parent trainings on student learning (RRR, assessment results, attendance, etc.), action plan is developed collaboratively as needed.

G1.B3 Meet the individual needs of students through data based small group instruction 2

🔑 B222151

G1.B3.S1 Provide personalized learning opportunities to meet the needs of all students. 4

🔑 S234438

Strategy Rationale

If we analyze formative assessment data to determine specific needs of our students then there will be an improvement in student outcomes.

Action Step 1 5

Administrator will provide teachers with classroom resources and materials to enhance student engagement that meet the individual needs of students.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Title I Budget report, classroom observation,

Action Step 2 5

0.5 Resource Math teacher will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%

Person Responsible

Patrica Silva

Schedule

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

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes Small Group Assessment Data Correlated to FSQ/Diagnostics/Unit Assessments/IReady Math

Action Step 3 `5`

Create tutorial groups identified by IReady/Diagnostic Data

Person Responsible

Juliana Bradley

Schedule

Weekly, from 10/3/2016 to 3/6/2017

Evidence of Completion

Schedule, list of students, tutorial sign-in sheets for teachers and students, Tutorial Lesson Plans, observation notes, Student Pre-Post Assessments

Action Step 4 `5`

K-1 students will participate in small groups implementing Fundations by teacher

Person Responsible

Juliana Bradley

Schedule

Quarterly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes, Teacher Attendance

Action Step 5 `5`

Tutorials for extended day opportunities to increase student academic success. SSCC will design curriculum for tutorials to increase structure and consistency. [copy]

Person Responsible

Cynthia Orocofsky

Schedule

Weekly, from 8/21/2016 to 4/28/2017

Evidence of Completion

Tutorial Student Sign-In/Student Monthly Assessment Log

Action Step 6 `5`

0.5 Reading Resource will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%

Person Responsible

Mary Fiaschetti

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes

Action Step 7 `5`

0.5 ESE Resource teacher will provide small group instruction to support targeted deficit skills for identified ESE, Low 25%

Person Responsible

Carolina Perez

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedule, list of students, sample lesson plans, work product, classroom observation notes

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

Monitor the fidelity of the 0.5 math resource teacher, 0.5 reading resource teacher, and 0.5 ESE Resource teachers to meet the needs of targeted students

Person Responsible

Dawn Lewis

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, action plan developed collaboratively as needed

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

Monitor fidelity all tutorial programs to meet the needs of targeted students

> **Person Responsible**
>
> Dawn Lewis
>
> **Schedule**
>
> Weekly, from 8/15/2016 to 6/1/2017
>
> ***Evidence of Completion***
>
> Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers, action plan developed collaboratively as needed

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

Monitor implementation of Fundations programs in grades K-1

> **Person Responsible**
>
> Dawn Lewis
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 6/1/2017
>
> ***Evidence of Completion***
>
> Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to K-1 teachers, action plan developed collaboratively as needed

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

Monitor implementation of classroom resources and materials to enhance student engagement that meet the individual needs of students.

> **Person Responsible**
>
> Dawn Lewis
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 6/1/2017
>
> ***Evidence of Completion***
>
> Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers on effective use of resources, action plan developed collaboratively as needed

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

Admin will monitor the effectiveness of implementation of the 0.5 math resource teacher, 0.5 reading resource teacher, and 0.5 ESE Resource teachers to meet the needs of targeted students

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, and action plan will be developed to make adjustments to implementation as needed, based on student data (RRR, iii, Diagsnotic, iReady reports, FSQs, USAs, etc.), and observations.

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

Admin will monitor the effectiveness the implementation of all tutorial programs to meet the needs of targeted students

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, and action plan will be developed to make adjustments to implementation as needed, based on student data (RRR, iii, Diagsnotic, iReady reports, FSQs, USAs, etc.), and observations.

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

Admin will monitor the effectiveness of the implementation of Fundations programs in grades K-1

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, and action plan will be developed to make adjustments to implementation as needed, based on student data (RRR, iii, Fundation assessment reports, etc.), and observations.

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

Admin will monitor the effectiveness of classroom resources and materials to enhance student engagement that meet the individual needs of students.

Person Responsible

Dawn Lewis

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers on effective use of resources, action plan developed collaboratively as needed

G1.B3.S2 Implement Social Services Facilitator to support staff and students with emotional and behavioral needs. 4

🔑 S234439

Strategy Rationale

Increase student in class attendance and continuity of instruction.

Action Step 1 5

Social Services Facilitator will monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)

Person Responsible

Andrew Kline

Schedule

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

Evidence of Completion

Schedule or log, work product, Decrease in student discipline referrals

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Admin will monitor the fidelity of Social Services Facilitator to monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)

Person Responsible

Andrew Kline

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sing-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, action plan developed collaboratively,

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Admin will monitor the effectiveness of the Social Services Facilitator to monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)

Person Responsible

Dawn Lewis

Schedule

Monthly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sing-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, will review student contact/Discipline Data, review of discipline referrals and attendance reports and develop and action plan to make adjustments to implementation as needed.

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.A4 A301560	Parents and high school students (Latinos in Action) will create academic learning opportunities...		No Start Date		No End Date one-time
G1.B2.S1.A2 A301558	Provide weekly communication agendas for parents to increase partnership between home and school.	Ruyle, Nancy	8/31/2016	Planners provided to each student.	8/31/2016 annually
G1.B2.S1.MA1 M306182	Monitor effectiveness of parent communication, parent trainings, and follow up at home to support...	Kline, Andrew	9/15/2016	review parent participation and evaluations, reflection notes on parent trainings and activities, sample of activities. feedback to responsible staff, admin meeting notes on implementation, action plan is developed collaboratively as needed.	2/2/2017 every-6-weeks
G1.B3.S1.A2 A301562	0.5 Resource Math teacher will provide small group instruction to support targeted deficit skills...	Silva, Patrica	8/22/2016	Schedule, list of students, sample lesson plans, work product, classroom observation notes Small Group Assessment Data Correlated to FSQ/ Diagnostics/Unit Assessments/IReady Math	2/2/2017 weekly
G1.MA1 M306193	Admin team will monitor all strategies and action steps to determine positive student growth...	Lewis, Dawn	10/3/2016	Review data reports (assessment data, PM., EDW, diagnostic, RRR, unit assessment, student samples, RRR, FSQs, USAs, attendance report, discipline and suspension reports, etc). Action plan will be developed based on data	3/6/2017 quarterly
G1.B3.S1.A3 A301563	Create tutorial groups identified by IReady/Diagnostic Data	Bradley, Juliana	10/3/2016	Schedule, list of students, tutorial sign-in sheets for teachers and students, Tutorial Lesson Plans, observation notes, Student Pre-Post Assessments	3/6/2017 weekly
G1.B1.S1.A4 A301545	Provide Fundations Training for K-1 grade staff to build the reading foundation in primary. PreK...	Bradley, Juliana	8/5/2016	Attendance for Training (sign-in sheets), contract agreement, Title I budget report	4/3/2017 semiannually
G1.B3.S1.A5 A301565	Tutorials for extended day opportunities to increase student academic success. SSCC will design...	Orocofsky, Cynthia	8/21/2016	Tutorial Student Sign-In/Student Monthly Assessment Log	4/28/2017 weekly
G1.B2.S1.A3 A301559	Implement incentive program for parent volunteers to celebrate the partnership of academic growth...	Bradley, Juliana	5/3/2017	Volunteer Attendance Logs Submitted for 2016-2017 SY	5/3/2017 annually
G1.B2.S1.A1 A301557	Provide parent trainings on Professional Developments Days in Reading, Math, Science, rigor and...	Kline, Andrew	10/13/2016	Parent Attendance Sheet/Parent Evaluation Through Survey/ SampleActivities/Pictures of Environment	5/31/2017 quarterly
G1.B3.S1.A1 A301561	Administrator will provide teachers with classroom resources and materials to enhance student...	Lewis, Dawn	9/30/2016	Title I Budget report, classroom observation,	5/31/2017 monthly
G1.B1.S2.MA1 M306177	Monitor implementation of PD (Teachers grades 3-5 will provide weekly lessons that embed rigor and...	Farinas, Annerys	9/30/2016	Review student data (RTI/SBT/RRR/ Student Portfolio documentation. Weekly assessments, Student Report Card, Diagnostics, FSA 2017). Admin meeting notes, agenda, reflection notes on PD, feedback to teachers, action plan developed collaboratively as needed.	5/31/2017 annually
G1.B1.S2.MA2 M306178	Student work samples will increase in rigor and complexity as aligned to Florida Standards Based...	Bradley, Juliana	9/1/2016	Student independent work samples (Portfolio Review/Work Samples Analyzed in PLC) related to the Florida Standards Based Instruction	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A3 A301549	Staff will select a minimum of 3 student work samples from various targeted student groups,...	Orocofsky, Cynthia	8/21/2016	Student Work Samples	5/31/2017 monthly
G1.B1.S2.A10 A301556	Administrator will provide teachers with classroom resources and materials to increase student...	Lewis, Dawn	9/30/2016	Title I budget report, classroom observations,	5/31/2017 monthly
G1.B1.S1.MA3 M306170	Admin team will monitor effectiveness of Fundations program in grades K-1	Lewis, Dawn	8/22/2016	Admin meeting notes, agenda, classroom Observation notes, reflection notes, feedback to staff, develop and action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G1.B3.S1.MA1 M306183	Admin will monitor the effectiveness of implementation of the 0.5 math resource teacher, 0.5...	Lewis, Dawn	8/22/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, and action plan will be developed to make adjustments to implementation as needed, based on student data (RRR, iii, Diagsnotic, iReady reports, FSQs, USAs, etc.), and observations.	6/1/2017 monthly
G1.B3.S1.MA6 M306184	Admin will monitor the effectiveness the implementation of all tutorial programs to meet the needs...	Lewis, Dawn	8/22/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, and action plan will be developed to make adjustments to implementation as needed, based on student data (RRR, iii, Diagsnotic, iReady reports, FSQs, USAs, etc.), and observations.	6/1/2017 monthly
G1.B3.S1.MA7 M306185	Admin will monitor the effectiveness of the implementation of Fundations programs in grades K-1	Lewis, Dawn	8/22/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, and action plan will be developed to make adjustments to implementation as needed, based on student data (RRR, iii, Fundation assessment reports, etc.), and observations.	6/1/2017 monthly
G1.B3.S1.MA8 M306186	Admin will monitor the effectiveness of classroom resources and materials to enhance student...	Lewis, Dawn	8/22/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers on effective use of resources, action plan developed collaboratively as needed	6/1/2017 monthly
G1.B3.S1.MA1 M306187	Monitor the fidelity of the 0.5 math resource teacher, 0.5 reading resource teacher, and 0.5 ESE...	Lewis, Dawn	8/15/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to resource teachers, action plan developed collaboratively as needed	6/1/2017 weekly
G1.B3.S1.MA3 M306188	Monitor fidelity all tutorial programs to meet the needs of targeted students	Lewis, Dawn	8/15/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers, action plan developed collaboratively as needed	6/1/2017 weekly
G1.B3.S1.MA4 M306189	Monitor implementation of Fundations programs in grades K-1	Lewis, Dawn	8/22/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to K-1 teachers, action plan developed collaboratively as needed	6/1/2017 weekly
G1.B3.S1.MA5 M306190	Monitor implementation of classroom resources and materials to enhance student engagement that meet...	Lewis, Dawn	8/22/2016	Admin meeting agenda, sign-in sheets, and notes; reflection notes; feedback to tutorial teachers on effective use of resources, action plan developed collaboratively as needed	6/1/2017 weekly
G1.B3.S1.A6 A301566	0.5 Reading Resource will provide small group instruction to support targeted deficit skills for...	Fiaschetti, Mary	8/15/2016	Schedule, list of students, sample lesson plans, work product, classroom observation notes	6/1/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A7 A301567	0.5 ESE Resource teacher will provide small group instruction to support targeted deficit skills...	Perez, Carolina	8/15/2016	Schedule, list of students, sample lesson plans, work product, classroom observation notes	6/1/2017 daily
G1.B3.S2.MA1 M306191	Admin will monitor the effectiveness of the Social Services Facilitator to monitor student needs...	Lewis, Dawn	9/1/2016	Admin meeting agenda, sing-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, will review student contact/Discipline Data, review of discipline referrals and attendance reports and develop and action plan to make adjustments to implementation as needed.	6/1/2017 monthly
G1.B3.S2.MA1 M306192	Admin will monitor the fidelity of Social Services Facilitator to monitor student needs and assist...	Kline, Andrew	9/1/2016	Admin meeting agenda, sing-in sheet, notes; observation notes, review Discipline Dashboard/Parent & Staff Survey, reflection notes, feedback to Social Services Facilitator, action plan developed collaboratively,	6/1/2017 monthly
G1.B1.S1.MA1 M306168	Admin team will monitor effectiveness of Single School Culure Coordinator (PLCs, Common planning)	Lewis, Dawn	8/23/2016	Effective Instruction Correlated to Student Growth and Teacher Evaluation Admin notes and agenda, review PLC notes, classroom observations, review lesson plans, develop and action plan to make adjustments to implementation as needed.	6/2/2017 monthly
G1.B1.S1.MA2 M306169	Admin team will monitor implementation of 0.50 math and 0.50 reading coach to provide support to...	Lewis, Dawn	8/22/2016	Schedule, Coaching Logs, work samples, observation notes, Student Varied Data Assessments, Observations/Walkthrough notes Admin meeting notes, agenda, classroom Observation notes, reflection notes, feedback to staff, develop and action plan to make adjustments to implementation as needed.	6/2/2017 monthly
G1.B1.S1.MA1 M306171	Monitor fidelity of PLC's Staff Attendance & Participation of unpacking the standard, designing...	Orocofsky, Cynthia	8/23/2016	Admin meeting notes, agenda, sign-in sheets, Walkthrough Observations of Implementation, Effective Instruction Correlated to Student Data, feedback to teachers, reflection notes, action plan developed collaboratively	6/2/2017 weekly
G1.B1.S1.MA1 M306172	Monitor implementation of Fundations in grades K-1	Orocofsky, Cynthia	8/23/2016	Classroom observations, Admin meeting notes, agenda, sign-in sheets, reflection notes, feedback to teachers, action plan developed collaboratively if needed	6/2/2017 weekly
G1.B1.S1.MA4 M306173	Monitor implementation of 0.5 math coach and 0.50 reading coach (support provided to teachers by...	Lewis, Dawn	8/22/2016	Admin meeting notes, agenda, sign-in sheets, Walkthrough Observations of Implementation, reflection notes, feedback to teachers, action plan developed collaboratively	6/2/2017 weekly
G1.B1.S1.A1 A301542	PLC's/PD Work: Single School Culture Coordinator will facilitate and gradually release staff to...	Orocofsky, Cynthia	8/23/2016	Schedule/log, work samples, Lesson Plans/Assessments Implemented & Correlated to FSA, Title I Budget report, PLC notes, agendas, sign-in sheets,	6/2/2017 weekly
G1.B1.S1.A2 A301543	Create a weekly classroom observation schedule to target specific look for's, including sub pops...	Lewis, Dawn	8/22/2016	IObservation Walkthrough Documentation/Conference Notes or Feedback Form/Data Chat Documentation:Red Binder	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3 A301544	0.5 math coach will provide support to teachers by modeling Best Instructional Practices,...	Silva, Patrica	8/22/2016	Schedule, Coaching Logs, work samples, observation notes, Student Varied Data Assessments, Observations/Walkthrough notes	6/2/2017 weekly
G1.B1.S1.A5 A301546	0.5 reading coach will provide support to teachers by modeling Best Instructional Practices,...	Bradley, Juliana	8/15/2016	Schedule, Coaching Logs, work samples, observation notes, Student Varied Data Assessments, Observations/Walkthrough notes	6/2/2017 daily
G1.B2.S1.MA1 M306181	Admin team will monitor all family involvement strategies and action steps to determine...	Lewis, Dawn	8/15/2016	Review parent participation and evaluations, admin meeting notes on implementation, review student data to monitor impact of parent trainings on student learning (RRR, assessment results, attendance, etc.), action plan is developed collaboratively as needed.	6/2/2017 monthly
G1.B3.S1.A4 A301564	K-1 students will participate in small groups implementing Fundations by teacher	Bradley, Juliana	8/4/2016	Schedule, list of students, sample lesson plans, work product, classroom observation notes, Teacher Attendance	6/2/2017 quarterly
G1.B1.S2.MA1 M306174	Admin will monitor effectiveness of PD for all K-5 teachers, ESOL and ESE teachers for reading,...	Farinas, Annerys	9/30/2016	REview student data (Diagnostics, Unit Assessments, Pre-Assessments/Post Assessments/ Weekly Assessments/ Running Records/FSA), develop and action plan to make adjustments to implementation as needed.	6/2/2017 monthly
G1.B1.S2.MA3 M306175	Math staff will review student assessment every 6 weeks for 10% points targeted increase. Students...	Orocofsky, Cynthia	9/30/2016	Review student data (Progress Monitoring Documentation Chart/RTI documentation/Student Assessment(Diagnostic-Grades), develop an action plan to make adjustments to implementation as needed.	6/2/2017 monthly
G1.B1.S2.MA6 M306176	Campus leadership will work with district instructional support staff to evaluate the quality and...	Lewis, Dawn	10/31/2016	Revised instructional plans, increase student achievement, develop an action plan to make adjustments to implementation as needed.	6/2/2017 quarterly
G1.B1.S2.MA4 M306180	Staff evaluation indicators in Doman #1: DQ#2- & DQ#4 will increase by 20% to Applying or...	Farinas, Annerys	8/21/2016	Staff Evaluation	6/2/2017 annually
G1.B3.S2.A1 A301568	Social Services Facilitator will monitor student needs and assist with appropriate intervention as...	Kline, Andrew	8/15/2016	Schedule or log, work product, Decrease in student discipline referrals	6/2/2017 daily
G1.B1.S2.MA3 M306179	Student ESE referrals will decrease and student academic performance indicators will increase.	Perez, Carolina	8/21/2016	Progress monitoring charts, assessment data, Monthly Data Conferences/ESE referrals,feedback to teachers, action plan developed collaboratively as needed.	6/3/2017 monthly
G1.B1.S2.A1 A301547	Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing),...	Farinas, Annerys	8/21/2016	Training Agenda, sign-in sheets, sample Lesson plans, Title I Budget Report, product from training, assessment designs correlated to student progress of the standard.	6/3/2017 every-2-months
G1.B1.S2.A2 A301548	All academic coaches will observe classroom instruction of all certified staff and provide feedback...	Lewis, Dawn	8/21/2016	Training Sign-In, Agenda, Documentation of Class Observations, Coaches log, Documentation of Feedback Sessions	6/3/2017 monthly
G1.B1.S2.A4 A301550	Staff will take an active role in designing professional growth opportunities as they increase the...	Bradley, Juliana	8/21/2016	Staff request for PD/Participatory Evidence During LTM Trainings/Staff Survey	8/21/2017 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A5 🔑 A301551	A common planning Look For's template will be created for all content teacers K-5 that focus on the...	Farinas, Annerys	8/21/2016	Lesson Design Using the Components, sample of Look For's template	8/21/2017 annually
G1.B1.S2.A6 🔑 A301552	Leadership will implement weekly classroom walkthroughs looking for specific targets to increase...	Farinas, Annerys	8/21/2016	Admin meeting notes, Monday agenda's correlated to the documented walkthroughs in IObservation	8/21/2017 weekly
G1.B1.S2.A7 🔑 A301553	First-Fifth ESOL staff will design lessons specifically targeting ELL standards as well as grade...	Bradley, Juliana	8/21/2016	Student work samples and data per 4 week monitoring progress, sample lesson plans,	8/21/2017 daily
G1.B1.S2.A8 🔑 A301554	Kindergarten-Fifth grade ESE support staff will attend PLC's and provide inclusion academic support...	Perez, Carolina	8/21/2016	Monthly I.E.P. evaluation of mastery of written objectives, PLC agenda, PLC meeting notes,	8/21/2017 daily
G1.B1.S2.A9 🔑 A301555	Monthly data conferences established to review 6 weeks small group instructional growth targets....	Lewis, Dawn	8/21/2016	Data Conference Log Sheets/Student Increase by 10% Points As Reflected on Varied Assessments	8/21/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Teacher capacity to provide effective and relevant instruction

G1.B1.S1 Professional development targeting a thorough understanding of the Common Core and mental stamina required to accomplish the work.

PD Opportunity 1

PLC's/PD Work: Single School Culture Coordinator will facilitate and gradually release staff to design weekly lesson designs correlated to the standards, developing rigorous tasks and assessments aligned to FSA

Facilitator

Cynthia Orocofsky

Participants

K-5 Staff

Schedule

Weekly, from 8/23/2016 to 6/2/2017

PD Opportunity 2

0.5 math coach will provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.

Facilitator

Cynthia Orocofsky

Participants

K-5 Staff

Schedule

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

PD Opportunity 3

0.5 reading coach will provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.

Facilitator

Juliana Bradley

Participants

K-5 teachers

Schedule

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

G1.B1.S2 PLC /Common Planning Process: Identify students not meeting proficiency Identify Percentage of Growth Movement Per Student (Lag Measures) Plan targeted lessons for small groups/ tutorials Monitor progress every 6 weeks, portfolio of student work Scaffold instruction, layer the level of difficulty Use 5E Model, Engage, Explore, Explain, Elaborate and Evaluate [copy]

PD Opportunity 1

Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2016-2017 SY.

Facilitator

Silva, Bradley, Oroscosfy, Kline, Fiaschetti, Lewis

Participants

K-5 Staff

Schedule

Every 2 Months, from 8/21/2016 to 6/3/2017

G1.B2 Low parent participation in their child's education

G1.B2.S1 Provide Parent & Community Professional Development Aligned to FSA

PD Opportunity 1

Provide parent trainings on Professional Developments Days in Reading, Math, Science, rigor and state requirements for FSA. Inclusive of 21st Century Grant Program, Aftercare:STEM

Facilitator

Math/Science: Cynthia Orocofsky Reading: Julie Bradley

Participants

K-5 Parents/Staff

Schedule

Quarterly, from 10/13/2016 to 5/31/2017

G1.B3 Meet the individual needs of students through data based small group instruction

G1.B3.S1 Provide personalized learning opportunities to meet the needs of all students.

PD Opportunity 1

K-1 students will participate in small groups implementing Fundations by teacher

Facilitator

Fundations Trainer

Participants

K-1 Staff

Schedule

Quarterly, from 8/4/2016 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	PLC's/PD Work: Single School Culture Coordinator will facilitate and gradually release staff to design weekly lesson designs correlated to the standards, developing rigorous tasks and assessments aligned to FSA				$92,791.47
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$8,642.43
			Notes: PD Supplies (paper, ink, binders, folders, chart paper, highlighters, pencils, post-it notes, professional books, math resources and materials, etc.)			
	5100	130-Other Certified Instructional Personnel	0651 - Palm Springs Elementary School	Title I, Part A	1.0	$84,149.04
			Notes: 1.0 Single School Culture Coordinator (Cynthia Orocosky)			
2	G1.B1.S1.A2	Create a weekly classroom observation schedule to target specific look for's, including sub pops and small group instruction.				$0.00
3	G1.B1.S1.A3	0.5 math coach will provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.				$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0651 - Palm Springs Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: 0.50 Math Coach (Patricia Silva)			
4	G1.B1.S1.A4	Provide Fundations Training for K-1 grade staff to build the reading foundation in primary. PreK staff will vertically align with Kinder staff to analyze readiness skills required for successful transition in academic rigor.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0651 - Palm Springs Elementary School	Title I, Part A		$500.00
			Notes: Contracted Services			
5	G1.B1.S1.A5	0.5 reading coach will provide support to teachers by modeling Best Instructional Practices, implementing the coaching cycle, coaching conversations, lesson designs, identification of materials, identification of small groups for targeted instruction, and identify potential PD based on staff and student needs.				$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	130-Other Certified Instructional Personnel	0651 - Palm Springs Elementary School	Title I, Part A	0.5	$36,577.28

			Notes: 0.50 Reading Coach (Juliana Bradley)			
6	**G1.B1.S2.A1**	**Provide a minimum of 5 PD for all K-5, ESOL, ESE staff in Balanced Literacy (Reading/Writing), Math, and Science correlated to FSA for 2016-2017 SY.**				**$7,908.93**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0651 - Palm Springs Elementary School	Title I, Part A		$658.93
			Notes: Subs to support staff PD			
	6400	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$1,250.00
			Notes: Supplies to support training Chart Paper/Binders/Ink Cartridges/Paper/Writing Materials and Small Plastic Storage Bins/Folders), professional books for staff book study.			
	6400	100-Salaries	0651 - Palm Springs Elementary School	Title I, Part A		$6,000.00
			Notes: Collegial Planning (240 hours)			
7	**G1.B1.S2.A10**	**Administrator will provide teachers with classroom resources and materials to increase student engagement that meet the individual needs of students.**				**$1,308.32**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$1,308.32
			Notes: Classroom supplies to support innovative instruction			
8	**G1.B1.S2.A2**	**All academic coaches will observe classroom instruction of all certified staff and provide feedback through monthly coaching sessions and Monday Administrative meetings as it relates to the implementation of the training and rigor required by the Florida Standards Based Instruction.**				**$0.00**
9	**G1.B1.S2.A3**	**Staff will select a minimum of 3 student work samples from various targeted student groups, including ESE, ELL populations (Level #1-Level #5) every month for a descriptive review, evaluating evidence of rigor and alignment of the standard.**				**$0.00**
10	**G1.B1.S2.A4**	**Staff will take an active role in designing professional growth opportunities as they increase the rigor and complexity of instruction aligned to FSA.**				**$0.00**
11	**G1.B1.S2.A5**	**A common planning Look For's template will be created for all content teacers K-5 that focus on the following: Standard/Essential Question/Scale/Assessment/Lesson Design targeting what the students will know and be able to do/Block Schedule/Monitoring of Small Groups/Portfolio-Evidence of Student work correlated to standard**				**$0.00**
12	**G1.B1.S2.A6**	**Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#2-DQ#4 Standards posted/Essential Questions observed and reflected in student work/Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughout questions facilitated by teacher causing students to think deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week campus leadership team.**				**$0.00**

13	G1.B1.S2.A7	First-Fifth ESOL staff will design lessons specifically targeting ELL standards as well as grade level standards correlated to student sheltered and maintain needs.				$0.00
14	G1.B1.S2.A8	Kindergarten-Fifth grade ESE support staff will attend PLC's and provide inclusion academic support per I.E.P. , aligning content to grade level standards correlated to FSA.				$0.00
15	G1.B1.S2.A9	Monthly data conferences established to review 6 weeks small group instructional growth targets. Each student is expected to move 10% points every 6 weeks as a lag measure to ensure progress towards proficiency.				$0.00
16	G1.B2.S1.A1	Provide parent trainings on Professional Developments Days in Reading, Math, Science, rigor and state requirements for FSA. Inclusive of 21st Century Grant Program, Aftercare:STEM				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$2,500.00
			Notes: Materials and resources (paper, ink, chart paper, folders, writing utensils, manipulatives, materials for make and take, books, etc), food to support parent training sessions			
17	G1.B2.S1.A2	Provide weekly communication agendas for parents to increase partnership between home and school.				$2,321.36
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$2,321.36
			Notes: Agendas			
18	G1.B2.S1.A3	Implement incentive program for parent volunteers to celebrate the partnership of academic growth targets and programs offered for students.				$0.00
19	G1.B2.S1.A4	Parents and high school students (Latinos in Action) will create academic learning opportunities throughout the environment (playgrounds, steps, walls) by designing extended learning activities. (Multiplication facts, geometric shapes, science vocabulary word wall). Parents will extend the learning opportunities to practice math fluency, spelling, vocabulary.				$1,456.66
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$1,456.66
			Notes: Paint, brushes, tapes, card stock, math manipulatives, science and spelling vocabulary materials. Materials to design extended learning opportunities with parents, staff, students, and student volunteers			
20	G1.B3.S1.A1	Administrator will provide teachers with classroom resources and materials to enhance student engagement that meet the individual needs of students.				$5,288.61
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$5,288.61

			Notes: Classroom supplies and materials to support K-5 innovative instruction (paper, ink, toner, folders, pencils, pens, highlighters, chart paper, manipulatives, classroom libraries, etc.)		
21	G1.B3.S1.A2	0.5 Resource Math teacher will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%			$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0651 - Palm Springs Elementary School	Title I, Part A	0.5	$33,171.23
			Notes: 0.50 Math Resource Teacher (Juliana Bradley)		
22	G1.B3.S1.A3	Create tutorial groups identified by IReady/Diagnostic Data			$25,290.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0651 - Palm Springs Elementary School	Title I, Part A		$20,000.00
			Notes: K-5 students Academic support for Reading, Math, 5th Grade Science		
	5100	290-Other Employee Benefits	0651 - Palm Springs Elementary School	Title I, Part A		$5,290.00
			Notes: Notes Benefits for Tutorial		
23	G1.B3.S1.A4	K-1 students will participate in small groups implementing Fundations by teacher			$13,572.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	500-Materials and Supplies	0651 - Palm Springs Elementary School	Title I, Part A		$13,572.24
			Notes: Fundations teacher kit k& 1, student k & 1 consumables		
24	G1.B3.S1.A5	Tutorials for extended day opportunities to increase student academic success. SSCC will design curriculum for tutorials to increase structure and consistency. [copy]			$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Palm Springs Elementary School	Title I, Part A		$0.00
			Notes: Salaries/Benefits for tutorial staff (Function 5150) (Extended Day Opportunities for Level #1/Level #2 Students)		
			0651 - Palm Springs Elementary School	Title I, Part A		$0.00
			Notes: Software for tutorials: I Ready/Science News Week (Function 5150)		
25	G1.B3.S1.A6	0.5 Reading Resource will provide small group instruction to support targeted deficit skills for identified ESE/ELL, Low 25%			$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0651 - Palm Springs Elementary School	Title I, Part A	0.5	$33,171.23

		Notes: 0.50 Reading Resource teacher (Fiaschetti, Mary)				
26	**G1.B3.S1.A7**	**0.5 ESE Resource teacher will provide small group instruction to support targeted deficit skills for identified ESE, Low 25%**				**$33,171.23**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0651 - Palm Springs Elementary School	Title I, Part A	0.5	$33,171.23
		Notes: 0.50 ESE Resource teacher (Carolina Perez)				
27	**G1.B3.S2.A1**	**Social Services Facilitator will monitor student needs and assist with appropriate intervention as it relates to behavior, academic or home needs. (SAI, Migrant, Homeless, Violence Prevention, Nutrition, Housing, Adult Education, Beacon Center, Department of Children and Families)**				**$46,344.24**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	0651 - Palm Springs Elementary School	Title I, Part A		$33,073.00
		Notes: Social Services Facilitator Retirement Social Security Benefits Salary				
	5100	210-Retirement	0651 - Palm Springs Elementary School	Title I, Part A		$13,271.24
		Notes: Notes Benefits				
					Total:	**$371,950.08**