

Martin County School District

Port Salerno Elementary School



2016-17 Schoolwide Improvement Plan

Port Salerno Elementary School

3260 SE LIONEL TER, Stuart, FL 34997

martinschools.org/o/pses

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 KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	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 Martin County School Board on 11/15/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Port Salerno 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.

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

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

b. Provide the school's vision statement.

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

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

2. School Environment

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

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

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

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

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.

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

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

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.

Retainees
Attendance below 90%
Level 1 on statewide assessment

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	18	11	8	10	9	0	0	0	0	0	0	0	73
One or more suspensions	3	5	0	3	3	4	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	85	53	41	0	0	0	0	0	0	0	179
Retainees	7	13	5	34	0	0	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	3	1	3	9	4	0	0	0	0	0	0	0	22

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

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

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

Yes

1. PIP Link

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

2. Description

100% of parents will participate in at least one event at Port Salerno Elementary during the 2013-2014 school year.

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.

Partnerships are established with volunteers, businesses and local philanthropic organizations to support our school-based initiatives. This year we are hosting a series of artists and authors and visits to the Lyric theater as a result of a philanthropic partnership. Local businesses, such as the local bank and pizza parlor, also support fundraising efforts and students' learning experiences through school visits and evening business events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Herron, Douglas	Principal
Gumbinner, Diane	School Counselor
Wardle, Diane	Instructional Coach
Wilcox, Jhamil	Teacher, K-12
Soliman, Teresa	Teacher, K-12
Betscha, Rachael	Teacher, K-12
Zilly, Tara	Teacher, K-12
Morrell, Aimee	Instructional Coach
Gifford, Lauren	Assistant Principal
Sands, Cindy	Teacher, K-12
Ebell, Trisha	Teacher, K-12
Garcia, Michelle	Teacher, K-12
Cole, Malgorzata	Teacher, K-12
Noorian, Mary	Teacher, K-12
Eberst, Allysa	Assistant Principal

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 leadership team (Stingray Leadership Team) have representatives from each grade level and are responsible for bringing information, concerns and comments to their team members. This team also problem solves concerns that teams may have for administration. (MTSS = 2 LITERACY COACHES, 1 MATH COACH, 1 MATH INTERVENTIONIST, ASSISTANT PRINCIPAL, PRINCIPAL, GUIDANCE COUNSELOR, INTERVENTION/PROBLEM SOLVING COACH). Also, the grade team reps serve on the Stingray Leadership Team which problem solves schoolwide concerns.

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 structure of the data team meetings supports students by problem solving around specific needs. Teams will meet and share specific assessment data, instructional practices and make decisions about interventions and strategic grouping. Coaches will make sure that teachers are supported with any professional development needs, resources or support with the core.

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

- Implements research-based resources funded by federal and local funds.
- Title I Parent Resource Center located on our campus hosts our School Advisory Committee meetings, new teacher/mentor tours, community information trainings and parent visits.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving

state and district priorities.

- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs such as Parent Coffees, SAC Meetings, Lunch and Learn activities, Parent University Nights, and student/parent math, literacy, and science nights.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Douglas Herron/Allysa Eberst/Lauren Gifford	Principal
Angela Adams	Education Support Employee
Deyadira Perez	Education Support Employee
Juana Perez	Parent
Maria Garcia	Parent
Marta Lopez	Parent
Maria Menchu	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

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

b. Development of this school improvement plan

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

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

The school's budget includes the district allocations for supplies, substitutes, capitol funding, and staffing. In addition, the Title I funding supports six staff positions, including one coach, one literacy interventionist, one math coach, one math interventionist, one half-time guidance counselor and one parent liaison position. Funding from the Title I grant also supports literacy and mathematics professional development for teachers and paraprofessionals. In addition, the grant supports parent training and activities. The targeted goals and activities supported by these funding sources are reviewed with the SAC. SIP funds are allocated for SAC approved purchases and event funding, such as evening parent training activities. In addition, the school has applied for a Pew Education Grant to fund a \$10,000 Summer Reading Program.

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

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

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

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
Lucrezia, Melissa	Instructional Coach
Bagley, Nicole	Other
Morrell, Aimee	
Betscha, Rachael	Instructional Coach
Herron, Douglas	Principal
Eberst, Allysa	Assistant Principal
Gifford, Lauren	Assistant Principal
Wardle, Diane	Administrative Support
Gumbinner, Diane	School Counselor

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

Each teacher new to the school is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year.

This year, we have 16 teachers who are new to our school and district. All are assigned a teacher mentor and provided monthly professional development opportunities and resource support, such as visits to our Title I Parent Resource Center. Teachers are paired with colleagues with similar grade level placement and experience as the new teacher.

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.

Instructional staff is provided ELA, Science, and Math Frameworks that are aligned and developed using the Florida Standards. School district teams examined the Florida Standards and created frameworks that instructional staff can use for planning and instruction. Suggested resources and materials that are aligned with the Florida Standards are noted in the frameworks.

CPALMS, the online toolbox of information, resources, and interactive tools is used to help instructional staff effectively implement the teaching of the Florida Standards. Staff is encouraged to use CPALMS as a resource to help with lesson planning, standards mapping, and delivery of instruction.

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

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

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.

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

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: Extended School Day

Minutes added to school year: 5,220

School day extended by 30 minutes, allowing additional time for ELA instruction embedded across all content areas and grade-levels.

Strategy Rationale

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

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Herron, Douglas, herrond@martin.k12.fl.us

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

iReady Diagnostic and iStandards Mastery, Fountas & Pinnell, Common formative assessments developed during PLC meetings.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

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

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

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.

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

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

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.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By May 2017, at least 45% or more of our K-5 students will measure at the proficiency level in the area of vocabulary according to iReady Window 3 data.
- G2.** By May 2017, at least 42% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment.
- G3.** By May 2017, 55% of students will measure proficient in Math as measured by the iReady window 3 data.
- G4.** By May 2017, in order to improve comprehension levels, at least 55% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data.
- G5.** By May 2017, 65% of students will show one year's growth based on the iReady Mathematics window 3 data.

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. By May 2017, at least 45% or more of our K-5 students will measure at the proficiency level in the area of vocabulary according to iReady Window 3 data. 1a

G087184

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	45.0

Targeted Barriers to Achieving the Goal 3

- Students arrive to KG with little or not Pre-K experience
- Teachers need more Professional Development regarding effective vocabulary instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discussions 4 Learning
- Vocabulary Decks
- Dr. Moses
- IReady
- Imagine Learning
- Literacy Coaches

Plan to Monitor Progress Toward G1. 8

IReady Instruction

Person Responsible

Nicole Bagley

Schedule

Every 6 Weeks, from 10/17/2016 to 5/26/2017

Evidence of Completion

Students' response to instruction reports

G2. By May 2017, at least 42% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment. 1a

G087185

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Benchmark tests; science journals, other assesments

Person Responsible

Matries Florio

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Benchmark test scores; science journals; other assessment results

G3. By May 2017, 55% of students will measure proficient in Math as measured by the iReady window 3 data. 1a

G087186

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	81.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

G4. By May 2017, in order to improve comprehension levels, at least 55% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data. 1a

G087187

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Students lack understanding of spelling patterns and rules
- Teachers need more understanding of how to incorporate phonics instructions into a balanced literacy framework

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 8

Analyze writing and phonics data

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 8/22/2016 to 5/25/2017

Evidence of Completion

IReady data and writing samples

G5. By May 2017, 65% of students will show one year's growth based on the iReady Mathematics window 3 data. 1a

G087188

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G5. 8

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

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

iReady, Classroom Assessments

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. By May 2017, at least 45% or more of our K-5 students will measure at the proficiency level in the area of vocabulary according to iReady Window 3 data. **1**

 G087184

G1.B1 Students arrive to KG with little or not Pre-K experience **2**

 B231779

G1.B1.S1 Students in Kindergarten and 1st grade will receive supplemental vocabulary instruction through a support programs using Vocabulary Decks. **4**

 S244538

Strategy Rationale

According to Flkrs data and IReady data students are showing a lack of readiness for Kindergarten in the area of vocabulary

Action Step 1 **5**

Look at Iready and Oral language data to form vocabulary groups

Person Responsible

Nicole Bagley

Schedule

Monthly, from 10/10/2016 to 5/26/2017

Evidence of Completion

IReady and Mondo oral language and vocabulary scores

Action Step 2 **5**

Implement Discussions 4 Learning vocabulary instruction

Person Responsible

Melissa Lucrezia

Schedule

Semiannually, from 9/5/2016 to 5/26/2017

Evidence of Completion

Discussions 4 Learning pre and post test

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

IReady Diagnostic Reports

Person Responsible

Nicole Bagley

Schedule

Triannually, from 12/5/2016 to 5/26/2017

Evidence of Completion

Vocabulary data for each student

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

Common Assessments

Person Responsible

Nicole Bagley

Schedule

Monthly, from 1/9/2017 to 5/26/2017

Evidence of Completion

Student formative and summative data

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

Pre and Post Test for Discussions for Learning

Person Responsible

Melissa Lucrezia


Schedule

Semiannually, from 9/26/2016 to 5/8/2017

Evidence of Completion

Pre and post assessment data for each student in grades 2-5 using Discussions 4 Learning

G1.B2 Teachers need more Professional Development regarding effective vocabulary instruction. 2

 B231780

G1.B2.S1 Provide professional development to teachers on vocabulary instruction. 4

 S244539

Strategy Rationale

Students are performing below level on vocabulary according to IReady and new teachers need professional development on incorporating vocabulary instruction into a balanced literacy framework.

Action Step 1 5

Ongoing professional development with literacy coaches and Dr. Moses

Person Responsible

Melissa Lucrezia

Schedule

Every 6 Weeks, from 8/8/2016 to 5/26/2017

Evidence of Completion

Follow up and teacher observations

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

Action plan for professional development

Person Responsible

Lauren Gifford

Schedule

Every 6 Weeks, from 8/8/2016 to 5/26/2017

Evidence of Completion

The implementation of the strategies presented

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

Teacher follow-up of strategies

Person Responsible

Melissa Lucrezia

Schedule

Every 6 Weeks, from 11/28/2016 to 5/26/2017

Evidence of Completion

Post conference and classroom observations

G2. By May 2017, at least 42% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment. 1

 G087185

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

 B231781

G2.B1.S1 Valerie Gaynor will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas. 4

 S244540

Strategy Rationale

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

Action Step 1 5

Professional Development will be provided to all faculty in the area of inquiry-based learning strategies for the science and math content areas.

Person Responsible

Rachael Betscha

Schedule

On 9/19/2016

Evidence of Completion

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

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

Person Responsible

Maries Florio

Schedule

Daily, from 8/24/2016 to 6/2/2017

Evidence of Completion

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

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

Use benchmark assessment scores to monitor student growth.

Person Responsible

Maries Florio


Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

Benchmark assessment data

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

 B231783

G2.B3.S1 Increase usage of inquiry-based learning. 4

 S244542

Strategy Rationale

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

Action Step 1 5

Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science progress monitoring data.

Person Responsible

Maries Florio

Schedule

Quarterly, from 9/18/2016 to 6/1/2017

Evidence of Completion

Lesson plans, Focus calendar,

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

Grade level and SIP Committee meetings

Person Responsible

Maries Florio

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Lesson plans; classroom observational data

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

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

Person Responsible

Matrice Florio


Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Benchmark data and SBG data.

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

 S244543

Strategy Rationale

To engage students with literacy and writing about STEM.

Action Step 1 5

After-school robotics and engineering literacy programs will be established to increase student access to real-world science experiences and exploration.

Person Responsible

Douglas Herron

Schedule

Weekly, from 11/1/2016 to 3/27/2017

Evidence of Completion

Matrice Florio, science coach, will document student participation in programs and track their learning progress from start to finish.

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

Schedule for after school programs and attendance records

Person Responsible

Matries Florio

Schedule

Weekly, from 11/1/2016 to 6/2/2017

Evidence of Completion

Schedule and attendance records.

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

Increase in student achievement on student benchmark scores.

Person Responsible

Matries Florio

Schedule


Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

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

G3. By May 2017, 55% of students will measure proficient in Math as measured by the iReady window 3 data.

1

 G087186

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

 B231784

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

 S244544

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rachael Betscha

Schedule

On 5/26/2017

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

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

Implementation of strategies during the STEM block.

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

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

i-Ready assessments, classroom assessments, teacher observations

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Work samples, assessment data

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

 B231785

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

 S244545

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rachael Betscha

Schedule

On 3/31/2017

Evidence of Completion

Sign-in sheets and agenda.

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

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

Person Responsible

Rachael Betscha

Schedule

On 3/31/2017

Evidence of Completion

Parent sign-in sheets, volunteers sign-in sheets

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

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

Person Responsible

Rachael Betscha

Schedule

On 3/31/2017

Evidence of Completion

Parent sign-in sheets and agenda

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

 S244546

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rachael Betscha

Schedule

On 5/26/2017

Evidence of Completion

Training agenda

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

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

Person Responsible

Rachael Betscha

Schedule

On 5/26/2017

Evidence of Completion

PLC agendas/meeting notes

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

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

Person Responsible

Rachael Betscha


Schedule

On 5/26/2017


Evidence of Completion

Student CBA data and PLC meeting agendas

G4. By May 2017, in order to improve comprehension levels, at least 55% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data. 1

 G087187

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

 B231786

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

 S244547

Strategy Rationale

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

Action Step 1 5

Provide optional Words Their Way trainings

Person Responsible

Melissa Lucrezia

Schedule

Semiannually, from 8/8/2016 to 5/25/2017

Evidence of Completion

Sign In sheets and agenda

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

Daily program implementation in the classroom

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 8/22/2016 to 9/16/2017

Evidence of Completion

classroom observations, student samples, PLC discussion agendas

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

Analyze Words Their Way assessments and writing samples

Person Responsible

Melissa Lucrezia

Schedule

Monthly, from 8/22/2016 to 5/25/2017

Evidence of Completion

student samples, teacher feedback, classroom observations

G4.B2 Teachers need more understanding of how to incorporate phonics instructions into a balanced literacy framework **2**

 B231787

G4.B2.S1 Provide modeling in classrooms of phonics implementation during balanced literacy block. **4**

 S244548

Strategy Rationale

Thirteen new staff members may not have experience or training in balanced literacy.

Action Step 1 **5**

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

Person Responsible

Nicole Bagley

Schedule

On 5/25/2017

Evidence of Completion

Sign in sheet

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

Students progress monitoring and phonics formative assessments

Person Responsible

Nicole Bagley

Schedule

Quarterly, from 8/22/2016 to 5/25/2017

Evidence of Completion

classroom observation, formative assessments

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

Analyze phonics assessment data

Person Responsible

Nicole Bagley


Schedule

Monthly, from 8/22/2016 to 5/25/2017

Evidence of Completion

IReady progress monitoring data in phonics

G5. By May 2017, 65% of students will show one year's growth based on the iReady Mathematics window 3 data. 1

 G087188

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

 B231788

G5.B1.S1 Continue to provide teachers with support on using content-area inquiry-based learning strategies. 4

 S244549

Strategy Rationale

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

Action Step 1 5

Inquiry-based learning support

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom journals, teacher observations, meeting notes

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

Observations, Conferencing with teachers, PLC meetings

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agendas, PLC meeting notes

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

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

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data from i-Ready and classroom assessments

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

S244550

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

iReady assessment reports, classroom lesson plans

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

PLC Meeting discussions of Usage reports

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

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

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

Person Responsible

Rachael Betscha


Schedule

Semiannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

iReady data

G5.B1.S3 Provide teachers training, coaching, and support a various levels to help them implement number talks into their math block. 4

 S244551

Strategy Rationale

By providing teachers with the proper training, coaching, and support in number talks they can increase students mathematical discourse in the classroom.

Action Step 1 5

Teacher will implement number talks into their math block.

Person Responsible

Rachael Betscha

Schedule

Every 6 Weeks, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observations, sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Observations, Conferencing with teachers, PLC meetings

Person Responsible

Rachael Betscha

Schedule

Every 6 Weeks, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agendas, PLC meeting notes, the math coach will check in the team during PLCs to see where they are at with Number Talks and what support they still need to help them implement it successfully in the classroom. Number Talks chats will be held so teachers can collaborate across grade level.

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

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

Person Responsible














Schedule

Every 6 Weeks, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data from i-Ready and classroom assessments









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					
G2.B1.S1.A1  A316640	Professional Development will be provided to all faculty in the area of inquiry-based learning...	Betscha, Rachael	9/19/2016		9/19/2016 one-time
G2.B3.S2.A1  A316643	After-school robotics and engineering literacy programs will be established to increase student...	Herron, Douglas	11/1/2016	Matrice Florio, science coach, will document student participation in programs and track their learning progress from start to finish.	3/27/2017 weekly
G3.B2.S1.MA1  M328816	Event attendance, parent/PTO feedback shared at math SIP meeting	Betscha, Rachael	8/15/2016	Parent sign-in sheets and agenda	3/31/2017 one-time
G3.B2.S1.MA1  M328817	A flyer will go home to parents and an all-call will send a recorded message to all parents...	Betscha, Rachael	8/15/2016	Parent sign-in sheets, volunteers sign-in sheets	3/31/2017 one-time
G3.B2.S1.A1  A316645	PSE will host a Lunch & Learn and Parent Coffee where parents will participate in hands-on math...	Betscha, Rachael	8/15/2016	Sign-in sheets and agenda.	3/31/2017 one-time
G1.B1.S1.MA3  M328800	Pre and Post Test for Discussions for Learning	Lucrezia, Melissa	9/26/2016	Pre and post assessment data for each student in grades 2-5 using Discussions 4 Learning	5/8/2017 semiannually
G4.MA1  M328825	Analyze writing and phonics data	Lucrezia, Melissa	8/22/2016	IReady data and writing samples	5/25/2017 quarterly
G4.B1.S1.MA1  M328821	Analyze Words Their Way assessments and writing samples	Lucrezia, Melissa	8/22/2016	student samples, teacher feedback, classroom observations	5/25/2017 monthly
G4.B1.S1.A1  A316647	Provide optional Words Their Way trainings	Lucrezia, Melissa	8/8/2016	Sign In sheets and agenda	5/25/2017 semiannually
G4.B2.S1.MA1  M328823	Analyze phonics assessment data	Bagley, Nicole	8/22/2016	IReady progress monitoring data in phonics	5/25/2017 monthly
G4.B2.S1.MA1  M328824	Students progress monitoring and phonics formative assessments	Bagley, Nicole	8/22/2016	classroom observation, formative assessments	5/25/2017 quarterly
G4.B2.S1.A1  A316648	Provide teachers training and materials to support researched based phonics support implementation	Bagley, Nicole	8/22/2016	Sign in sheet	5/25/2017 one-time
G1.MA1  M328804	IReady Instruction	Bagley, Nicole	10/17/2016	Students' response to instruction reports	5/26/2017 every-6-weeks
G3.MA1  M328820	i-Ready assessment data will be collected three times during the year and analyzed to determine the...	Betscha, Rachael	8/15/2016	Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.	5/26/2017 quarterly
G5.MA1  M328832	Review student progress monitoring data with teams to ensure all students are making adequate...	Betscha, Rachael	8/15/2016	iReady, Classroom Assessments	5/26/2017 monthly
G1.B1.S1.MA1  M328799	Common Assessments	Bagley, Nicole	1/9/2017	Student formative and summative data	5/26/2017 monthly
G1.B1.S1.MA1  M328801	IReady Diagnostic Reports	Bagley, Nicole	12/5/2016	Vocabulary data for each student	5/26/2017 triannually
G1.B1.S1.A1  A316637	Look at Iready and Oral language data to form vocabulary groups	Bagley, Nicole	10/10/2016	IReady and Mondo oral language and vocabulary scores	5/26/2017 monthly
G1.B1.S1.A2  A316638	Implement Discussions 4 Learning vocabulary instruction	Lucrezia, Melissa	9/5/2016	Discussions 4 Learning pre and post test	5/26/2017 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M328802	Teacher follow-up of strategies	Lucrezia, Melissa	11/28/2016	Post conference and classroom observations	5/26/2017 every-6-weeks
G1.B2.S1.MA1  M328803	Action plan for professional development	Gifford, Lauren	8/8/2016	The implementation of the strategies presented	5/26/2017 every-6-weeks
G1.B2.S1.A1  A316639	Ongoing professional development with literacy coaches and Dr. Moses	Lucrezia, Melissa	8/8/2016	Follow up and teacher observations	5/26/2017 every-6-weeks
G3.B1.S1.MA1  M328814	i-Ready assessments, classroom assessments, teacher observations	Betscha, Rachael	8/15/2016	Work samples, assessment data	5/26/2017 monthly
G3.B1.S1.MA1  M328815	Implementation of strategies during the STEM block.	Betscha, Rachael	8/15/2016	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	5/26/2017 monthly
G3.B1.S1.A1  A316644	Provide professional development for all teachers on content-area vocabulary strategies to support...	Betscha, Rachael	8/15/2016	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	5/26/2017 one-time
G5.B1.S1.MA1  M328826	Review student progress monitoring data with teams to ensure all students are making growth.	Betscha, Rachael	8/15/2016	Progress monitoring data from i-Ready and classroom assessments	5/26/2017 monthly
G5.B1.S1.MA1  M328827	Observations, Conferencing with teachers, PLC meetings	Betscha, Rachael	8/15/2016	Agendas, PLC meeting notes	5/26/2017 monthly
G5.B1.S1.A1  A316649	Inquiry-based learning support	Betscha, Rachael	8/15/2016	Classroom journals, teacher observations, meeting notes	5/26/2017 annually
G3.B2.S2.MA1  M328818	Student CBA data and classroom data will be analyzed to determine growth in targeted areas.	Betscha, Rachael	8/15/2016	Student CBA data and PLC meeting agendas	5/26/2017 one-time
G3.B2.S2.MA1  M328819	Teachers will share data from CBAs at grade level PLC meetings. Data will be used to plan...	Betscha, Rachael	8/15/2016	PLC agendas/meeting notes	5/26/2017 one-time
G3.B2.S2.A1  A316646	Professional development will be provided for all teachers on using Cognition-Based Assessment to...	Betscha, Rachael	8/15/2016	Training agenda	5/26/2017 one-time
G5.B1.S2.MA1  M328828	Review student progress monitoring data with teams to ensure all students are making adequate growth	Betscha, Rachael	8/15/2016	iReady data	5/26/2017 semiannually
G5.B1.S2.MA1  M328829	PLC Meeting discussions of Usage reports	Betscha, Rachael	8/15/2016	Classroom usage reports (Classroom Response to Instruction Report) and PLC agendas	5/26/2017 quarterly
G5.B1.S2.A1  A316650	Students will receive 45 minutes of instruction per week on iReady mathematics program.	Betscha, Rachael	8/15/2016	iReady assessment reports, classroom lesson plans	5/26/2017 monthly
G5.B1.S3.MA1  M328830	Review student progress monitoring data with teams to ensure all students are making growth.		8/15/2016	Progress monitoring data from i-Ready and classroom assessments	5/26/2017 every-6-weeks
G5.B1.S3.MA1  M328831	Observations, Conferencing with teachers, PLC meetings	Betscha, Rachael	8/15/2016	Agendas, PLC meeting notes, the math coach with check in the team during PLCs to see where they are at with Number Talks and what support they still need to help them implement it successful in the classroom. Number Talks chats will be held so teachers can collaborate across grade level.	5/26/2017 every-6-weeks
G5.B1.S3.A1  A316651	Teacher will implement number talks into their math block.	Betscha, Rachael	8/15/2016	Classroom observations, sign in sheets	5/26/2017 every-6-weeks
G2.B3.S1.A1  A316642	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze...	Florio, Matries	9/18/2016	Lesson plans, Focus calendar,	6/1/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1  M328813	Benchmark tests; science journals, other assesments	Florio, Matries	9/7/2016	Benchmark test scores; science journals; other assessment results	6/2/2017 monthly
G2.B1.S1.MA1  M328805	Use benchmark assessment scores to monitor student growth.	Florio, Matries	8/24/2016	Benchmark assessment data	6/2/2017 quarterly
G2.B1.S1.MA1  M328806	Strategies will be employed with students during STEM block and science lab.	Florio, Matries	8/24/2016	Classroom lesson plans, science lab plans, classroom observational data.	6/2/2017 daily
G2.B3.S1.MA1  M328809	Benchmark data, Standards Based Grading to measure for mastery of standards.	Florio, Matries	10/3/2016	Benchmark data and SBG data.	6/2/2017 weekly
G2.B3.S1.MA1  M328810	Grade level and SIP Committee meetings	Florio, Matries	10/3/2016	Lesson plans; classroom observational data	6/2/2017 weekly
G2.B3.S2.MA1  M328811	Increase in student achievement on student benchmark scores.	Florio, Matries	10/3/2016	Benchmark assessment data, standards-based grading data to show mastery of standards	6/2/2017 monthly
G2.B3.S2.MA1  M328812	Schedule for after school programs and attendance records	Florio, Matries	11/1/2016	Schedule and attendance records.	6/2/2017 weekly
G4.B1.S1.MA1  M328822	Daily program implementation in the classroom	Lucrezia, Melissa	8/22/2016	classroom observations, student samples, PLC discussion agendas	9/16/2017 quarterly

V. Professional Development Opportunities

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

G2. By May 2017, at least 42% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment.

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

G2.B1.S1 Valerie Gaynor will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas.

PD Opportunity 1

Professional Development will be provided to all faculty in the area of inquiry-based learning strategies for the science and math content areas.

Facilitator

Valerie Gaynor, District Coordinator of Science

Participants

All Instructional Staff

Schedule

On 9/19/2016

G3. By May 2017, 55% of students will measure proficient in Math as measured by the iReady window 3 data.

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

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

PD Opportunity 1

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

Facilitator

Math Coach

Participants

All classroom teachers

Schedule

On 5/26/2017

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

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

PD Opportunity 1

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

Facilitator

Math Coach

Participants

All classroom teachers

Schedule

On 5/26/2017

G4. By May 2017, in order to improve comprehension levels, at least 55% or more of K-5 students will measure proficient in the area of Phonics according to IReady Window 3 data.

G4.B1 Students lack understanding of spelling patterns and rules

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

PD Opportunity 1

Provide optional Words Their Way trainings

Facilitator

Melissa Lucrezia

Participants

K-5 teachers

Schedule

Semiannually, from 8/8/2016 to 5/25/2017

G4.B2 Teachers need more understanding of how to incorporate phonics instructions into a balanced literacy framework

G4.B2.S1 Provide modeling in classrooms of phonics implementation during balanced literacy block.

PD Opportunity 1

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

Facilitator

Nicole Bagley

Participants

K-5 teachers

Schedule

On 5/25/2017

G5. By May 2017, 65% of students will show one year's growth based on the iReady Mathematics window 3 data.

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

G5.B1.S1 Continue to provide teachers with support on using content-area inquiry-based learning strategies.

PD Opportunity 1

Inquiry-based learning support

Facilitator

Math Coach

Participants

All teachers

Schedule

Annually, from 8/15/2016 to 5/26/2017

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	Look at Iready and Oral language data to form vocabulary groups				\$0.00
2	G1.B1.S1.A2	Implement Discussions 4 Learning vocabulary instruction				\$0.00
3	G1.B2.S1.A1	Ongoing professional development with literacy coaches and Dr. Moses				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0101 - Port Salerno Elementary School	Title I, Part A		\$9,000.00
4	G2.B1.S1.A1	Professional Development will be provided to all faculty in the area of inquiry-based learning strategies for the science and math content areas.				\$0.00
5	G2.B3.S1.A1	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science progress monitoring data.				\$0.00
6	G2.B3.S2.A1	After-school robotics and engineering literacy programs will be established to increase student access to real-world science experiences and exploration.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0101 - Port Salerno Elementary School	Title I, Part A		\$1,000.00
			Notes: Teacher paid at tutor rate for 2 hours per week over a 16 week period.			
7	G3.B1.S1.A1	Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I, Part A		\$400.00
			Notes: Supplies for PD Sessions			
8	G3.B2.S1.A1	PSE will host a Lunch & Learn and Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to increase their child's mathematical understanding.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$600.00
			Notes: ELI'S HOUSE DONOR FUNDED			
9	G3.B2.S2.A1	Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	6400	310-Professional and Technical Services	0101 - Port Salerno Elementary School	Title I, Part A		\$3,000.00
			<i>Notes: Notes</i>			
10	G4.B1.S1.A1	Provide optional Words Their Way trainings				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I, Part A		\$300.00
			<i>Notes: Materials for optional Words Their Way trainings.</i>			
11	G4.B2.S1.A1	Provide teachers training and materials to support researched based phonics support implementation				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I, Part A		\$500.00
			<i>Notes: Materials for research-based phonics support training.</i>			
12	G5.B1.S1.A1	Inquiry-based learning support				\$0.00
13	G5.B1.S2.A1	Students will receive 45 minutes of instruction per week on iReady mathematics program.				\$0.00
14	G5.B1.S3.A1	Teacher will implement number talks into their math block.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I, Part A		\$500.00
			<i>Notes: Materials for Number Talks trainings.</i>			
					Total:	\$15,300.00