



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Verde Elementary School

6590 VERDE TRL

Boca Raton, FL 33433

561-218-6800

www.edline.net/pages/verde_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Verde Elementary School

Principal

Seth Moldovan

School Advisory Council chair

Larissa Widry

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Seth Moldovan	Principal
Robyn Saltzman	Assistant Principal
Anna Lombardo	Kindergarten Teacher
Norma Lora	First Grade Teacher
Christina Stansell	Second Grade Teacher
Renee DiSalvo	Third Grade Teacher
Blair Beck	Fourth Grade Teacher
Gina King	Fifth Grade Teacher
Elena Singer	ESOL
Ellen Boneparth	ESE Coordinator
Marsha Rausher	Media Specialist

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership currently includes the Principal, Assistant Principal, seven parents, two business partners, two teachers, and a non-instructional staff member. The SAC chair is Ms. Larissa Widry.

Involvement of the SAC in the development of the SIP

The School Advisory Council assists in determining the strengths and weaknesses of the school. They contribute, and approve of, any decisions which are made to the betterment of the school through the SIP.

Activities of the SAC for the upcoming school year

The SAC meets monthly to oversee any changes or updates needed within the SIP. The also contribute by attending and leading additional school-wide events such as Literacy Night, Book-Swap, and other school-wide functions.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Seth Moldovan

Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

Mr. Moldovan holds a Bachelor's degree in Psychology with a minor in Elementary Education. He also holds a Master's Degree in Educational Leadership.

Performance Record

This is Mr. Moldovan's first year at Verde Elementary School, Mr. Moldovan served as Principal at Heritage Elementary School for five years. Prior to that, he served as their Assistant Principal. He has also worked in the district's Personnel Department for three years.

Robyn Saltzman		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	Mrs. Saltzman received her Bachelor's Degree in Elementary Education. She also has a Master's in Early Childhood and in Educational Leadership.	
Performance Record	Mrs. Saltzman is starting her fourth year as the Assistant Principal for Verde Elementary School. Prior to that, she served as a Learning Team Facilitator for two years servicing Lantana Elementary School and Starlight Cove.	

Instructional Coaches

# of instructional coaches	0	
# receiving effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	59
# receiving effective rating or higher	59, 100%
# Highly Qualified Teachers	100%
# certified in-field	59, 100%
# ESOL endorsed	56, 95%
# reading endorsed	7, 12%
# with advanced degrees	24, 41%
# National Board Certified	0, 0%

first-year teachers

4, 7%

with 1-5 years of experience

4, 7%

with 6-14 years of experience

27, 46%

with 15 or more years of experience

24, 41%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school supports our staff through our School-Wide Positive Behavior Support Plan. Staff are recognized monthly by their peers and administration. Successes are celebrated throughout the year at Faculty Meetings, Professional Development Days, and staff-wide gatherings. Staff is also recognized through emails highlighting their accomplishments to be shared with other staff members. A weekly newsletter is also distributed through email to support a positive environment.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The first year teachers participate in the ESP program created by the district. The brand-new teachers have an assigned mentor who assists by guiding and coaching the new teachers as needed. In addition, our new to Verde to teachers, those who have taught prior, and our first year teachers participate in a monthly club to assimilate to Verde's school culture and monitor any questions or concerns that have come to fruition.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Verde Elementary School uses a continuous improvement model for implementing and monitoring student achievement in core instruction. Formal and informal assessments are given, reviewed, and used to determine additional instructional needs. The teachers are supported through professional development during learning team meetings and common planning times. Small group and individual student's needs are addressed and remediation and enrichment occur based on data sources collected.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The School-Based Team (SBT), spearheaded by our guidance counselor, serves to coordinate the functions of RtI, ESE, 504, ESOL, and SAI. The team meets three times a month. Now, with four years under our belt, the RtI process of tiered instruction is functioning smoothly. Meetings are determined in response to the needs of the students and their teachers. The RtI Leadership Team is a problem solving group that has a focus of assisting teachers with student's deficit areas and with helping students overcome those deficits. In particular, students who score at Level 1 or Level 2 in the District's Diagnostic Test (DDT) or who score at Level 1 or Level 2 on the prior year's FCAT will be reviewed as necessary. Additionally, any teacher who identifies a student's performance as below grade-level as well as our lowest 25% of students will initiate the RtI process for those students.

The School Advisory Council will include many of the members of the RtI Leadership Team, their participation in the School Improvement Process is implicit. They will participate in the crafting of the strategies such that the instructional needs of the students and the Professional Development needs of the faculty and staff are included in the School Improvement Plan.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets weekly to discuss all student needs and aspects which pertain to monitoring student progress. The SIP is updated as needed, with input from the community, based on data sources and needs of the students through our School Advisory Council, PTA, Grade Level Leadership team, and Administration.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is collected for all students (Classroom assessments, diagnostic tests, SRI tests, K-5 Literacy assessments, and the FCAT). Much of the data is available on the District's Electronic Data Warehouse (EDW) or reports are available within Specific Software: RiverDeep. During the FY14 school-year Verde will participate in the Progress Monitoring and Reporting Network (PMRN). This system provides additional insight into the instructional process in each classroom, the school, and the district in comparison to the State.

Behavior and student attendance is also monitored using the district's EDW database.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Data is constantly reviewed and monitored by individual teachers, students, and families. Data is reviewed during weekly learning team meetings with staff, during staff meetings, at School Advisory

Council meetings, and with families during Curriculum Night, parent meetings, and school-wide events. Additional events such as FCAT night, SWPBS, and Common Core Presentations are made to the community throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 31,680

Students in Grades (3-5) will be provided with an opportunity to attend our after-school tutorial in the areas of Reading and Math. Students will be identified based on their needs according to our diagnostic tests, teacher observations, and classroom assessments. Teachers will provide instruction using Curriculum Associates instructional materials based on NGSSS in each core area.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is pulled using our Winter Diagnostic results mid-way through the program and we will also use FY14 FCAT results as our final evaluation of the program.

Who is responsible for monitoring implementation of this strategy?

Highly qualified instructional teachers and the school's administration.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Seth Moldovan	Principal
Robyn Saltzman	Assistant Principal
Robin Thomas	Guidance Counselor
Ellen Boneparth	ESE Coordinator
Elena Singer	ESOL Teacher
Susie Braverman	SAI Teacher
Marsha Rausher	Media Specialist
Anna Lombardo	Kindergarten Teacher
Nora Lora	First Grade Teacher
Christina Stansell	Second Grade Teacher
Renee DiSalvo	Third Grade Teacher

Name	Title
Blair Beck	Fourth Grade Teacher
Gina King	Fifth Grade Teacher

How the school-based LLT functions

The LLT will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring during PDDs and Learning Team Meetings. The LLT will communicate with both the professional development team as well as the SBT to ensure the literacy initiatives are being implemented with fidelity.

Major initiatives of the LLT

1. Target our lowest 25%: Researching research based interventions for different areas of weakness and ensuring PD on using interventions that match student deficits.
2. Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.
3. Planning a comprehensive Family Literacy Night.
4. Overseeing the implementation of the new K-5 Reading adoption including fidelity of the 90 minute block, problem solving barriers and providing support to teachers in the implementation.
5. Full Implementation of the New Common Core State Standards in K-2 and a blended curriculum in Grades 3-5.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each year, Verde Elementary School holds a Kindergarten "Round-Up" in the Spring to welcome incoming kindergarten students and families. At this meeting, we share important information about our school and what families can do to help their child prepare for the transition for the upcoming school year.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	80%	Yes	82%
American Indian				
Asian	73%	83%	Yes	75%
Black/African American	69%	65%	No	72%
Hispanic	80%	80%	Yes	82%
White	84%	79%	No	86%
English language learners	68%	57%	No	71%
Students with disabilities	52%	42%	No	57%
Economically disadvantaged	76%	75%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	27%	25%
Students scoring at or above Achievement Level 4	216	53%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	328	81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	44	77%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	48	55%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	29%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	29%	31%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	91	71%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	79%	No	83%
American Indian				
Asian	89%	75%	No	90%
Black/African American	58%	65%	Yes	63%
Hispanic	81%	79%	No	83%
White	83%	80%	No	84%
English language learners	71%	64%	No	74%
Students with disabilities	53%	42%	No	58%
Economically disadvantaged	77%	73%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	29%	30%
Students scoring at or above Achievement Level 4	202	49%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	292	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	65%	68%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	36%	37%
Students scoring at or above Achievement Level 4	58	43%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	0%
Students who are not proficient in reading by third grade	46	29%	25%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

- 85% of our parent population will attend Curriculum Night and Literacy Night.
- 90% of the parents of ELL will attend the PLC meeting
- 90% of the parents of SWD will attend their annual IEP meeting
- 100% of the parents of students performing below grade level will attend at least one parent conference

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
85% of our parent population will attend Curriculum Night and Literacy Night.			85%
90% of the parents of ELL will attend the PLC meeting			90%
90% of the parents of SWD will attend their annual IEP meeting			90%
100% of the parents of students performing below grade level will attend at least one parent conference			100%

Area 10: Additional Targets

Additional targets for the school

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

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse the content required by Florida Statue 1003.42(2) and S.B. Policy 2.09 (8)(B).	49	100%	100%

Goals Summary

- G1.** Based on the 2014 FCAT 2.0, 82% of the total student population will achieve a learning gain in Reading. This would be an increase of 2 percentage points.
- G2.** Based on the 2014 FCAT 2.0 75% of the total student population will achieve a learning gain in Math. This would be an increase of 3% percent.
- G3.** Based on the 2014 FCAT Writes 75% of the total student population will achieve a 3.5 or higher in Writing. This will be an increase of 3 percentage points.

Goals Detail

G1. Based on the 2014 FCAT 2.0, 82% of the total student population will achieve a learning gain in Reading. This would be an increase of 2 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Resources will include: 1) Common Core Resources-(websites, videos, rigorous text) 2)The new Core Reading adoption (Scholastic) 2) Units of Study guide 3) Mentor texts 4) Reader's Notebooks 5) Extensive classroom libraries for independent reading 6) Words Their Way resources 7) Foundations Kits

Targeted Barriers to Achieving the Goal

- Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.
- The Reading instruction in the years prior was unable to assist the students to reach proficiency.

Plan to Monitor Progress Toward the Goal

Student data and classroom walkthrough data: RRR's Diagnostic data and other classroom assessments
Marzano evaluation tool

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student achievement goal is met

G2. Based on the 2014 FCAT 2.0 75% of the total student population will achieve a learning gain in Math. This would be an increase of 3% percent.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Learning Village, Think Central, RiverDeep, Anchor charts, CCSS mathematical practice resources, Manipulatives, and Curriculum Associates.

Targeted Barriers to Achieving the Goal

- Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.
- The Math instruction in the years prior was unable to assist the students to reach proficiency.

Plan to Monitor Progress Toward the Goal

Student data and classroom walkthrough data: CoreK12 assessments Diagnostic data Other classroom assessments Marzano evaluation tool

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student Achievement Data

G3. Based on the 2014 FCAT Writes 75% of the total student population will achieve a 3.5 or higher in Writing. This will be an increase of 3 percentage points.

Targets Supported

- Writing

Resources Available to Support the Goal

- Lucy Caulkins; Learning Village lessons for each grade level; anchor charts

Targeted Barriers to Achieving the Goal

- Lack of Fidelity of implementation of the new Lucy Caulkins writing program by the instructional staff.

Plan to Monitor Progress Toward the Goal

Student work samples and classroom walk-through data as well as other classroom assessments; Marzano evaluation tool.

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule:

on-going

Evidence of Completion:

student data and classroom walk-through data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the 2014 FCAT 2.0, 82% of the total student population will achieve a learning gain in Reading. This would be an increase of 2 percentage points.

G1.B1 Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.

G1.B1.S1 Administrators will create an extensive classroom observation schedule including pre and post feedback to teachers

Action Step 1

Administrators will complete daily informal and formal walk through and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core Standards and intervention instruction through pre and post conferences

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observations and feedback conferences

Facilitator:

District Reading Leadership Team and Administration

Participants:

all instructional teachers

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

Weekly leadership meetings to review the completion of schedules, observations and conferences

Person or Persons Responsible

Administration and Area Superintendent

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes at each Leadership meeting

Plan to Monitor Effectiveness of G1.B1.S1

Walk through data will be reviewed to determine improvement is effective implementation of Common Core Standards and intensive intervention instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through data and student achievement

G1.B1.S2 Extensive Professional development on implementing the Common Core standards through the new literacy adoption and intensive intervention instruction will occur at all grade levels.

Action Step 1

Common Core Units of Study and Intervention Training

Person or Persons Responsible

Administration and PDD team

Target Dates or Schedule

Professional Development Days

Evidence of Completion

Agendas and sign-in sheets

Action Step 2

Common Core and Units of Study

Person or Persons Responsible

District Trainers

Target Dates or Schedule

once a month at Cohort training and scheduled days throughout the month

Evidence of Completion

agendas and sign in sheets

Facilitator:

district trainers

Participants:

all instructional staff

Action Step 3

Common Core Units of Study and Intervention Training

Person or Persons Responsible

Administration and instructional staff

Target Dates or Schedule

Weekly Learning Team Meetings

Evidence of Completion

Agendas and sign in sheets

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

Agendas and sign-in will be monitored for teacher attendance after each session and minutes will be reviewed

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign-in-sheets, minutes

Plan to Monitor Effectiveness of G1.B1.S2

Classroom walk-throughs, RRR, Diagnostic Data, Reader's Response journals, student work samples, classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

data collection tools (Marzano observations) and conference notes

G1.B2 The Reading instruction in the years prior was unable to assist the students to reach proficiency.

G1.B2.S1 The students not performing at a level 3 in Reading from the FY13 FCAT or the Fall Diagnostics and the lowest 25% of students in Reading will attend an afterschool tutorial program.

Action Step 1

An afterschool tutorial program will be created to address student needs in Reading.

Person or Persons Responsible

Students who performed at a Level 1 or Level 2 Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student data will be reflected in their Winter Diagnostic scores and FCAT 2.0

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

Teachers will use researched based materials to instruct and monitor implementation in each classroom.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

student participation through weekly attendance

Plan to Monitor Effectiveness of G1.B2.S1

Student data will be collected through EDW reports

Person or Persons Responsible

administration and classroom teachers

Target Dates or Schedule

after December Diagnostics and at the end of the school year

Evidence of Completion

Student growth and achievement levels

G2. Based on the 2014 FCAT 2.0 75% of the total student population will achieve a learning gain in Math. This would be an increase of 3% percent.

G2.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G2.B1.S1 Administration will create an extensive classroom observation schedule including pre and post conferences providing feedback to teachers.

Action Step 1

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core standards and intervention instruction through pre- and post conferences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observation and feedback conferences.

Facilitator:

Administration

Participants:

All instructional Staff

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

Weekly leadership meetings to review completion of schedules observation and conferences.

Person or Persons Responsible

Administration and Area Superintendent

Target Dates or Schedule

weekly

Evidence of Completion

Minutes of leadership

Plan to Monitor Effectiveness of G2.B1.S1

Walkthrough data will be reviewed to determine improvement is effective implementation of Common Core standards and intensive intervention instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough and observation data achievement.

G2.B1.S2 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Person or Persons Responsible

Administration and Team Leaders

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas, minutes, sign-in sheets, and instructional focus calendars

Facilitator:

Administration

Participants:

All instructional Staff

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

Administration will participate in Unit planning, monitor implementation and review minutes, and implementation of the units through classroom observation and review of student assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Minutes, agendas, sign in sheets, classroom walkthrough data and student achievement data

Plan to Monitor Effectiveness of G2.B1.S2

Classroom walkthroughs, Core K-12 assessment, Diagnostic data, Student work, and Classroom assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Review of student achievement data and walkthrough data.

G2.B2 The Math instruction in the years prior was unable to assist the students to reach proficiency.

G2.B2.S1 The students not at a level 3 or above in Math from the FY13 FCAT or the Fall Diagnostics and the lowest performing 25% of students in Math will attend an afterschool tutorial program.

Action Step 1

An afterschool tutorial program will be created to address student needs in Math.

Person or Persons Responsible

classroom teachers and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Winter Diagnostics and FY14 FCAT

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

student participation through weekly attendance

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

after December Diagnostics and at the end of the school year

Evidence of Completion

Student growth and achievement levels

Plan to Monitor Effectiveness of G2.B2.S1

Student data will be collected through EDW reports

Person or Persons Responsible

classroom teachers and administration

Target Dates or Schedule

after December Diagnostics and at the end of the school year

Evidence of Completion

Student growth and achievement levels

G3. Based on the 2014 FCAT Writes 75% of the total student population will achieve a 3.5 or higher in Writing. This will be an increase of 3 percentage points.

G3.B1 Lack of Fidelity of implementation of the new Lucy Caulkins writing program by the instructional staff.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to determine best practices for instruction for each new unit

Action Step 1

Unit planning will be scheduled by administration and team leaders at least every other week

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

Biweekly

Evidence of Completion

Agendas, minutes, sign-in sheets. instructional focus calendars, classroom anchor charts

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

Administration will monitor implementation through observations and classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk-through data and student achievement data (Palm Beach Writes/ Palm Beach Assessment)

Plan to Monitor Effectiveness of G3.B1.S1

Student work will be monitored for growth through classroom teacher and administration observation

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

on-going

Evidence of Completion

Student work samples, data from classroom walk-throughs and student achievement data through EDW

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our school integrates Single School Culture by sharing Universal Guidelines For Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Faculty Meetings and Parent conferences.. We instill an appreciation for multicultural diversity through our guidance program, structured lessons, and implementation of SwPBS programs. We have daily, weekly and monthly incentives such as SPARK tickets for students who exhibit positive behavior. We also recognize students and classes for their positive behavior throughout our campus on our morning video announcements. Our parents are invited to attend our Single School Culture school-wide meetings twice a year. At this meeting we keep parents abreast of our SwPBS action plan.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Based on the 2014 FCAT 2.0, 82% of the total student population will achieve a learning gain in Reading. This would be an increase of 2 percentage points.

G1.B1 Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.

G1.B1.S1 Administrators will create an extensive classroom observation schedule including pre and post feedback to teachers

PD Opportunity 1

Administrators will complete daily informal and formal walk through and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core Standards and intervention instruction through pre and post conferences

Facilitator

District Reading Leadership Team and Administration

Participants

all instructional teachers

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observations and feedback conferences

G1.B1.S2 Extensive Professional development on implementing the Common Core standards through the new literacy adoption and intensive intervention instruction will occur at all grade levels.

PD Opportunity 1

Common Core and Units of Study

Facilitator

district trainers

Participants

all instructional staff

Target Dates or Schedule

once a month at Cohort training and scheduled days throughout the month

Evidence of Completion

agendas and sign in sheets

G2. Based on the 2014 FCAT 2.0 75% of the total student population will achieve a learning gain in Math. This would be an increase of 3% percent.

G2.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G2.B1.S1 Administration will create an extensive classroom observation schedule including pre and post conferences providing feedback to teachers.

PD Opportunity 1

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core standards and intervention instruction through pre- and post conferences.

Facilitator

Administration

Participants

All instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observation and feedback conferences.

G2.B1.S2 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

PD Opportunity 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Facilitator

Administration

Participants

All instructional Staff

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas, minutes, sign-in sheets, and instructional focus calendars

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the 2014 FCAT 2.0, 82% of the total student population will achieve a learning gain in Reading. This would be an increase of 2 percentage points.	\$3,500
G2.	Based on the 2014 FCAT 2.0 75% of the total student population will achieve a learning gain in Math. This would be an increase of 3% percent.	\$3,500
Total		\$7,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
PTA and K-12 Instructional Tutorial Grant	\$3,500	\$3,500
PTA and K-12 tutorial instructional grant	\$3,500	\$3,500
Total	\$7,000	\$7,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Based on the 2014 FCAT 2.0, 82% of the total student population will achieve a learning gain in Reading. This would be an increase of 2 percentage points.

G1.B2 The Reading instruction in the years prior was unable to assist the students to reach proficiency.

G1.B2.S1 The students not performing at a level 3 in Reading from the FY13 FCAT or the Fall Diagnostics and the lowest 25% of students in Reading will attend an afterschool tutorial program.

Action Step 1

An afterschool tutorial program will be created to address student needs in Reading.

Resource Type

Evidence-Based Materials

Resource

Curriculum Associates NGSSS/Common Core mini lessons

Funding Source

PTA and K-12 Instructional Tutorial Grant

Amount Needed

\$3,500

G2. Based on the 2014 FCAT 2.0 75% of the total student population will achieve a learning gain in Math. This would be an increase of 3% percent.

G2.B2 The Math instruction in the years prior was unable to assist the students to reach proficiency.

G2.B2.S1 The students not at a level 3or above in Math from the FY13 FCAT or the Fall Diagnostics and the lowest performing 25% of students in Math will attend an afterschool tutorial program.

Action Step 1

An afterschool tutorial program will be created to address student needs in Math.

Resource Type

Evidence-Based Materials

Resource

Curriculum Associates NGSSS/Common Core mini lessons

Funding Source

PTA and K-12 tutorial instructional grant

Amount Needed

\$3,500