



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm Springs Elementary School

101 DAVIS RD

Palm Springs, FL 33461

561-804-3000

www.edline.net/pages/palm_springs_elementary

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 91%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 A	2009-10 B
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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
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Palm Springs Elementary School

Principal

Kathy E. Harris

School Advisory Council chair

Ashley Schutt

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

Name	Title
Jenny Diaz	ESOL Guidance Counselor
Chantee Kirk	Guidance Counselor
Juliana Bradley	SAI Teacher
Andrew Kline	Assistant Principal
Kathy Harris	Principal
Jennifer McDonough	School Psychologist
Carolina Perez	ESE Contact

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

Kathy Harris: Principal (1) Principal
 Ashley Schutt: SAC Chair (2) Teachers
 Juliana Bradley: Vice Chair (1) Education Support Employee
 Mary Fiaschetti: Secretary (5) Parents
 Voting Members: (1) Community Business Partner
 10% Black
 50% Hispanic
 30% White
 10% Asian

Involvement of the SAC in the development of the SIP

Input from SAC is a crucial part of our finalization process. As a school, we bring the SIP to SAC and they help with brainstorming and generating ideas and suggestions for all areas of the SIP.

Activities of the SAC for the upcoming school year

The primary function of the School Advisory Council is to provide all of the shareholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on the analysis of available school data.

Specific functions include, but may not be limited to, the following:

- 1) to develop and oversee the implementation of the School Improvement Plan.
- 2) to enlist, promote, and support greater interaction between school and community.
- 3) to provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and assist in the preparation of the school's annual budget, and to ensure that such expenditures are consistent with the School Improvement Plan.
- 4) to consult with peripheral constituency groups (i.e. Instructional Innovation Team, Parent Teacher Association, Volunteers, etc.) when making decisions concerning educational practices within the school.
- 5) to consult with person or departments impacted by the School Improvement Plan.

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

School Improvement Funds will be used on educational programs, implementation of Common Core, and ESE & ELL support.

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

Not In Compliance

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

Palm Springs is continuing to recruit Hispanic community members and parents through our newsletters, parent liaison, PTA and school functions.

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:

Kathy E. Harris

Principal

Years as Administrator: 30

Years at Current School: 1

Credentials

BAE in Early Childhood, Elementary Education. Minor in Mathematics
MA in Guidance and Counseling
ED.S. in Educational Leadership

Performance Record

Mrs. Harris was the Principal of Congress Middle School when it was a "C" school. She implemented Strategies and made academic improvements to move the school up to a "B", and it became an "A" school for three consecutive years, 2009, 2010, and 2011.

Andrew Kline

Asst Principal

Years as Administrator: 14

Years at Current School: 9

Credentials

B.A., B.S. M. ED, Ed. Leadership ESOL Endorsed

Performance Record

In 2006 Mr. Kline was instrumental in bringing Palm Springs Elementary's school grade up from a "C" to an "A" and then maintaining the grade of "A" from 2006-2009.

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Karen Kaliser		
Full-time / School-based	Years as Coach: 9	Years at Current School: 12
Areas	Reading/Literacy, Data	
Credentials	BA Elem Ed MS Elem ED Endorsement in Reading and ESOL	
Performance Record	Literacy Coach of Palm Springs Elementary School in 2011-2012 School Grade: B. Reading Mastery: 47%, Writing 79% Learning Gains: 75% Reading Adequate Progress of Lowest 25%: 81% Reading Literacy Coach of Palm Springs Elementary School in 2010-2011 School Grade: A Reading Mastery: 69% AYP: 79%, Black, Hispanic, ELL, FRL, & SWD did not make AYP in Reading Literacy Coach of Palm Springs Elementary School in 2009-2010 School Grade: B. Reading Mastery: 67%, Writing 79% AYP: 69%, Black, Hispanic, ELL, FRL, & SWD did not make AYP in Reading 2008-2009 Grade A Reading Mastery: All sub groups made AYP in Reading 2007-2008 Grade A Reading Mastery: 65% AYP: 67%, ELL & SWD did not make AYP in reading 2006-2007 Grade A Reading Mastery 64%, AYP 95% Economically Disadvantaged, ELL & SWD made AYP in Reading 2005-2006 Grade C Reading Mastery 61%, AYP 77%, Economically Disadvantaged did make AYP in reading, ELL & SWD did not make AYP in reading.	

Patti Silva

Full-time / School-based Years as Coach: 4 Years at Current School: 19

Areas Mathematics, Data

Credentials BA of Science, Elem Ed

Performance Record

Math Coach at Palm Springs Elementary School in 2012-2013
 School Grade: C
 Math Mastery: 40%
 Lowest 25%: 58%
 2011-2012
 School Grade: B
 Math Mastery: 42%
 Learning Gains: 64%
 Math AYP of Lowest 25%: 58%
 2010-2011
 School Grade: A
 Math Mastery: 69%
 Math AYP of Lowest 79%: ELL adn SWD did not make AYP

Elizabeth Burroughs

Full-time / School-based Years as Coach: Years at Current School:

Areas Science, Data

Credentials BA Elem Ed
 Endorsement in ESOL

Performance Record

Science Coach at Palm Springs Elementary School in 2012-2013
 School Grade: C
 Science Mastery: 48%
 2011-2012
 School Grade: B
 Science Mastery: 48%
 2010-2011
 School Grade: A
 Science Mastery: 45%
 2009-2010
 School Grade: B
 Science Mastery: 41%

Classroom Teachers

of classroom teachers

75

receiving effective rating or higher

75, 100%

Highly Qualified Teachers

100%

certified in-field

75, 100%

ESOL endorsed

66, 88%

reading endorsed

75, 100%

with advanced degrees

17, 23%

National Board Certified

0, 0%

first-year teachers

2, 3%

with 1-5 years of experience

26, 35%

with 6-14 years of experience

25, 33%

with 15 or more years of experience

22, 29%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

1. The school district held a Teacher Job Fair in June 2013. Resumes were collected and mini interviews were held by Principals and support staff. Palm Springs Elementary was able to hire a candidate from the Job Fair.
2. Utilization of Colleges and Universities Internship programs
3. Education Support Program which includes partnering new teachers and regular meetings of new teachers and Administration.
4. Soliciting referrals from current employees.

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

ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Our beginning teachers are paired with a mentor as well as a buddy. Together as a team, our beginning teachers are coached through this year long process, gaining experience in demonstrating critical proficiencies necessary to be an effective teacher. In addition, each new teacher receives extensive professional development in Balanced Literacy from our Reading Coach.

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

The leadership team focus their meetings around one question: How do we develop and maintain a problem-solving system to address effectiveness of core instruction, resource allocation and small group and individual student needs.

The leadership team meets twice monthly to engage in the following activities.

The school-based RtI leadership team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and or behavioral support(supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, SAI teacher, Guidance Counselor)and report back on all data collected for further discussion at future meetings.

Problem Solving Model:

The four steps of the Problem Solving Model are as follows:

Problem identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-toIntervention. In this step, the effectiveness of a student's or group of student's response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all student achieving benchmarks regardless of their status in general or special education.

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

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

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

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

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

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

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

*Learning Team Facilitator: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

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

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

Members of the school-based Rti Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas: Topics for discussion include, but are not limited to the following:

FCAT scores and the lowest 25% performing students

AYP and subgroups not meeting AYP

Strengths and weaknesses of intensive programs and triple i

Mentoring, Tutoring, and other services.

The SAI teacher will provide professional development for the SAC members on the Rti process.

The RTi Problem-solving process is used in developing and implementing the School Improvement Plan.

Tier 1 is the core curriculum of our school; all students are exposed to the core curriculum throughout all grade levels and subject areas. In the Tier 2 process, the School Improvement Plan allows for Triple iii instruction. As the process continues through the Rti flow chart, the School Improvement plan includes Tier 3 intensive interventions. The SAI teacher has allotted times to remediate the Tier 3 student. When developing the School Improvement Plan, all Tiers are included to ensure fidelity and to build capacity.

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:

Florida Comprehensive Assessment (FCAT)

Curriculum Based Measurement

Florida Assessment for Instruction in Reading (FAIR)

Palm Beach County Fall Diagnostics

Palm Beach Writes

K-3 Literacy Assessment System

Diagnostic Assessment for Reading (DAR)

Progress Monitoring and Reporting Network (PMRN)

Comprehensive English Language Learning Assessment (CELLA)

Office Discipline Referrals

Retentions

Absences

Mid Year Data:

Florida Assessment for Instruction in Reading (FAIR)

Diagnostic Assessment for Reading (DAR)

Palm Beach County Winter Diagnostics

Palm Beach Writes

K-3 Literacy Assessment System

Progress Monitoring and Reporting Network (PMRN)

End of Year Data:

Florida Comprehensive Assessment (FCAT)

Florida Assessment for Instruction in Reading (FAIR)

FCAT Writes

ACT/SAT/CPT

Frequency of requires Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

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

Professional Development will be offered by district staff.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model

Consensus Building

Positive Behavioral Intervention and Support (PBIS)

Common Core: Across Content

Data-based decision-making to drive instruction

Progress Monitoring

Selection and availability of research-based interventions

Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

The leadership team is comprised of administration, coaches, the SAI teacher, LTM facilitator, and the ELL Coordinator. The leadership team meets bi-weekly and facilitates the Professional Development at Palm Springs Elementary.

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: 7,200

Students in third through fifth grade are selected to attend an afterschool tutorial program by their Fall Diagnostic scores or FCAT scores for third grade retention students. Students who score a level one on reading or math on the Fall Diagnostics and students who scored a level one on third grade FCAT are invited to attend. Tutorial takes place on Tuesdays and Thursdays from 2:30-4:30. Each student receives an hour of reading and an hour of math instruction. Fifth grade receives reading through science instruction with opportunities for hands-on experiments.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Fall diagnostic tested benchmarks are used to determine the weaknesses of each grade level for reading, math, and fifth grade science. Once the weaknesses are identified, the Tutorial Directors develop lesson plans for teachers to implement in the program. FCAT scores are used to determine the effectiveness of this strategy as well as teacher observations.

Who is responsible for monitoring implementation of this strategy?

The Tutorial Directors, Principal, Assistant Principal, and Tutorial teachers are responsible for monitoring the implementation of the program.

Strategy: Before or After School Program

Minutes added to school year: 5,040

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

SACC Academic adviser and SACC Director are responsible for monitoring the implementation of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Kathy E. Harris	Principal
Andrew Kline	Assistant Principal
Karen Kaliser	Reading Coach
Ashley Schutt	ESOL Coordinator
Juliana Bradley	SAI Instructor
Carolina Perez	ESE Contact/Learning Team Facilitator
Pamela Marks	Kindergarten Grade Chair
Valerie Kangas	First Grade Chair
Beatriss Powell	Second Grade Chair
Rebecca Kestner	Third Grade Chair
Chistina Justus	Fourth Grade Chair
Sara Levine	Fifth Grade Chair
Sunny Brutus	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team meets once a week to discuss concerns with the Literacy Roll-out. Professional Development requests are brought forward and concerns that need to be addressed are discussed. Book Studies and Data analysis.

Major initiatives of the LLT

Palm Beach County Literacy Roll -out and incorporating the Common Core Standards

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every Teacher contributes to the reading improvement of every student because of our instructional delivery model. We changed back to self contained classrooms and we are no longer departmentalized. All teachers are responsible for the Literacy block in all content areas. Professional Development Literacy activities are presented to all teachers. All teachers are required to attend the District Literacy Roll-out and complete ESOL endorsement certification. Furthermore, all teachers incorporate Literacy strategies in their lessons, and ESOL strategies in their lesson plans.

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

Kindergarten Round Up is held each year in the Spring (May). Local Day care centers are invited to bring incoming Kindergarten students in to pre-register for school. Packets of information are distributed to the Parents and parenting material is included in the packets.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	55%	44%	No	60%
American Indian				
Asian				
Black/African American	47%	49%	Yes	52%
Hispanic	55%	39%	No	60%
White	72%	59%	No	75%
English language learners	40%	26%	No	46%
Students with disabilities	38%	32%	No	45%
Economically disadvantaged	54%	43%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	23%	29%
Students scoring at or above Achievement Level 4	66	18%	23%

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>		25%
Students scoring at or above Level 7	13	81%	91%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	245	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	62	78%	86%

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)	121	36%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	66	19%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	36	10%	15%

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	47	46%	70%
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	53%	43%	No	57%
American Indian				
Asian				
Black/African American	51%	42%	No	56%
Hispanic	49%	40%	No	54%
White	68%	56%	No	71%
English language learners	40%	36%	No	46%
Students with disabilities	38%	41%	Yes	44%
Economically disadvantaged	51%	43%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	27%	50%
Students scoring at or above Achievement Level 4	46	13%	25%

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>		25%
Students scoring at or above Level 7	13	81%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	219	58%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	58%	65%

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	38	31%	33%
Students scoring at or above Achievement Level 4	22	18%	20%

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>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		35
Participation in STEM-related experiences provided for students	28	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	30	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	51	5%	1%
Students who are not proficient in reading by third grade	100	64%	50%
Students who receive two or more behavior referrals	36	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	4%	2%

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

Will have a 5% increase in parent involvement in our content area workshops.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Muffins for Mom (math)	121	13%	18%
Donuts for Dads (Reading)	61	6%	11%
Goodies for Grandparents (Science)	74	8%	13%
Curriculum Night		%	%

Area 10: Additional Targets

Additional targets for the school

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

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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Grades K-5: Veterans	904	100%	100%
Grades K-5: Multicultural Lessons	904	100%	100%

Goals Summary

- G1.** In grade 4 students achieving proficiency will increase by 24% on the 2014 FCAT Writes 2.0.
- G2.** In grade 5, 53% of students will show proficiency.
- G3.** In grades 3-5, students in the lowest 25% making learning gains in math will increase by 7%.
- G4.** In grades 3-5, students making learning gains increased by 12%.
- G5.** In grades 3-5, students in the lowest 25% making learning gains in reading will increase by 8%.
- G6.** In grades 3-5, students achieving proficiency will increase by 6% or meet state provisions and percentage of students meeting proficiency on the FAA Reading Assessment will increase 16%.
- G7.** The percentage of students meeting proficiency will increase by 5% on the Listening/Speaking, Reading and Writing sections of CELLA.

Goals Detail

G1. In grade 4 students achieving proficiency will increase by 24% on the 2014 FCAT Writes 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Plan based on Lucy Caulkins based on the Writers Workshop.

Targeted Barriers to Achieving the Goal

- English as a second Language

Plan to Monitor Progress Toward the Goal

Disaggregate data during learning team meeting of student writing samples.

Person or Persons Responsible

Teachers, LTF, administration

Target Dates or Schedule:

on going

Evidence of Completion:

LTM Agenda

G2. In grade 5, 53% of students will show proficiency.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science Resource Room, hands-on materials, Reading Resource Room, Scholastic nonfiction readers in grades K-5, Picture Perfect and More Picture Perfect Science Lessons resource books and libraries for grades K-5, HMH Science Fusion textbooks, Think Central digital lessons, Gizmos and FCAT Explorer computer activities, Learning Village, Brain Pop, Brain Pop Jr., Discovery Ed. streaming, You Tube, Brain Bank, AIMS library of activities, Sciencesaurus books for teachers

Targeted Barriers to Achieving the Goal

- Student attendance, large population of ELL students, limited parental support, students' lack of school supplies, time allocated to science instruction during the school day, students being pulled from science class for Speech and Language and SAI, interruptions during the school day, students' lack of note-taking abilities, no access to computer/internet outside of school, students' lack of experience using hands-on materials and working in cooperative groups during science investigations, lack of science-based literature to be used for infusing science content into the reading block, teachers' lack of experience and lack of time in being able to develop and present inquiry-based lessons

Plan to Monitor Progress Toward the Goal

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Principal, Assistant Principal, Science Coach, Homeroom teacher, Learning Team Facilitator, Computer Lab teacher, District and State

Target Dates or Schedule:

Daily, Weekly Ongoing throughout the year.

Evidence of Completion:

Lesson plans, rigorous assessments, data feedback strategies, teacher observations, computer-generated results of completion of assigned lessons, assessment analysis form, SAL-P student folder and SAL-P teacher feedback forms, data feedback tools, data collection of family participation, benchmark assessments, FCAT science scores, scores from district-produced diagnostic science tests given two times per year, improving scores on mini assessments.

G3. In grades 3-5, students in the lowest 25% making learning gains in math will increase by 7%.

Targets Supported

Resources Available to Support the Goal

- Hands-On activities; Manipulatives, Exploratory Activities, Literature, Word Walls, Acaletics, Hands-On Equations, Enrichment activities, Tutorials, Problem of the Day, Real World Videos, Kids Learn File Folder Games, Math Daily Review, Touch Math program, Virtual Manipulatives, Edmark, Riverdeep, Gizmos, Vmath Live, iTools, FCAT Explorer, Destination Math, Parent University (Muffins for Moms), rigorous assessments, beginning unit letter to parents, Common Core resource books, Every Day Counts, Go Math! Florida; Secondary benchmark lessons and assessments (provided by area math specialist), Afterschool tutorial , computer homework to practice skills

Targeted Barriers to Achieving the Goal

- Lack of fluency, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between old and new generation standards; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer ; parental permission, lack of prerequisite skills due to ineligibility for retention, lack of training and professional development

Plan to Monitor Progress Toward the Goal

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District and State

Target Dates or Schedule:

on going

Evidence of Completion:

Lesson plan checks (administration, afterschool tutorial coordinator); classroom observations (administration, teacher); walkthroughs (administration, coach); Data chats with students (teachers); LTM/Safe Schools Data Collection forms Homework (teachers, parent/guardian) Diagnostics and FCAT

G4. In grades 3-5, students making learning gains increased by 12%.

Targets Supported

Resources Available to Support the Goal

- Hands-On activities; Manipulatives, Exploratory Activities, Literature, Word Walls, Acaletics, Hands-On Equations, Enrichment activities, Tutorials, Problem of the Day, Real World Videos, Kids Learn File Folder Games, Math Daily Review, Touch Math program, Virtual Manipulatives, Edmark, Riverdeep, Gizmos, Vmath Live, iTools, FCAT Explorer, Destination Math, Parent University (Muffins for Moms), rigorous assessments, beginning unit letter to parents, Common Core resource books, Every Day Counts, Go Math! Florida; Secondary benchmark lessons and assessments (provided by area math specialist)

Targeted Barriers to Achieving the Goal

- Lack of prerequisite skills, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between Next Generation and Common Core; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer

Plan to Monitor Progress Toward the Goal

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District and State

Target Dates or Schedule:

Daily, Weekly, Ongoing throughout the school year.

Evidence of Completion:

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year

G5. In grades 3-5, stuents in the lowest 25% making learning gains in reading will increase by 8%.

Targets Supported

Resources Available to Support the Goal

- Direct oral language instruction • Interactive Read Alouds • Turn and Talk opportunities • Readers Theater • Veteran ESOL teachers and Coordinator • Language Facilitators • Coach and District support • Guided Reading Instruction and Student Conferences • Leveled Reading Program- "Reading A-Z" • iii Instruction • After-school Tutorial • "SRA" • "Reading Plus" • SAI teacher • Local High School Students

Targeted Barriers to Achieving the Goal

- As a highly populated ELL school, vocabulary growth and language acquisition are challenges that impact gains.

Plan to Monitor Progress Toward the Goal

Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Person or Persons Responsible

- Principal, Assistant Principal, Reading Coach, ESOL Coordinator, Teachers

Target Dates or Schedule:

- Diagnostic and FCAT data will be reviewed upon release of information by the District. • Running Record data is reviewed on a ongoing basis with updated reports due monthly. • Core K12 Benchmarks Assessments are given and reviewed every 2 weeks. • Formal Oral Language Assessment s are given 3 times a year as warranted. (Grade 3) • Observations, checklists, and SAL-P entries are ongoing. • Fair data is reviewed 3 times a year.

Evidence of Completion:

- Walkthroughs • Lesson Plans • Observations/Checklists • Sal-P folders

G6. I grades 3-5, students achieving proficiency will increase by 6% or meet state provisions and percentage of students meeting proficiency on the FAA Reading Assessment will increase 16% .

Targets Supported

Resources Available to Support the Goal

- Professional development for how to assess using running records and how to analyze and applying the data for grouping and instruction. • Coach, administration, and district support. • SAL-P record keeping. • Conferencing Unique Learning System; Hands on Activities; Classroom Suite; Me-Ville We-Ville
- Book studies using “Common Core Lesson Plan Book” by Gretchen Owocki, and “Core 6” by Harvey Silver. • Coach, administration and district support. • Professional development aligning Common Core Standards and the Fountas and Pinnell Continuum.

Targeted Barriers to Achieving the Goal

- 2. Understanding the Common Core Standards and how they are implemented and assessed in our classrooms remains and becomes a challenge for K-2 teachers, and how they are “blended” in 3-5 teachers. 3. Cognitive language performance, English as a second language, Expressive Language, Receptive Language, and Behavior impede academics.
- 1. Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level). Additionally, because Reading Running Record Analysis is new to many teachers coming out of departmentalization, into teaching reading after several years, or for the first time, this assessment data may be difficult to use as a resource for instructional placement.

Plan to Monitor Progress Toward the Goal

Walkthroughs, data chats and observations

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers, IND Teachers

Target Dates or Schedule:

- Diagnostic and FCAT data will be reviewed upon release of information by the District • Running Records data is reviewed on an ongoing basis with updated reports due monthly. • Core K12 Benchmark Assessments are given and reviewed every 2 weeks. • Sal-P checks are ongoing during walkthrough checks

Evidence of Completion:

- District Reports re: Diagnostics and FCAT • F&P Running Record Collections • Sal-P Folders • Core K12 reports • EDW reports FAA Practice Checklist

G7. The percentage of students meeting proficiency will increase by 5% on the Listening/Speaking, Reading and Writing sections of CELLA.

Targets Supported

Resources Available to Support the Goal

- Click-N-Read Computer based program; Annual Language Conference

Targeted Barriers to Achieving the Goal

- Student's lack of phonemic awareness.

Plan to Monitor Progress Toward the Goal

Students will read in English at grade level text in a manner similar to a non-ELL student.

Person or Persons Responsible

ESOL, Homeroom teachers, and Reading Coach

Target Dates or Schedule:

weekly and/or monthly

Evidence of Completion:

walkthroughs, lesson plans. Adequate progress is assessed and determined by comparing student; trendlines to aim lines.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In grade 4 students achieving proficiency will increase by 24% on the 2014 FCAT Writes 2.0.

G1.B1 English as a second Language

G1.B1.S1 60 minutes writing instruction daily; 10 minute warm-up to include grammar, conventions, spelling skills to build paragraph writing. 20 minutes mini lesson; 20 minutes small group; Palm Beach Writes, timed assessments; data chats

Action Step 1

Disaggregate data during learning team meeting of student writing samples.

Person or Persons Responsible

Teachers, LTF, administration

Target Dates or Schedule

on going

Evidence of Completion

LTM agenda

Facilitator:

District & Area 2 Personnel

Participants:

All 4th Grade teachers & VE teacher

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

Disaggregate data during learning team meeting of student writing samples.

Person or Persons Responsible

Teachers, LTF, administration

Target Dates or Schedule

on going

Evidence of Completion

LTM agenda

Plan to Monitor Effectiveness of G1.B1.S1

Disaggregate data during learning team meeting of student writing samples.

Person or Persons Responsible

Teachers, LTF, administration

Target Dates or Schedule

on going

Evidence of Completion

LTM Agenda

G2. In grade 5, 53% of students will show proficiency.

G2.B1 Student attendance, large population of ELL students, limited parental support, students' lack of school supplies, time allocated to science instruction during the school day, students being pulled from science class for Speech and Language and SAI, interruptions during the school day, students' lack of note-taking abilities, no access to computer/internet outside of school, students' lack of experience using hands-on materials and working in cooperative groups during science investigations, lack of science-based literature to be used for infusing science content into the reading block, teachers' lack of experience and lack of time in being able to develop and present inquiry-based lessons

G2.B1.S1 Infusing science content into the reading block; implementing in Grades K-3 at least two (2) weeks of science instruction monthly and Grades 4&5 daily to include: direct instruction following the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more time for FCAT tested benchmarks from grades 3-5th to be covered in the Science Lab, and in grades 2, 3, 4 & 5 having SS taught during the reading block; at least one science center during each rotation can focus on content from previous year; implementing at least one hands-on inquiry-based activity at least once a week; students utilizing science notebooks to develop critical thinking skills with an emphasis on the scientific method; providing each student in grades 1-5 with a composition notebook to be used as a science notebook; implementing teacher-directed small group instruction based on assessment data, teacher observation and student response to reinforce, spiral and/or enrich skills and concepts taught; utilizing above-named resources during core science instruction with an emphasis on scientific method, vocabulary and test question analysis; utilizing the Computer Lab as a time for students, as either a whole group lesson or to be completed independently, to have access to Gizmos or FCAT Explorer programs that relate to lessons being taught in the classroom; collaborating (LTM) with Administration and peers to analyze data frequently to monitor and inform them of student needs; analyzing data in order to plan appropriate lessons for diverse learners and administer rigorous assessments, devoting one PD day for involving parents in science learning.

Action Step 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group science instruction.

Person or Persons Responsible

Principal, Assistant Principal, Science Coach, Homeroom teacher, Learning Team Facilitator, Computer Lab teacher, District and State

Target Dates or Schedule

Daily, Weekly, Ongoing throughout the school year.

Evidence of Completion

Lesson plans, rigorous assessments, data feedback strategies, teacher observations, computer-generated results of completion of assigned lessons, assessment analysis form, SAL-P student folder and SAL-P teacher feedback forms, data feedback tools, data collection of family participation, benchmark assessments, FCAT science scores, scores from district-produced diagnostic science tests given two times per year, improving scores on mini assessments.

Action Step 2

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group science instruction.

Person or Persons Responsible

Science Resource Teachers and Science Coach

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, rigorous assessments, data feedback strategies, teacher observations, computer-generated results of completion of assigned lessons, assessment analysis form, SAL-P student folder and SAL-P teacher feedback forms, data feedback tools, data collection of family participation, benchmark assessments, FCAT science scores, scores from district-produced diagnostic science tests given two times per year, improving scores on mini assessments.

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

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group science instruction.

Person or Persons Responsible

Principal, Assistant Principal, Science Coach, Homeroom teacher, Learning Team Facilitator, Computer Lab teacher

Target Dates or Schedule

on going

Evidence of Completion

Lesson plans, rigorous assessments, data feedback strategies, teacher observations, computer-generated results of completion of assigned lessons, assessment analysis form, SAL-P student folder and SAL-P teacher feedback forms, data feedback tools, data collection of family participation, benchmark assessments, FCAT science scores, scores from district-produced diagnostic science tests given two times per year, improving scores on mini assessments.

Plan to Monitor Effectiveness of G2.B1.S1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Principal, Assistant Principal, Science Coach, Homeroom teacher, Learning Team Facilitator, Computer Lab teacher, District and State

Target Dates or Schedule

Daily, Weekly, Ongoing throughout the school year.

Evidence of Completion

Lesson plans, rigorous assessments, data feedback strategies, teacher observations, computer-generated results of completion of assigned lessons, assessment analysis form, SAL-P student folder and SAL-P teacher feedback forms, data feedback tools, data collection of family participation, benchmark assessments, FCAT science scores, scores from district-produced diagnostic science tests given two times per year, improving scores on mini assessments.

G3. In grades 3-5, students in the lowest 25% making learning gains in math will increase by 7%.

G3.B1 Lack of fluency, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between old and new generation standards; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer ; parental permission, lack of prerequisite skills due to ineligibility for retention, lack of training and professional development

G3.B1.S1 Utilize district diagnostic and teacher created assessments, including higher order questions, Touch Math program; Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process, interventions that match to individual student needs, be evidence-based and provided in addition to core. Implement an afterschool tutorial program, providing additional math instruction; incorporate technology (iTools, Gizmos, V-Math Live, etc.), small group instruction

Action Step 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District and State

Target Dates or Schedule

on going

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year; completed and corrected homework

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

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District

Target Dates or Schedule

on going

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year; completed and corrected homework

Plan to Monitor Effectiveness of G3.B1.S1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District

Target Dates or Schedule

on going

Evidence of Completion

Lesson plan checks (administration, afterschool tutorial coordinator); classroom observations (administration, teacher); walkthroughs (administration, coach); Data chats with students (teachers); LTM/Safe Schools Data Collection forms Homework (teachers, parent/guardian)

G4. In grades 3-5, students making learning gains increased by 12%.

G4.B1 Lack of prerequisite skills, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between Next Generation and Common Core; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer

G4.B1.S1 Implement a 75-minute uninterrupted math block using an instructional model to include secondary benchmark mini-lesson and/or assessment, direct instruction, small group instruction, and reflection (at least two groups per day); Implement a Mathematician of the Week program; implement a lead-in activity using one or more of the resources listed; Student Assessment Literacy Project in grades 3-5 (allows students to monitor their mathematics progress and achievement); In LTM, collaborate with administration and peers to analyze data frequently. Record and graph data, plan appropriate lessons for diverse learners, implement rigorous assessments; use computer programs; create computer generated assessments; use Touch Math approach (K-2: addition, subtraction, 3: adding and subtracting multi-digit and multiplication, 4-5: multiplication and division); data chats with students; afterschool tutorial program; greater percentage of higher order questions added to chapter assessments; Utilize district diagnostic and teacher created assessments, including higher order questions, Touch Math program; Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process, interventions that match to individual student needs, be evidence-based and provided in addition to core. Utilize the following materials: General Education, Math Lab, Technology (V-Math Live), Edmodo; Go Math Florida Grab and Go Centers; Every Day Counts

Action Step 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group math instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District and State

Target Dates or Schedule

On-going

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year

Facilitator:

Math Coach; District Personnel

Participants:

Instructional Staff

Action Step 2

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group math instruction.

Person or Persons Responsible

Math Resource Teacher/Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year

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

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District and State

Target Dates or Schedule

Daily, Weekly, Ongoing throughout the school year.

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year

Plan to Monitor Effectiveness of G4.B1.S1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Person or Persons Responsible

Administration, Math Coach, Teachers, ESE Contact, District and State

Target Dates or Schedule

Daily, Weekly, Ongoing throughout the school year.

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year

G5. In grades 3-5, stuents in the lowest 25% making learning gains in reading will increase by 8%.

G5.B1 As a highly populated ELL school, vocabulary growth and language acquisition are challenges that impact gains.

G5.B1.S1 Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Action Step 1

Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Person or Persons Responsible

• Principal, Assistant Principal, Reading Coach, ESOL Coordinator, Teachers

Target Dates or Schedule

• Diagnostic and FCAT data will be reviewed upon release of information by the District. • Running Record data is reviewed on a ongoing basis with updated reports due monthly. • Core K12 Benchmarks Assessments are given and reviewed every 2 weeks. • Formal Oral Language Assessment s are given 3 times a year as warranted. (Grade 3) • Observations, checklists, and SAL-P entries are ongoing. • Fair data is reviewed 3 times a year.

Evidence of Completion

• Walkthroughs • Lesson Plans • Observations/Checklists • Sal-P folders

Facilitator:

Reading Coach

Participants:

All Staff & Parents

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

Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Person or Persons Responsible

- Principal, Assistant Principal, Reading Coach, ESOL Coordinator, Teachers

Target Dates or Schedule

Diagnostic and FCAT data will be reviewed upon release of information by the District. • Running Record data is reviewed on a ongoing basis with updated reports due monthly. • Core K12 Benchmarks Assessments are given and reviewed every 2 weeks. • Formal Oral Language Assessment s are given 3 times a year as warranted. (Grade 3) • Observations, checklists, and SAL-P entries are ongoing. • Fair data is reviewed 3 times a year.

Evidence of Completion

- Walkthroughs • Lesson Plans • Observations/Checklists • Sal-P folders

Plan to Monitor Effectiveness of G5.B1.S1

Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Person or Persons Responsible

- Principal, Assistant Principal, Reading Coach, ESOL Coordinator, Teachers

Target Dates or Schedule

on going

Evidence of Completion

- Walkthroughs • Lesson Plans • Observations/Checklists • Sal-P folders

G6. I grades 3-5, students achieving proficiency will increase by 6% or meet state provisions and percentage of students meeting proficiency on the FAA Reading Assessment will increase 16% .

G6.B1 2. Understanding the Common Core Standards and how they are implemented and assessed in our classrooms remains and becomes a challenge for K-2 teachers, and how they are “blended” in 3-5 teachers. 3. Cognitive language performance, English as a second language, Expressive Language, Receptive Language, and Behavior impede academics.

G6.B1.S1 • Lesson Plans • LTM Data Collection Forms • Teacher Created Assessments • Sal-P Folders Utilize oral language through the use of Unique Learning Systems Program.

Action Step 1

Common Core Reading

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, LTF, Teachers, IND Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

• Lesson Plans • Observations/Checklists • LTM/Team Meetings FAA Practice Checklist

Facilitator:

District & CoHort Personnel

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Common Core

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, LTF, Teachers, IND Teachers

Target Dates or Schedule

on going

Evidence of Completion

• Lesson Plans • Observations/Checklists • LTM/Team Meetings FAA Practice Checklist

Plan to Monitor Effectiveness of G6.B1.S1

Common Core

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, LTF, Teachers, IND Teachers

Target Dates or Schedule

on going

Evidence of Completion

• Lesson Plans • Observations/Checklists • LTM/Team Meetings FAA Practice Checklist

G6.B2 1. Teachers face the challenge of utilizing data for differentiated instruction and best practices (utilization of data throughout the system and at the student level). Additionally, because Reading Running Record Analysis is new to many teachers coming out of departmentalization, into teaching reading after several years, or for the first time, this assessment data may be difficult to use as a resource for instructional placement.

G6.B2.S1 Utilize: • Diagnostic data • Fountas and Pinnell Assessment Kit: Reading Running Records Continuum • FCAT data • Core K12 Benchmark Assessments • Sal-P Folders

Action Step 1

After review of data place children in small groups based on instructional needs.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers

Target Dates or Schedule

• Diagnostic and FCAT data will be reviewed upon release of information by the District • Running Records data is reviewed on an ongoing basis with updated reports due monthly. • Core K12 Benchmark Assessments are given and reviewed every 2 weeks. • Sal-P checks are ongoing during walkthrough checks

Evidence of Completion

• District Reports re: Diagnostics and FCAT • F&P Running Record Collections • Sal-P Folders • Core K12 reports • EDW reports

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Walkthroughs, data chats and observations

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers

Target Dates or Schedule

• Diagnostic and FCAT data will be reviewed upon release of information by the District • Running Records data is reviewed on an ongoing basis with updated reports due monthly. • Core K12 Benchmark Assessments are given and reviewed every 2 weeks. • Sal-P checks are ongoing during walkthrough checks

Evidence of Completion

• District Reports re: Diagnostics and FCAT • F&P Running Record Collections • Sal-P Folders • Core K12 reports • EDW reports

Plan to Monitor Effectiveness of G6.B2.S1

Walkthroughs, data chats and observations

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Teachers

Target Dates or Schedule

• Diagnostic and FCAT data will be reviewed upon release of information by the District • Running Records data is reviewed on an ongoing basis with updated reports due monthly. • Core K12 Benchmark Assessments are given and reviewed every 2 weeks. • Sal-P checks are ongoing during walkthrough checks

Evidence of Completion

• District Reports re: Diagnostics and FCAT • F&P Running Record Collections • Sal-P Folders • Core K12 reports • EDW reports

G7. The percentage of students meeting proficiency will increase by 5% on the Listening/Speaking, Reading and Writing sections of CELLA.

G7.B1 Student's lack of phonemic awareness.

G7.B1.S1 Implement more shares read or whole group phonemic instruction, Click-N-Read Computer based Program

Action Step 1

Students will read, write and speak in English at grade level text in a manner similar to a non-ELL student.

Person or Persons Responsible

ESOL and homeroom teachers

Target Dates or Schedule

daily and/or weekly

Evidence of Completion

walkthroughs, lesson plans. Adequate progress is assessed and determined by comparing student; trendlines to aim lines.

Action Step 2

Students will read, write and speak in English at grade level text in a manner similar to a non-ELL student.

Person or Persons Responsible

ESOL and homeroom teachers

Target Dates or Schedule

daily and/or weekly

Evidence of Completion

walkthroughs, lesson plans. Adequate progress is assessed and determined by comparing student; trendlines to aim lines.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Students will read, write and speak in English at grade level text in a manner similar to a non-ELL student.

Person or Persons Responsible

ESOL, Homeroom teachers, administration, and Reading Coach

Target Dates or Schedule

daily and/or weekly

Evidence of Completion

walkthroughs, lesson plans. Adequate progress is assessed and determined by comparing student; trendlines to aim lines.

Plan to Monitor Effectiveness of G7.B1.S1

Students will read, write and speak in English at grade level text in a manner similar to a non-ELL student.

Person or Persons Responsible

ESOL, Homeroom teachers, and Reading Coach

Target Dates or Schedule

monthly

Evidence of Completion

walkthroughs, lesson plans. Adequate progress is assessed and determined by comparing student; trendlines to aim lines.

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

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

A Parent Liaison will be purchased to:

- Provide assistance to families and staff in development and annual review of the Family Involvement Policy/Plan and compact.
- Collaborate with staff and families to convene an annual meeting.
- Develop skills to become a presenter and offer presentations at meeting and workshops
- Collaborate with classroom teachers to provide communication with parents through a variety of means including telephone, notes, newsletters e-mails, home visits, etc.
- Assist in organizing and marketing family involvement activities
- Apply for grants and recruit volunteers from community and businesses
- Participate in training, meetings, and activities offered by Federal & State Grant Department
- Make home visits and contact families by telephone or in person to encourage family involvement in school activities
- Create or maintain a school-based family recourse room that provides information and materials to families
- Serve on the SAC or other governing bodies to ensure that families are involved as full partners in the decisions, practices, and strategies of the SIP
- Document all family involvement activities for audit purposes (i.e. notices, agendas, sign-in rosters, travel logs)

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

School will provide professional development for out parents. School will:

1. Implement Professional Development Day "Muffins for Moms" targeting the content area of Math.
2. Implement Professional Development Day "Donuts for Dads" targeting the content area of Reading.
3. Implement Professional Development Day "Goodies for Grandparents" targeting the content area of Science.

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

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

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

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

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

We use Schoolwide Positive Behavior Support to improve our student behavior and to reinforce the behaviors of our students. The acronym PRIDE is posted in our classrooms and around the school campus.

The P means Be Positive, the R means Be Respectful, the I means Be Independent, the D means Be Dependable, and the E means Always Excel.

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. In grade 4 students achieving proficiency will increase by 24% on the 2014 FCAT Writes 2.0.

G1.B1 English as a second Language

G1.B1.S1 60 minutes writing instruction daily; 10 minute warm-up to include grammar, conventions, spelling skills to build paragraph writing. 20 minutes mini lesson; 20 minutes small group; Palm Beach Writes, timed assessments; data chats

PD Opportunity 1

Disaggregate data during learning team meeting of student writing samples.

Facilitator

District & Area 2 Personnel

Participants

All 4th Grade teachers & VE teacher

Target Dates or Schedule

on going

Evidence of Completion

LTM agenda

G4. In grades 3-5, students making learning gains increased by 12%.

G4.B1 Lack of prerequisite skills, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between Next Generation and Common Core; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer

G4.B1.S1 Implement a 75-minute uninterrupted math block using an instructional model to include secondary benchmark mini-lesson and/or assessment, direct instruction, small group instruction, and reflection (at least two groups per day); Implement a Mathematician of the Week program; implement a lead-in activity using one or more of the resources listed; Student Assessment Literacy Project in grades 3-5 (allows students to monitor their mathematics progress and achievement); In LTM, collaborate with administration and peers to analyze data frequently. Record and graph data, plan appropriate lessons for diverse learners, implement rigorous assessments; use computer programs; create computer generated assessments; use Touch Math approach (K-2: addition, subtraction, 3: adding and subtracting multi-digit and multiplication, 4-5: multiplication and division); data chats with students; afterschool tutorial program; greater percentage of higher order questions added to chapter assessments; Utilize district diagnostic and teacher created assessments, including higher order questions, Touch Math program; Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process, interventions that match to individual student needs, be evidence-based and provided in addition to core. Utilize the following materials: General Education, Math Lab, Technology (V-Math Live), Edmodo; Go Math Florida Grab and Go Centers; Every Day Counts

PD Opportunity 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group math instruction.

Facilitator

Math Coach; District Personnel

Participants

Instructional Staff

Target Dates or Schedule

On-going

Evidence of Completion

Rigorous assessments, data feedback strategies; teacher observations; computer generated results of completion of assigned lessons; assessment analysis form; SAL-P student folder and SAL-P teacher feedback forms; Data feedback tools, Data collection of family participation; School-wide incentive program; Benchmark assessments; FCAT math scores and district produced diagnostic tests three (3) times a year

G5. In grades 3-5, stuents in the lowest 25% making learning gains in reading will increase by 8%.

G5.B1 As a highly populated ELL school, vocabulary growth and language acquisition are challenges that impact gains.

G5.B1.S1 Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

PD Opportunity 1

Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Facilitator

Reading Coach

Participants

All Staff & Parents

Target Dates or Schedule

• Diagnostic and FCAT data will be reviewed upon release of information by the District. • Running Record data is reviewed on a ongoing basis with updated reports due monthly. • Core K12 Benchmarks Assessments are given and reviewed every 2 weeks. • Formal Oral Language Assessment s are given 3 times a year as warranted. (Grade 3) • Observations, checklists, and SAL-P entries are ongoing. • Fair data is reviewed 3 times a year.

Evidence of Completion

• Walkthroughs • Lesson Plans • Observations/Checklists • Sal-P folders

G6. I grades 3-5, students achieving proficiency will increase by 6% or meet state provisions and percentage of students meeting proficiency on the FAA Reading Assessment will increase 16% .

G6.B1 2. Understanding the Common Core Standards and how they are implemented and assessed in our classrooms remains and becomes a challenge for K-2 teachers, and how they are “blended” in 3-5 teachers. 3. Cognitive language performance, English as a second language, Expressive Language, Receptive Language, and Behavior impede academics.

G6.B1.S1 • Lesson Plans • LTM Data Collection Forms • Teacher Created Assessments • Sal-P Folders Utilize oral language through the use of Unique Learning Systems Program.

PD Opportunity 1

Common Core Reading

Facilitator

District & CoHort Personnel

Participants

Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

• Lesson Plans • Observations/Checklists • LTM/Team Meetings FAA Practice Checklist

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	In grade 5, 53% of students will show proficiency.	\$73,154
G3.	In grades 3-5, students in the lowest 25% making learning gains in math will increase by 7%.	\$3,500
G4.	In grades 3-5, students making learning gains increased by 12%.	\$69,758
G5.	In grades 3-5, stuents in the lowest 25% making learning gains in reading will increase by 8%.	\$92,758
G6.	I grades 3-5, students achieving proficiency will increase by 6% or meet state provisions and percentage of students meeting proficiency on the FAA Reading Assessment will increase 16%. .	\$38,246
G7.	The percentage of students meeting proficiency will increase by 5% on the Listening/Speaking, Reading and Writing sections of CELLA.	\$7,108
Total		\$284,524

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Technology	Evidence-Based Materials	Total
Title I	\$36,824	\$201,754	\$5,500	\$2,200	\$246,278
District Budget	\$0	\$38,246	\$0	\$0	\$38,246
Total	\$36,824	\$240,000	\$5,500	\$2,200	\$284,524

Budget Details

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

G2. In grade 5, 53% of students will show proficiency.

G2.B1 Student attendance, large population of ELL students, limited parental support, students' lack of school supplies, time allocated to science instruction during the school day, students being pulled from science class for Speech and Language and SAI, interruptions during the school day, students' lack of note-taking abilities, no access to computer/internet outside of school, students' lack of experience using hands-on materials and working in cooperative groups during science investigations, lack of science-based literature to be used for infusing science content into the reading block, teachers' lack of experience and lack of time in being able to develop and present inquiry-based lessons

G2.B1.S1 Infusing science content into the reading block; implementing in Grades K-3 at least two (2) weeks of science instruction monthly and Grades 4&5 daily to include: direct instruction following the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more time for FCAT tested benchmarks from grades 3-5th to be covered in the Science Lab, and in grades 2, 3, 4 & 5 having SS taught during the reading block; at least one science center during each rotation can focus on content from previous year; implementing at least one hands-on inquiry-based activity at least once a week; students utilizing science notebooks to develop critical thinking skills with an emphasis on the scientific method; providing each student in grades 1-5 with a composition notebook to be used as a science notebook; implementing teacher-directed small group instruction based on assessment data, teacher observation and student response to reinforce, spiral and/or enrich skills and concepts taught; utilizing above-named resources during core science instruction with an emphasis on scientific method, vocabulary and test question analysis; utilizing the Computer Lab as a time for students, as either a whole group lesson or to be completed independently, to have access to Gizmos or FCAT Explorer programs that relate to lessons being taught in the classroom; collaborating (LTM) with Administration and peers to analyze data frequently to monitor and inform them of student needs; analyzing data in order to plan appropriate lessons for diverse learners and administer rigorous assessments, devoting one PD day for involving parents in science learning.

Action Step 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group science instruction.

Resource Type

Evidence-Based Materials

Resource

AIMS, Hands on supplies for labs, manipulatives, ink, benchmark assessments, FCAT packs, SAL-P Folders, classroom libraries, center games and activities, CAT Packs, Content area materials (i.e. Picture Perfect and Reading First Through Science, Sciencesauruss); Food for Parent Training (\$200)

Funding Source

Title I

Amount Needed

\$2,200

Action Step 2

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group science instruction.

Resource Type

Personnel

Resource

Science Resource/ Science Coach, supplies (paper, training materials) benefits for science coach
PD supplies (\$1663) PD sub(\$484) travel (\$341)

Funding Source

Title I

Amount Needed

\$70,954

G3. In grades 3-5, students in the lowest 25% making learning gains in math will increase by 7%.

G3.B1 Lack of fluency, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between old and new generation standards; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer ; parental permission, lack of prerequisite skills due to ineligibility for retention, lack of training and professional development

G3.B1.S1 Utilize district diagnostic and teacher created assessments, including higher order questions, Touch Math program; Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process, interventions that match to individual student needs, be evidence-based and provided in addition to core. Implement an afterschool tutorial program, providing additional math instruction; incorporate technology (iTools, Gizmos, V-Math Live, etc.), small group instruction

Action Step 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small groups instruction.

Resource Type

Technology

Resource

VMath Live! (\$3,500)

Funding Source

Title I

Amount Needed

\$3,500

G4. In grades 3-5, students making learning gains increased by 12%.

G4.B1 Lack of prerequisite skills, Time constraints, Blended curriculum, Students arriving tardy to school; excessive absences; gap of instruction between Next Generation and Common Core; English as a second language; ELL/ESE students with one year or more in the program count; implementation of Common Core curriculum standards for Kindergarten through second grade; slow computer downloading; lack of computer knowledge; lack of computer access at home; language gap with old and new benchmarks, Common Core math series; parent education; limited parental support; 5th grade math FCAT on computer

G4.B1.S1 Implement a 75-minute uninterrupted math block using an instructional model to include secondary benchmark mini-lesson and/or assessment, direct instruction, small group instruction, and reflection (at least two groups per day); Implement a Mathematician of the Week program; implement a lead-in activity using one or more of the resources listed; Student Assessment Literacy Project in grades 3-5 (allows students to monitor their mathematics progress and achievement); In LTM, collaborate with administration and peers to analyze data frequently. Record and graph data, plan appropriate lessons for diverse learners, implement rigorous assessments; use computer programs; create computer generated assessments; use Touch Math approach (K-2: addition, subtraction, 3: adding and subtracting multi-digit and multiplication, 4-5: multiplication and division); data chats with students; afterschool tutorial program; greater percentage of higher order questions added to chapter assessments; Utilize district diagnostic and teacher created assessments, including higher order questions, Touch Math program; Plan targeted intervention for students not responding to core plus supplemental instruction using the problem-solving process, interventions that match to individual student needs, be evidence-based and provided in addition to core. Utilize the following materials: General Education, Math Lab, Technology (V-Math Live), Edmodo; Go Math Florida Grab and Go Centers; Every Day Counts

Action Step 1

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group math instruction.

Resource Type

Evidence-Based Program

Resource

Go Math Common Core Grab and Go Centers Everyday Counts Daily Planning Guide (\$3,800) Content Based Materials i.e. Next Generation booklets, Florida Ready Benchmark Assessments, manipulatives, center based activities (\$2,000) Touch Math (\$7,000); After school tutorial teachers: salary and benefits (\$20748.50) Tutorial transportation (\$4500) Common Core PD Math Books (\$268.44) Food for Parent Training (\$400)

Funding Source

Title I

Amount Needed

\$31,716

Action Step 2

Monitor student progress; Implement the Florida Continuous Model: Teacher, assess, re-teach through small group math instruction.

Resource Type

Personnel

Resource

Math Resource/Math Coach supplies (paper, training materials) math manipulatives (\$554) PD supplies (\$1663) PD sub(\$484) travel (\$341)

Funding Source

Title I

Amount Needed

\$38,042

G5. In grades 3-5, stuents in the lowest 25% making learning gains in reading will increase by 8%.

G5.B1 As a highly populated ELL school, vocabulary growth and language acquisition are challenges that impact gains.

G5.B1.S1 Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Action Step 1

Utilize data from the following to create differentiated instruction for students: • Formal Oral Language Assessment • Fountas and Pinnell Assessment System- Running Records • Diagnostic data • FCAT data • Core K12 Benchmark Assessments • Observations/Checklists • FAIR data

Resource Type

Personnel

Resource

Reading/Literacy Coach will assist, model, and provide professional development activities during school year; subs for PD (\$242) In county travel for Common Core (\$341) After school tutorial teachers: salary and benefits (\$20748.50) tutorial transportation (\$4500) .5 Para classroom (to assist with the kindergarten to second grade language enhancement) (\$15312) .5 Para Parent Liaison to assist in parent education for our ELL parents (\$15312); Common Core PD Reading (\$863.17) Food for Parent Training (\$200) State Common Core Training registration Fee (\$240)

Funding Source

Title I

Amount Needed

\$92,758

G6. I grades 3-5, students achieving proficiency will increase by 6% or meet state provisions and percentage of students meeting proficiency on the FAA Reading Assessment will increase 16% .

G6.B1 2. Understanding the Common Core Standards and how they are implemented and assessed in our classrooms remains and becomes a challenge for K-2 teachers, and how they are “blended” in 3-5 teachers. 3. Cognitive language performance, English as a second language, Expressive Language, Receptive Language, and Behavior impede academics.

G6.B1.S1 • Lesson Plans • LTM Data Collection Forms • Teacher Created Assessments • Sal-P Folders Utilize oral language through the use of Unique Learning Systems Program.

Action Step 1

Common Core Reading

Resource Type

Personnel

Resource

(Reading/Literacy Coach) Reading Coach will assist, model, and provide professional development activities during school year; PD supplies (\$1663) PD sub(\$242) travel (\$341) supplies and materials (\$1000)

Funding Source

District Budget

Amount Needed

\$38,246

G7. The percentage of students meeting proficiency will increase by 5% on the Listening/Speaking, Reading and Writing sections of CELLA.

G7.B1 Student's lack of phonemic awareness.

G7.B1.S1 Implement more shares read or whole group phonemic instruction, Click-N-Read Computer based Program

Action Step 1

Students will read, write and speak in English at grade level text in a manner similar to a non-ELL student.

Resource Type

Evidence-Based Program

Resource

9th Annual Language & Culture Conference (\$100) ; Agenda/Planners grade K-5 (\$4,008.37)
Supplies and materials such as paper & ink (\$1000)

Funding Source

Title I

Amount Needed

\$5,108

Action Step 2

Students will read, write and speak in English at grade level text in a manner similar to a non-ELL student.

Resource Type

Technology

Resource

Click-N-Read

Funding Source

Title I

Amount Needed

\$2,000