Port Salerno Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	83%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Martin County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Port Salerno Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 are expected to 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.

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.

Port Salerno Elementary incorporates a schoolwide Positive Behavior Intervention and Supports (PBIS) program that 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. Student can use these SWIM tickets to buy various prizes and incentives, as well as enter raffles. 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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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
One or more suspensions

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	34	26	33	33	23	26	0	0	0	0	0	0	0	175
One or more suspensions	4	0	0	0	1	0	0	0	0	0	0	0	0	5
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	31	40	50	0	0	0	0	0	0	0	121
Retainees	5	10	3	29	0	0	0	0	0	0	0	0	0	47
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	3	2	0	32	11	11	0	0	0	0	0	0	0	59

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
- Parent meetings - attendance, academics and behavior

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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 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

1. School Leadership Team

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

Name	Title
Eberst, Allysa	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
Ebell, Trisha	Teacher, K-12
Garcia, Michelle	Teacher, K-12
Shaffer, David	Assistant Principal
Boswell, Piper	Instructional Media

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) has 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
Allysa Eberst/Lauren Gifford/David Shaffer	Principal
Angela Adams	Education Support Employee
Deyadira Perez	Education Support Employee
Yolinda Samayoa	Parent
Elizabeth Domingo	Parent
Onilde Lopez	Parent
Cynthia Rivera	Parent
Melissa Burke	Parent
Diana Cruz	Education Support Employee
Argelia DeLeon	Parent
Karen DeLeon	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 plan 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)
-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	Instructional Coach
Betscha, Rachael	Instructional Coach
Eberst, Allysa	Principal
Gifford, Lauren	Assistant Principal
Wardle, Diane	Administrative Support
Gumbinner, Diane	School Counselor
Shaffer, David	Assistant Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 11 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 they 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. The opportunity for extended reading minutes will allow for teachers to focus on core instruction and more. Students will have opportunities for remediation, push to proficiency, and enrichment.

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 .

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Eberst, Allysa, ebersta@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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"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.

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.   By May 2018, at least 45% of our grades 2-5 students will measure at or above grade level in vocabulary as measured by Iready window 3 data.

G2.   By May 2018, at least 36% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment.

G3.   By May 2018, 45% of K-2 students will measure proficient in math as measured by the iReady window 3 data.

G4.   By May 2018, at least 65% of our grades K-1 students will score at or above grade level in phonics as measured by Iready Window 3 data.

G5.   By May 2018, 45% of 3-5 students will measure proficient in math as measured by the FSA.

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 2018, at least 45% of our grades 2-5 students will measure at or above grade level in vocabulary as measured by Iready window 3 data. 1a

🔍 G098492

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	45.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of common academic vocabulary being used school-wide.

- Teachers need more ongoing Professional Development regarding effective vocabulary instruction.

- Students have limited exposure to conversation at home and in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discussions 4 Learning Vocabulary Program

- Teachers College Reading Units of Study

- Teachers College on site development

- IReady

- Imagine Learning

- Literacy Coaches

- LLI

Plan to Monitor Progress Toward G1. 8

Student work and Iready data will be used to monitor how our school is progressing towards the goal and annual targets established in Step 1.

Person Responsible
Aimee Morrell

Schedule
Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion
Student work and assessment data

G2. By May 2018, at least 36% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment. 1a

🔍 G098493

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	36.0

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; 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 unit (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); optional participation in science fair; Continue school PBIS.

Plan to Monitor Progress Toward G2. 8

Benchmark tests; science journals, other assesments

Person Responsible
Matries Florio

Schedule
Semiannually, from 8/21/2017 to 5/24/2018

Evidence of Completion
Benchmark test scores; science journals; other assessment results

G3. By May 2018, 45% of K-2 students will measure proficient in math as measured by the iReady window 3 data. `1a`

🔍 G098494

Targets Supported `1b`

Indicator	Annual Target
Math Achievement District Assessment	45.0

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.

- 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 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 8/15/2017 to 5/25/2018

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 2018, at least 65% of our grades K-1 students will score at or above grade level in phonics as measured by Iready Window 3 data. `1a`

🔍 G098495

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal `3`

- More training needs to be provided to teachers on the new core curriculum to highlight phonics instruction that is embedded within the units of study.

- MTSS Phonics groups need strategic common, researched based resources and progress monitoring tools.

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

- Literacy coaches

- Words Their Way

- FCRR materials

- IReady

- Fountas and Pinnell Phonics

Plan to Monitor Progress Toward G4. `8`

Literacy coaches will help classroom teachers analyze writing and phonics data to determine how students are progressing towards the goal and annual targets.

Person Responsible
Nicole Bagley

Schedule
Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion
IReady data and writing samples

G5. By May 2018, 45% of 3-5 students will measure proficient in math as measured by the FSA. `1a`

🔑 G098496

Targets Supported `1b`

Indicator	Annual Target
Math Gains	45.0

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.

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

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

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 G5. `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 8/15/2017 to 5/26/2018

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.

Action Plan for Improvement

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. By May 2018, at least 45% of our grades 2-5 students will measure at or above grade level in vocabulary as measured by Iready window 3 data. `1`

🔑 G098492

G1.B1 There is a lack of common academic vocabulary being used school-wide. `2`

🔑 B264967

G1.B1.S1 Literacy coaches will provide teachers with a list of common academic vocabulary that can be used school-wide. `4`

🔑 S280855

Strategy Rationale

According to FSA and Iready results, students are showing a lack of exposure and knowledge in academic vocabulary.

Action Step 1 `5`

Teachers will be provided with a common academic vocabulary resource that is grade level specific.

Person Responsible

Melissa Lucrezia

Schedule

On 5/24/2018

Evidence of Completion

FSA and Iready results

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

Literacy Coaches will observe classroom and/or PLC discussions to ensure planning and usage of common academic vocabulary is being used.

Person Responsible

Melissa Lucrezia

Schedule

Biweekly, from 10/5/2017 to 5/24/2018

Evidence of Completion

Unit plans, vocabulary word walls and discussions

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

Grade Level Common Assessments will be looked at during team PLC meetings to ensure vocabulary is being assessed.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Student formative and summative assessments

G1.B1.S2 Teachers will be using common academic vocabulary through the new core curriculum. 4

🔑 S280856

Strategy Rationale

According to FSA and Iready results, students are showing a lack of exposure and knowledge in academic vocabulary.

Action Step 1 5

Literacy coaches will work with grade level teachers to discuss key vocabulary for unit planning.

Person Responsible

Aimee Morrell

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion

increased iReady scores in vocabulary domain by diagnostic 3

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

Common formative assessments will be used to monitor for fidelity of implementation.

Person Responsible

Aimee Morrell

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion

Results from the common formative assessments and Iready data.

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

Transference of vocabulary learning in student work will be used to monitor the effectiveness at reducing or eliminating the barrier.

Person Responsible

Aimee Morrell

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion

Student work samples

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

🔍 B264968

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

🔍 S280857

Strategy Rationale

Students are preforming 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 Teacher's College Staff Developer will be provided this year for teachers to help increase vocabulary instruction.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Follow up and teacher observations

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

Action plan for professional development will be created by Literacy coaches and school administration to ensure vocabulary development is included.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Action Plan needed for district; implementation of strategies being presented during PD in classrooms

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

Literacy coaches will follow up with teachers to ensure the strategies presented during the Professional Development sessions are being utilized in the classrooms.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Coaching cycle meeting and teacher follow ups

G1.B3 Students have limited exposure to conversation at home and in the classroom. 2

🔑 B264969

G1.B3.S1 Port Salerno Elementary will include oral language strategies in the classroom through Discussions 4 Learning, turn and talk, and Reciprocal Teaching. 4

🔑 S280858

Strategy Rationale

Iready data and student oral language skills show a need for more student conversation.

Action Step 1 5

Literacy Coaches will provide teachers with various oral language strategies for students to use at home and in the classroom.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Discussions 4 Learning Vocabulary program Pre and Post assessment and Iready data.

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

Literacy Coaches will utilize the Coaching cycle to help support teachers in utilizing more conversation and oral language strategies in the classroom.

Person Responsible

Melissa Lucrezia

Schedule

Weekly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Discussions 4 Learning Vocabulary Program Pre and Post assessment, student work, Iready data, teacher and coach observation of student conversation

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

Literacy Coaches will provide Professional Development in ongoing vocabulary and oral language supports.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Teacher and coach conversation

G1.B3.S2 Literacy Coaches will provide parents with vocabulary strategies through parent coffee and Lunch and Learns. `4`

🔧 S280859

Strategy Rationale

Parents request additional supports and resources to use at home in order to help their child increase their oral language.

Action Step 1 `5`

Literacy Coaches will present one Parent Coffee and Lunch and Learns in the area of vocabulary and oral language development.

Person Responsible

Aimee Morrell

Schedule

Semiannually, from 9/25/2017 to 5/24/2018

Evidence of Completion

Parent sign in sheet

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

Teachers will see an Increase in home to school oral language connections.

> **Person Responsible**
>
> Aimee Morrell
>
> **Schedule**
>
> Semiannually, from 9/25/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> Teacher anecdotal records

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

Teachers, Literacy Coaches, and school administration will observe more conversations in the classroom environment.

> **Person Responsible**
>
> Aimee Morrell
>
> **Schedule**
>
> Semiannually, from 9/25/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> Teacher anecdotal records of student conversations

G2. By May 2018, at least 36% or more of 5th grade PSE students will demonstrate proficiency on the Statewide Science Assessment. 1

🔑 G098493

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

🔑 B264970

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

🔑 S280860

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

Matries Florio

Schedule

Semiannually, from 8/9/2017 to 5/24/2018

Evidence of Completion

anecdotal evidence, increased scale scores within -ready domains on diagnostics

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

Matries Florio

Schedule

Daily, from 8/24/2017 to 6/2/2018

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**
>
> Matries Florio
>
> **Schedule**
>
> Quarterly, from 8/24/2017 to 6/2/2018
>
> ***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`

🔑 B264972

G2.B3.S1 One inquiry based learning opportunity per science unit. `4`

🔑 S280862

> **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**
>
> Matries Florio
>
> **Schedule**
>
> Quarterly, from 9/5/2017 to 5/24/2018
>
> ***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**
>
> Matries Florio
>
> **Schedule**
>
> Weekly, from 10/3/2017 to 6/2/2018
>
> ***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**
>
> Matries Florio
>
> **Schedule**
>
> Weekly, from 10/3/2017 to 6/2/2018
>
> ***Evidence of Completion***
>
> Benchmark data and SBG data.

G3. By May 2018, 45% of K-2 students will measure proficient in math as measured by the iReady window 3 data. 1

🔍 G098494

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

🔍 B264973

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

🔍 S280863

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 teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

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

Implementation of ELL strategies during the STEM block.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

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

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Work samples, assessment data

G3.B1.S2 Teachers will utilize iReady Teacher Toolbox to differentiate small group instruction. `4`
🔑 S280864

Strategy Rationale

Providing students with differentiated instruction will allow for each students individual needs to be met.

Action Step 1 `5`

Provide professional development for teachers on iReady teacher toolbox.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data, iReady data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Implementation of iReady teacher toolbox during the STEM block to differentiate.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

i-Ready assessments

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iReady assessment data

G3.B1.S3 Teachers will be provided with mathematical discourse professional development. [4]

🔑 S280865

Strategy Rationale

Students need to have opportunities to talk about their thinking. Providing teachers with training on how to facilitate mathematical discourse in their classrooms will help develop students English language.

Action Step 1 [5]

Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

Plan to Monitor Fidelity of Implementation of G3.B1.S3 [6]

Implementation of mathematical discourse during the STEM block.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

The STEM block for effective mathematical discourse opportunities.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Teacher videos, student observation journals, assessment data

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

🔍 B264974

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`

🔍 S280866

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

Annually, from 8/15/2017 to 5/25/2018

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

Annually, from 8/15/2017 to 5/25/2018

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 5/25/2018

Evidence of Completion

Parent sign-in sheets and agenda

G3.B2.S3 Teachers will work to establish a growth mindset classroom atmosphere. 4

🔑 S280868

Strategy Rationale

Students will understand why and how their brain works helping them to realize that mistakes are a part of the learning process.

Action Step 1 5

Mathematical mindsets professional development training will be provided to teachers.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and agenda, classroom observations, artifacts

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Classroom observation will show evidence of a growth mindset in classroom

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

classroom observations, artifacts

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Classroom observation will show evidence of students using of a growth mindset strategies in the classroom.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts

G3.B2.S4 Teachers will provide students with real world application and problem solving opportunities. `4`

🔧 S280869

Strategy Rationale

Exposing students to real world problems will help them understand how mathematical practices apply to the real world.

Action Step 1 `5`

Teachers will be provided with 3 act math task professional development to provide students with real world application to standards.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/25/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and agenda, classroom observations, artifacts

Plan to Monitor Fidelity of Implementation of G3.B2.S4 6

Classroom observation will show evidence of real world application opportunities in the classroom.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts

Plan to Monitor Effectiveness of Implementation of G3.B2.S4 7

iReady growth monitoring will be used to check for student progress towards proficiency.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts, iReady growth Monitoring

G3.B3 Students have large gaps in their conceptual understanding of math and limited exposure to cognitively complex math concepts. 2

🔍 B264975

G3.B3.S1 Teachers will provide students with targeted interventions to address students individual needs. 4

🔍 S280870

Strategy Rationale

By providing targeted interventions to students based on their individual needs teachers will be able to close students gaps in their conceptual understanding.

Action Step 1 5

Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted interventions to meet students individual needs. Training on iReady teacher toolbox will be provided.

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, classroom journals, teacher observations, meeting notes

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Observations, Conferencing with teachers, PLC meetings

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, PLC meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Review student progress monitoring data with teams to check that identified students are making growth towards proficiency.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data from i-Ready and classroom assessments

G3.B3.S2 Students will be provided 45 minutes/week of computer time on the iReady mathematics program. Lessons will be monitored for 70% pass rate. `4`

🔧 S280871

Strategy Rationale

By allowing students time on the iReady 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

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

iReady assessment reports, classroom lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S2 `6`

PLC Meeting discussions of Usage reports

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 `7`

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

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iReady data

G3.B3.S3 Provide teachers training, coaching, and support at various levels to help them implement number talks, conferencing, and BET lines into their math block. 4

🔑 S280872

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

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Observations, Conferencing with teachers, PLC meetings

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 `7`

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

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data from i-Ready and classroom assessments

G4. By May 2018, at least 65% of our grades K-1 students will score at or above grade level in phonics as measured by Iready Window 3 data. `1`

🔑 G098495

G4.B1 More training needs to be provided to teachers on the new core curriculum to highlight phonics instruction that is embedded within the units of study. `2`

🔑 B264976

G4.B1.S1 Literacy Coaches will provide teachers training and materials to support researched based phonics implementation through the core curriculum. `4`

🔑 S280873

Strategy Rationale

Iready data shows that students need more systematic phonics instruction.

Action Step 1 `5`

Port Salerno Elementary will provide professional development to teachers through Teacher's College in the area of phonics instruction.

Person Responsible

Nicole Bagley

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

Sign In sheets and agenda

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

Kindergarten and First Grade teachers will provide daily phonics instruction in the classroom for all students.

Person Responsible

Nicole Bagley

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion

classroom observations, student samples, PLC discussion agendas

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

Literacy coaches will help classroom teachers analyze Words Their Way assessments and writing samples to monitor for effectiveness at reducing or eliminating the barrier.

Person Responsible

Nicole Bagley

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion

student samples, teacher feedback, classroom observations

G4.B2 MTSS Phonics groups need strategic common, researched based resources and progress monitoring tools. 2

🔍 B264977

G4.B2.S1 Literacy coaches will work with the school administration and IPS coach to formulate a common intervention plan. 4

🔍 S280874

Strategy Rationale

There is a need for consistent resources and progress monitoring tools to be used during MTSS.

Action Step 1 5

Literacy coaches will provide professional development for teachers in Fountas and Pinnell Phonics instruction.

Person Responsible

Nicole Bagley

Schedule

Annually, from 9/25/2017 to 5/24/2018

Evidence of Completion

Teacher feedback, coach observation

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

Progress monitoring of MTSS students will be used to monitor for fidelity of implementation.

Person Responsible

Diane Wardle

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion

Iready and Fountas and Pinnell data, classroom assessments

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

Literacy Coaches will provide support during MTSS progress monitoring meetings.

Person Responsible

Nicole Bagley

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

Evidence of Completion

Teacher classroom data, school-wide data

G5. By May 2018, 45% of 3-5 students will measure proficient in math as measured by the FSA. `1`

🔑 G098496

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

🔑 B264978

G5.B1.S1 Teachers will provide students with targeted interventions to address students individual needs. `4`

🔑 S280875

Strategy Rationale

By providing targeted interventions to students based on their individual needs teachers will be able to close students gaps in their conceptual understanding.

Action Step 1 `5`

Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted interventions to meet students individual needs. Training on teacher tool box will be provided.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, 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

Quarterly, from 8/15/2017 to 5/25/2018

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 check that identified students are making growth towards proficiency.

Person Responsible

Rachael Betscha

Schedule

Monthly, from 8/15/2017 to 5/25/2018

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. Lessons will be monitored for 70% pass rate. 4

🔑 S280876

Strategy Rationale

By allowing students time on the iReady 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 8/15/2017 to 5/25/2018

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 8/15/2017 to 5/25/2018

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

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iReady data

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

🔍 S280877

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

Quarterly, from 8/15/2017 to 5/25/2018

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

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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.

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

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Progress monitoring data from i-Ready and classroom assessments

G5.B2 Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications. 2

🔍 B264979

G5.B2.S1 Host a Lunch & Learn and Parent Coffee where parents can learn ways to increase their child's mathematical understanding using manipulatives. 4

🔍 S280878

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

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and agenda.

Plan to Monitor Fidelity of Implementation of G5.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

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Parent sign-in sheets, volunteers sign-in sheets

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

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

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Parent sign-in sheets and agenda

G5.B2.S2 Teachers will work to establish a growth mindset classroom atmosphere. `4`
🔑 S280879

Strategy Rationale

Students will understand why and how their brain works helping them to realize that mistakes are a part of the learning process.

Action Step 1 `5`

Mathematical mindsets professional development training will be provided to teachers.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and agenda, classroom observations, artifacts

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Classroom observation will show evidence of a growth mindset in classroom.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Classroom observation will show evidence of students using growth mindset strategies in classroom.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts

G5.B2.S3 Teachers will provide students with real world application and problem solving opportunities. 4

🔑 S280880

Strategy Rationale

Exposing students to real world problems will help them understand how mathematical practices apply to the real world.

Action Step 1 5

Teachers will be provided with 3 act math task professional development to provide students with real world application to standards.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets and agenda, classroom observations, artifacts

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

Classroom observation will show evidence of real world application opportunities in the classroom.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts

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

iReady growth monitoring will be used to check for student progress towards proficiency.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, artifacts, iReady growth monitoring

G5.B3 Students who are English Language Learners have a limited knowledge of English. `2`
`B264980`

G5.B3.S1 Provide professional development to teachers in content-area vocabulary strategies to support ELL students. `4`
`S280881`

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 teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Implementation of ELL strategies during the STEM block.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

i-Ready assessments, classroom assessments, teacher observations

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Work samples, assessment data

G5.B3.S2 Teachers will utilize iReady Teacher Toolbox to differentiate small group instruction. 4

🔧 S280882

Strategy Rationale

Providing students with differentiated instruction will allow for each students individual needs to be met.

Action Step 1 5

Provide professional development for teachers on iReady teacher toolbox.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data, iReady data

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Implementation of iReady teacher toolbox during the STEM block to differentiate.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 `7`

i-Ready assessments

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iReady assessment data

G5.B3.S3 Teachers will be provided with mathematical discourse professional development. `4`

🔍 S280883

Strategy Rationale

Students need to have opportunities to talk about their thinking. Providing teachers with training on how to facilitate mathematical discourse in their classrooms will help develop students English language.

Action Step 1 `5`

Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Person Responsible

Rachael Betscha

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

Plan to Monitor Fidelity of Implementation of G5.B3.S3 `6`

Implementation of mathematical discourse during the STEM block.

Person Responsible

Rachael Betscha

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G5.B3.S3 `7`

The STEM block for effective mathematical discourse opportunities.

Person Responsible

Rachael Betscha

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Teacher videos, student observation journals, assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M410402	Student work and Iready data will be used to monitor how our school is progressing towards the goal...	Morrell, Aimee	9/25/2017	Student work and assessment data	5/24/2018 every-6-weeks
G2.MA1 M410407	Benchmark tests; science journals, other assesments	Florio, Matries	8/21/2017	Benchmark test scores; science journals; other assessment results	5/24/2018 semiannually
G4.MA1 M410433	Literacy coaches will help classroom teachers analyze writing and phonics data to determine how...	Bagley, Nicole	9/25/2017	IReady data and writing samples	5/24/2018 quarterly
G1.B1.S1.MA1 M410392	Grade Level Common Assessments will be looked at during team PLC meetings to ensure vocabulary is...	Lucrezia, Melissa	9/25/2017	Student formative and summative assessments	5/24/2018 quarterly
G1.B1.S1.MA1 M410393	Literacy Coaches will observe classroom and/or PLC discussions to ensure planning and usage of...	Lucrezia, Melissa	10/5/2017	Unit plans, vocabulary word walls and discussions	5/24/2018 biweekly
G1.B1.S1.A1 A378651	Teachers will be provided with a common academic vocabulary resource that is grade level specific.	Lucrezia, Melissa	9/25/2017	FSA and Iready results	5/24/2018 one-time
G1.B2.S1.MA1 M410396	Literacy coaches will follow up with teachers to ensure the strategies presented during the...	Lucrezia, Melissa	9/25/2017	Coaching cycle meeting and teacher follow ups	5/24/2018 quarterly
G1.B2.S1.MA1 M410397	Action plan for professional development will be created by Literacy coaches and school...	Lucrezia, Melissa	9/25/2017	Action Plan needed for district; implementation of strategies being presented during PD in classrooms	5/24/2018 quarterly
G1.B2.S1.A1 A378653	Ongoing professional development with literacy coaches and Teacher's College Staff Developer will...	Lucrezia, Melissa	9/25/2017	Follow up and teacher observations	5/24/2018 quarterly
G1.B3.S1.MA1 M410398	Literacy Coaches will provide Professional Development in ongoing vocabulary and oral language...	Lucrezia, Melissa	9/25/2017	Teacher and coach conversation	5/24/2018 quarterly
G1.B3.S1.MA1 M410399	Literacy Coaches will utilize the Coaching cycle to help support teachers in utilizing more...	Lucrezia, Melissa	9/25/2017	Discussions 4 Learning Vocabulary Program Pre and Post assessment, student work, Iready data, teacher and coach observation of student conversation	5/24/2018 weekly
G1.B3.S1.A1 A378654	Literacy Coaches will provide teachers with various oral language strategies for students to use at...	Lucrezia, Melissa	9/25/2017	Discussions 4 Learning Vocabulary program Pre and Post assessment and Iready data.	5/24/2018 quarterly
G2.B1.S1.A1 A378656	Professional Development will be provided to all faculty in the area of inquiry-based learning...	Florio, Matries	8/9/2017	anecdotal evidence, increased scale scores within -ready domains on diagnostics	5/24/2018 semiannually
G2.B3.S1.A1 A378657	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze...	Florio, Matries	9/5/2017	Lesson plans, Focus calendar,	5/24/2018 quarterly
G4.B1.S1.MA1 M410429	Literacy coaches will help classroom teachers analyze Words Their Way assessments and writing...	Bagley, Nicole	9/25/2017	student samples, teacher feedback, classroom observations	5/24/2018 every-6-weeks
G4.B1.S1.MA1 M410430	Kindergarten and First Grade teachers will provide daily phonics instruction in the classroom for...	Bagley, Nicole	9/25/2017	classroom observations, student samples, PLC discussion agendas	5/24/2018 quarterly
G4.B1.S1.A1 A378668	Port Salerno Elementary will provide professional development to teachers through Teacher's College...	Bagley, Nicole	9/25/2017	Sign In sheets and agenda	5/24/2018 quarterly
G4.B2.S1.MA1 M410431	Literacy Coaches will provide support during MTSS progress monitoring meetings.	Bagley, Nicole	9/25/2017	Teacher classroom data, school-wide data	5/24/2018 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.MA1 🔑 M410432	Progress monitoring of MTSS students will be used to monitor for fidelity of implementation.	Wardle, Diane	9/25/2017	Iready and Fountas and Pinnell data, classroom assessments	5/24/2018 every-6-weeks
G4.B2.S1.A1 🔑 A378669	Literacy coaches will provide professional development for teachers in Fountas and Pinnell Phonics...	Bagley, Nicole	9/25/2017	Teacher feedback, coach observation	5/24/2018 annually
G1.B1.S2.MA1 🔑 M410394	Transference of vocabulary learning in student work will be used to monitor the effectiveness at...	Morrell, Aimee	9/25/2017	Student work samples	5/24/2018 every-6-weeks
G1.B1.S2.MA1 🔑 M410395	Common formative assessments will be used to monitor for fidelity of implementation.	Morrell, Aimee	9/25/2017	Results from the common formative assessments and Iready data.	5/24/2018 every-6-weeks
G1.B1.S2.A1 🔑 A378652	Literacy coaches will work with grade level teachers to discuss key vocabulary for unit planning.	Morrell, Aimee	9/25/2017	increased iReady scores in vocabulary domain by diagnostic 3	5/24/2018 every-6-weeks
G1.B3.S2.MA1 🔑 M410400	Teachers, Literacy Coaches, and school administration will observe more conversations in the...	Morrell, Aimee	9/25/2017	Teacher anecdotal records of student conversations	5/24/2018 semiannually
G1.B3.S2.MA1 🔑 M410401	Teachers will see an Increase in home to school oral language connections.	Morrell, Aimee	9/25/2017	Teacher anecdotal records	5/24/2018 semiannually
G1.B3.S2.A1 🔑 A378655	Literacy Coaches will present one Parent Coffee and Lunch and Learns in the area of vocabulary and...	Morrell, Aimee	9/25/2017	Parent sign in sheet	5/24/2018 semiannually
G3.MA1 🔑 M410428	i-Ready assessment data will be collected three times during the year and analyzed to determine the...	Betscha, Rachael	8/15/2017	Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.	5/25/2018 quarterly
G3.B1.S1.MA1 🔑 M410408	i-Ready assessments, classroom assessments, teacher observations	Betscha, Rachael	8/15/2017	Work samples, assessment data	5/25/2018 quarterly
G3.B1.S1.MA1 🔑 M410409	Implementation of ELL strategies during the STEM block.	Betscha, Rachael	8/15/2017	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	5/25/2018 weekly
G3.B1.S1.A1 🔑 A378658	Provide professional development for teachers on content-area vocabulary strategies, mathematical...	Betscha, Rachael	8/15/2017	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	5/25/2018 annually
G3.B2.S1.MA1 🔑 M410414	Event attendance, parent/PTO feedback shared at math SIP meeting	Betscha, Rachael	8/15/2017	Parent sign-in sheets and agenda	5/25/2018 one-time
G3.B2.S1.MA1 🔑 M410415	A flyer will go home to parents and an all-call will send a recorded message to all parents...	Betscha, Rachael	8/15/2017	Parent sign-in sheets, volunteers sign-in sheets	5/25/2018 annually
G3.B2.S1.A1 🔑 A378661	PSE will host a Lunch &Learn and Parent Coffee where parents will participate in hands-on math...	Betscha, Rachael	8/15/2017	Sign-in sheets and agenda.	5/25/2018 annually
G3.B3.S1.MA1 🔑 M410422	Review student progress monitoring data with teams to check that identified students are making...	Betscha, Rachael	8/15/2017	Progress monitoring data from i-Ready and classroom assessments	5/25/2018 quarterly
G3.B3.S1.MA1 🔑 M410423	Observations, Conferencing with teachers, PLC meetings	Betscha, Rachael	8/15/2017	Agendas, PLC meeting notes	5/25/2018 monthly
G3.B3.S1.A1 🔑 A378665	Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted...	Betscha, Rachael	8/15/2017	Sign in sheets, classroom journals, teacher observations, meeting notes	5/25/2018 monthly
G5.B1.S1.MA1 🔑 M410434	Review student progress monitoring data with teams to check that identified students are making...	Betscha, Rachael	8/15/2017	Progress monitoring data from i-Ready and classroom assessments	5/25/2018 monthly
G5.B1.S1.MA1 🔑 M410435	Observations, Conferencing with teachers, PLC meetings	Betscha, Rachael	8/15/2017	Agendas, PLC meeting notes	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1 🔑 A378670	Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted...	Betscha, Rachael	8/15/2017	Sign in sheets, classroom journals, teacher observations, meeting notes	5/25/2018 weekly
G5.B2.S1.MA1 🔑 M410440	Event attendance, parent/PTO feedback shared at math SIP meeting	Betscha, Rachael	8/15/2017	Parent sign-in sheets and agenda	5/25/2018 annually
G5.B2.S1.MA1 🔑 M410441	A flyer will go home to parents and an all-call will send a recorded message to all parents...	Betscha, Rachael	8/15/2017	Parent sign-in sheets, volunteers sign-in sheets	5/25/2018 annually
G5.B2.S1.A1 🔑 A378673	PSE will host a Lunch &Learn and Parent Coffee where parents will participate in hands-on math...	Betscha, Rachael	8/15/2017	Sign-in sheets and agenda.	5/25/2018 annually
G5.B3.S1.MA1 🔑 M410446	i-Ready assessments, classroom assessments, teacher observations	Betscha, Rachael	8/15/2017	Work samples, assessment data	5/25/2018 quarterly
G5.B3.S1.MA1 🔑 M410447	Implementation of ELL strategies during the STEM block.	Betscha, Rachael	8/15/2017	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	5/25/2018 weekly
G5.B3.S1.A1 🔑 A378676	Provide professional development for teachers on content-area vocabulary strategies, mathematical...	Betscha, Rachael	8/15/2017	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	5/25/2018 quarterly
G3.B1.S2.MA1 🔑 M410410	i-Ready assessments	Betscha, Rachael	8/15/2017	iReady assessment data	5/25/2018 quarterly
G3.B1.S2.MA1 🔑 M410411	Implementation of iReady teacher toolbox during the STEM block to differentiate.	Betscha, Rachael	8/15/2017	Student performance on iReady progress monitoring, ISM, and diagnostic assessments, observational notes, PLC meetings, and evaluations.	5/25/2018 weekly
G3.B1.S2.A1 🔑 A378659	Provide professional development for teachers on iReady teacher toolbox.	Betscha, Rachael	8/15/2017	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data, iReady data	5/25/2018 annually
G3.B3.S2.MA1 🔑 M410424	Review student progress monitoring data with teams to ensure all students are making adequate growth	Betscha, Rachael	8/15/2017	iReady data	5/25/2018 quarterly
G3.B3.S2.MA1 🔑 M410425	PLC Meeting discussions of Usage reports	Betscha, Rachael	8/15/2017	Classroom usage reports (Classroom Response to Instruction Report) and PLC agendas	5/25/2018 quarterly
G3.B3.S2.A1 🔑 A378666	Students will receive 45 minutes of instruction per week on iReady mathematics program.	Betscha, Rachael	8/25/2017	iReady assessment reports, classroom lesson plans	5/25/2018 weekly
G5.B1.S2.MA1 🔑 M410436	Review student progress monitoring data with teams to ensure all students are making adequate growth	Betscha, Rachael	8/15/2017	iReady data	5/25/2018 quarterly
G5.B1.S2.MA1 🔑 M410437	PLC Meeting discussions of Usage reports	Betscha, Rachael	8/15/2017	Classroom usage reports (Classroom Response to Instruction Report) and PLC agendas	5/25/2018 quarterly
G5.B1.S2.A1 🔑 A378671	Students will receive 45 minutes of instruction per week on iReady mathematics program.	Betscha, Rachael	8/15/2017	iReady assessment reports, classroom lesson plans	5/25/2018 monthly
G5.B2.S2.MA1 🔑 M410442	Classroom observation will show evidence of students using growth mindset strategies in classroom.	Betscha, Rachael	8/15/2017	Classroom observations, artifacts	5/25/2018 quarterly
G5.B2.S2.MA1 🔑 M410443	Classroom observation will show evidence of a growth mindset in classroom.	Betscha, Rachael	8/15/2017	Classroom observations, artifacts	5/25/2018 quarterly
G5.B2.S2.A1 🔑 A378674	Mathematical mindsets professional development training will be provided to teachers.	Betscha, Rachael	8/15/2017	Sign-in sheets and agenda, classroom observations, artifacts	5/25/2018 quarterly
G5.B3.S2.MA1 🔑 M410448	i-Ready assessments	Betscha, Rachael	8/15/2017	iReady assessment data	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B3.S2.MA1 M410449	Implementation of iReady teacher toolbox during the STEM block to differentiate.	Betscha, Rachael	8/15/2017	Student performance on iReady progress monitoring, ISM, and diagnostic assessments, observational notes, PLC meetings, and evaluations.	5/25/2018 weekly
G5.B3.S2.A1 A378677	Provide professional development for teachers on iReady teacher toolbox.	Betscha, Rachael	8/15/2017	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data, iReady data	5/25/2018 annually
G3.B1.S3.MA1 M410412	The STEM block for effective mathematical discourse opportunities.	Betscha, Rachael	8/15/2017	Teacher videos, student observation journals, assessment data	5/25/2018 quarterly
G3.B1.S3.MA1 M410413	Implementation of mathematical discourse during the STEM block.	Betscha, Rachael	8/15/2017	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	5/25/2018 weekly
G3.B1.S3.A1 A378660	Provide professional development for teachers on content-area vocabulary strategies, mathematical...	Betscha, Rachael	8/15/2017	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	5/25/2018 annually
G3.B2.S3.MA1 M410418	Classroom observation will show evidence of students using of a growth mindset strategies in the...	Betscha, Rachael	8/25/2017	Classroom observations, artifacts	5/25/2018 quarterly
G3.B2.S3.MA1 M410419	Classroom observation will show evidence of a growth mindset in classroom	Betscha, Rachael	8/25/2017	classroom observations, artifacts	5/25/2018 quarterly
G3.B2.S3.A1 A378663	Mathematical mindsets professional development training will be provided to teachers.	Betscha, Rachael	8/15/2017	Sign-in sheets and agenda, classroom observations, artifacts	5/25/2018 annually
G3.B3.S3.MA1 M410426	Review student progress monitoring data with teams to ensure all students are making growth.	Betscha, Rachael	8/15/2017	Progress monitoring data from i-Ready and classroom assessments	5/25/2018 quarterly
G3.B3.S3.MA1 M410427	Observations, Conferencing with teachers, PLC meetings	Betscha, Rachael	8/15/2017	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.	5/25/2018 quarterly
G3.B3.S3.A1 A378667	Teacher will implement number talks into their math block.		8/15/2017	Classroom observations, sign in sheets	5/25/2018 weekly
G5.B1.S3.MA1 M410438	Review student progress monitoring data with teams to ensure all students are making growth.	Betscha, Rachael	8/15/2017	Progress monitoring data from i-Ready and classroom assessments	5/25/2018 quarterly
G5.B1.S3.MA1 M410439	Observations, Conferencing with teachers, PLC meetings	Betscha, Rachael	8/15/2017	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.	5/25/2018 quarterly
G5.B1.S3.A1 A378672	Teacher will implement number talks into their math block.	Betscha, Rachael	8/15/2017	Classroom observations, sign in sheets	5/25/2018 quarterly
G5.B2.S3.MA1 M410444	iReady growth monitoring will be used to check for student progress towards proficiency.	Betscha, Rachael	8/15/2017	Classroom observations, artifacts, iReady growth monitoring	5/25/2018 quarterly
G5.B2.S3.MA1 M410445	Classroom observation will show evidence of real world application opportunities in the classroom.	Betscha, Rachael	8/15/2017	Classroom observations, artifacts	5/25/2018 quarterly
G5.B2.S3.A1 A378675	Teachers will be provided with 3 act math task professional development to provide students with...	Betscha, Rachael	8/15/2017	Sign-in sheets and agenda, classroom observations, artifacts	5/25/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B3.S3.MA1 🔑 M410450	The STEM block for effective mathematical discourse opportunities.	Betscha, Rachael	8/15/2017	Teacher videos, student observation journals, assessment data	5/25/2018 quarterly
G5.B3.S3.MA1 🔑 M410451	Implementation of mathematical discourse during the STEM block.	Betscha, Rachael	8/15/2017	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	5/25/2018 weekly
G5.B3.S3.A1 🔑 A378678	Provide professional development for teachers on content-area vocabulary strategies, mathematical...	Betscha, Rachael	8/15/2017	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	5/25/2018 annually
G3.B2.S4.MA1 🔑 M410420	iReady growth monitoring will be used to check for student progress towards proficiency.	Betscha, Rachael	8/15/2017	Classroom observations, artifacts, iReady growth Monitoring	5/25/2018 quarterly
G3.B2.S4.MA1 🔑 M410421	Classroom observation will show evidence of real world application opportunities in the classroom.	Betscha, Rachael	8/25/2017	Classroom observations, artifacts	5/25/2018 quarterly
G3.B2.S4.A1 🔑 A378664	Teachers will be provided with 3 act math task professional development to provide students with...	Betscha, Rachael	8/25/2017	Sign-in sheets and agenda, classroom observations, artifacts	5/25/2018 annually
G5.MA1 🔑 M410452	i-Ready assessment data will be collected three times during the year and analyzed to determine the...	Betscha, Rachael	8/15/2017	Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.	5/26/2018 quarterly
G2.B1.S1.MA1 🔑 M410403	Use benchmark assessment scores to monitor student growth.	Florio, Matries	8/24/2017	Benchmark assessment data	6/2/2018 quarterly
G2.B1.S1.MA1 🔑 M410404	Strategies will be employed with students during STEM block and science lab.	Florio, Matries	8/24/2017	Classroom lesson plans, science lab plans, classroom observational data.	6/2/2018 daily
G2.B3.S1.MA1 🔑 M410405	Benchmark data, Standards Based Grading to measure for mastery of standards.	Florio, Matries	10/3/2017	Benchmark data and SBG data.	6/2/2018 weekly
G2.B3.S1.MA1 🔑 M410406	Grade level and SIP Committee meetings	Florio, Matries	10/3/2017	Lesson plans; classroom observational data	6/2/2018 weekly

V. Professional Development Opportunities

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

G1. By May 2018, at least 45% of our grades 2-5 students will measure at or above grade level in vocabulary as measured by Iready window 3 data.

G1.B1 There is a lack of common academic vocabulary being used school-wide.

G1.B1.S2 Teachers will be using common academic vocabulary through the new core curriculum.

PD Opportunity 1

Literacy coaches will work with grade level teachers to discuss key vocabulary for unit planning.

Facilitator

Teachers College Staff Developer

Participants

Grades 2-5 teachers

Schedule

Every 6 Weeks, from 9/25/2017 to 5/24/2018

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

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

PD Opportunity 1

Ongoing professional development with literacy coaches and Teacher's College Staff Developer will be provided this year for teachers to help increase vocabulary instruction.

Facilitator

Literacy Coaches and Teacher's College Staff Developer

Participants

Grades 2-5 teachers

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

G2. By May 2018, at least 36% 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

Semiannually, from 8/9/2017 to 5/24/2018

G3. By May 2018, 45% of K-2 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 teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Facilitator

Math Coach

Participants

Classroom teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

G3.B1.S2 Teachers will utilize iReady Teacher Toolbox to differentiate small group instruction.

PD Opportunity 1

Provide professional development for teachers on iReady teacher toolbox.

Facilitator

iReady consultant, Math Coach

Participants

Classroom Teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

G3.B1.S3 Teachers will be provided with mathematical discourse professional development.

PD Opportunity 1

Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Facilitator

R.Betscha

Participants

Classroom Teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

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

G3.B2.S3 Teachers will work to establish a growth mindset classroom atmosphere.

PD Opportunity 1

Mathematical mindsets professional development training will be provided to teachers.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

G3.B2.S4 Teachers will provide students with real world application and problem solving opportunities.

PD Opportunity 1

Teachers will be provided with 3 act math task professional development to provide students with real world application to standards.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Annually, from 8/25/2017 to 5/25/2018

G3.B3 Students have large gaps in their conceptual understanding of math and limited exposure to cognitively complex math concepts.

G3.B3.S1 Teachers will provide students with targeted interventions to address students individual needs.

PD Opportunity 1

Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted interventions to meet students individual needs. Training on iReady teacher toolbox will be provided.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G3.B3.S3 Provide teachers training, coaching, and support at various levels to help them implement number talks, conferencing, and BET lines into their math block.

PD Opportunity 1

Teacher will implement number talks into their math block.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Weekly, from 8/15/2017 to 5/25/2018

G4. By May 2018, at least 65% of our grades K-1 students will score at or above grade level in phonics as measured by Iready Window 3 data.

G4.B1 More training needs to be provided to teachers on the new core curriculum to highlight phonics instruction that is embedded within the units of study.

G4.B1.S1 Literacy Coaches will provide teachers training and materials to support researched based phonics implementation through the core curriculum.

PD Opportunity 1

Port Salerno Elementary will provide professional development to teachers through Teacher's College in the area of phonics instruction.

Facilitator

Teacher's College Staff Developer

Participants

K-1 teachers

Schedule

Quarterly, from 9/25/2017 to 5/24/2018

G4.B2 MTSS Phonics groups need strategic common, researched based resources and progress monitoring tools.

G4.B2.S1 Literacy coaches will work with the school administration and IPS coach to formulate a common intervention plan.

PD Opportunity 1

Literacy coaches will provide professional development for teachers in Fountas and Pinnell Phonics instruction.

Facilitator

Literacy coaches

Participants

Grades K-1 teachers

Schedule

Annually, from 9/25/2017 to 5/24/2018

G5. By May 2018, 45% of 3-5 students will measure proficient in math as measured by the FSA.

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

G5.B1.S1 Teachers will provide students with targeted interventions to address students individual needs.

PD Opportunity 1

Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted interventions to meet students individual needs. Training on teacher tool box will be provided.

Facilitator

Math Coach

Participants

All teachers

Schedule

Weekly, from 8/15/2017 to 5/25/2018

G5.B2 Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications.

G5.B2.S1 Host a Lunch & Learn and Parent Coffee where parents can learn ways to increase their child's mathematical understanding using manipulatives.

PD Opportunity 1

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.

Facilitator

R. Betscha

Participants

Parents/Guardians

Schedule

Annually, from 8/15/2017 to 5/25/2018

G5.B2.S2 Teachers will work to establish a growth mindset classroom atmosphere.

PD Opportunity 1

Mathematical mindsets professional development training will be provided to teachers.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

G5.B2.S3 Teachers will provide students with real world application and problem solving opportunities.

PD Opportunity 1

Teachers will be provided with 3 act math task professional development to provide students with real world application to standards.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

G5.B3 Students who are English Language Learners have a limited knowledge of English.

G5.B3.S1 Provide professional development to teachers in content-area vocabulary strategies to support ELL students.

PD Opportunity 1

Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

G5.B3.S2 Teachers will utilize iReady Teacher Toolbox to differentiate small group instruction.

PD Opportunity 1

Provide professional development for teachers on iReady teacher toolbox.

Facilitator

iReady consultant, Math Coach

Participants

Classroom Teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

G5.B3.S3 Teachers will be provided with mathematical discourse professional development.

PD Opportunity 1

Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.

Facilitator

R. Betscha

Participants

Classroom Teachers

Schedule

Annually, from 8/15/2017 to 5/25/2018

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	Teachers will be provided with a common academic vocabulary resource that is grade level specific.				$0.00
2	G1.B1.S2.A1	Literacy coaches will work with grade level teachers to discuss key vocabulary for unit planning.				$0.00
3	G1.B2.S1.A1	Ongoing professional development with literacy coaches and Teacher's College Staff Developer will be provided this year for teachers to help increase vocabulary instruction.				$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0101 - Port Salerno Elementary School	Title I, Part A		$14,000.00
4	G1.B3.S1.A1	Literacy Coaches will provide teachers with various oral language strategies for students to use at home and in the classroom.				$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Port Salerno Elementary School	Title, I Part A		$3,600.00
			Notes: Training and materials			
5	G1.B3.S2.A1	Literacy Coaches will present one Parent Coffee and Lunch and Learns in the area of vocabulary and oral language development.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Port Salerno Elementary School	Title, I Part A		$600.00
6	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
7	G2.B3.S1.A1	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science progress monitoring data.				$0.00
8	G3.B1.S1.A1	Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I, Part A		$200.00
			Notes: Supplies for PD Sessions			
9	G3.B1.S2.A1	Provide professional development for teachers on iReady teacher toolbox.				$0.00
10	G3.B1.S3.A1	Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.				$0.00

11	G3.B2.S1.A1	PSE will host a Lunch &Learn and Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to increase their child's mathematical understanding.				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Port Salerno Elementary School	Other		$500.00
			Notes: ELI'S HOUSE DONOR FUNDED			
12	G3.B2.S3.A1	Mathematical mindsets professional development training will be provided to teachers.				**$0.00**
13	G3.B2.S4.A1	Teachers will be provided with 3 act math task professional development to provide students with real world application to standards.				**$0.00**
14	G3.B3.S1.A1	Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted interventions to meet students individual needs. Training on iReady teacher toolbox will be provided.				**$0.00**
15	G3.B3.S2.A1	Students will receive 45 minutes of instruction per week on iReady mathematics program.				**$0.00**
16	G3.B3.S3.A1	Teacher will implement number talks into their math block.				**$0.00**
17	G4.B1.S1.A1	Port Salerno Elementary will provide professional development to teachers through Teacher's College in the area of phonics instruction.				**$0.00**
18	G4.B2.S1.A1	Literacy coaches will provide professional development for teachers in Fountas and Pinnell Phonics instruction.				**$1,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Port Salerno Elementary School	Title, I Part A		$1,200.00
			Notes: Training and materials			
19	G5.B1.S1.A1	Teachers will utilize the iReady teacher toolbox to differentiate small groups and provide targeted interventions to meet students individual needs. Training on teacher tool box will be provided.				**$0.00**
20	G5.B1.S2.A1	Students will receive 45 minutes of instruction per week on iReady mathematics program.				**$0.00**
21	G5.B1.S3.A1	Teacher will implement number talks into their math block.				**$300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0101 - Port Salerno Elementary School	Title I, Part A		$300.00
			Notes: Materials for Number Talks trainings.			
22	G5.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.				**$0.00**
23	G5.B2.S2.A1	Mathematical mindsets professional development training will be provided to teachers.				**$0.00**

24	G5.B2.S3.A1	**Teachers will be provided with 3 act math task professional development to provide students with real world application to standards.**	**$0.00**
25	G5.B3.S1.A1	**Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.**	**$0.00**
26	G5.B3.S2.A1	**Provide professional development for teachers on iReady teacher toolbox.**	**$0.00**
27	G5.B3.S3.A1	**Provide professional development for teachers on content-area vocabulary strategies, mathematical discourse, and talk moves to support ELL students.**	**$0.00**
		Total:	**$20,400.00**