2013-2014 SCHOOL IMPROVEMENT PLAN

Sandpiper Shores Elementary School

11201 GLADES RD

Boca Raton, FL 33498

561-883-4000

www.edline.net/pages/sandpiper_shores_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	43%

Alternative/ESE Center	Charter School	Minority Rate
No	No	51%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Sandpiper Shores Elem. School

Principal
Rachel Capitano

School Advisory Council chair
Millie Strickroot

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

Name	Title
Dahlia Lessne	School Counselor
Renee Brandt	ESE Contact
Mya Dinapoli	School Psychologist
Rachel Capitano	Principal
Sheila Boone	Assistant Principal

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

Rachel Capitano - Principal
Millie Strickroot - SAC Chair
Richard Brandt - Business Partner
Agripina Lopez - Non-Instructional Staff
Jennifer Beimel - Parent/PTA Representative
Wendy Bronchick - Parent
Paula Weiss - Parent
Jennifer Bury - Parent
Eduardo Ortiz- Parent
Carie Pace - Parent
Kathleen Regan - Staff
Meg Bentancourt - Staff

Stacey Lopez- Staff
Mitzi Young - Staff

Involvement of the SAC in the development of the SIP

The SAC reviewed and approved the SIP at the first SAC meeting on September 11, 2013. The SAC will continue to meet on a monthly basis to review current student data and revise the SIP as the need arises. This process will be ongoing throughout the year as the data becomes available.

Activities of the SAC for the upcoming school year

The SAC will continue to monitor the SIP on an ongoing basis and determine necessary modifications that will best meet student population's academic needs. In addition, the SAC will offer educational opportunities for stakeholders based on the input provided by all members of the SAC.

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

If funds become available, 100% will be applied towards tutorial programs for students.

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

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

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

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Rachel Capitano		
Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Master's Degree in Secondary Education, West Virginia University; Bachelor's Degree in English, West Virginia University; Educational Leadership Certification, Florida Atlantic University and ESOL endorsed.
Performance Record	January 2013 Principal of Sandpiper Shores Grade-A Reading Mastery 73%; Reading Gains 68%; Lowest 25% Reading Gains 63%; Math Mastery 81%; Math Gains 59%; Lowest 25% Math Gains 50%; Writing Mastery 82%; Science Mastery 74%. 2011-2012 Assistant Principal of Spanish River H.S. Grade-A Reading Mastery 74%; Reading Gains 73%; Lowest 25% Reading Gains 76%; Math Mastery 81%; Math Gains 69%; Lowest 25% Math Gains 50%; Writing Mastery 94%; 2010-2011 Assistant Principal, Woodlands Middle School: Grade-A Reading Mastery 73%; Math Mastery 79%; Writing Mastery 97%; Science Mastery 65%; Did not make AYP. 2009-2010 Division of Curriculum, Language Arts Program Planner, 97% of Grade 8 and 95% of Grade 10 students in Palm Beach County had an essay score at a 3 and above on the FCAT Writes. 2008-2009 Division of Curriculum, Language Arts Program Planner, 92% of Grade 8 and 81% of Grade 10 students in Palm Beach County had a combined essay score at 3.5 and above on the FCAT Writes. 2007-2008 Division of Curriculum, Language Arts Program Planner, 91% of Grade 8 and 82% of Grade 10 students in Palm Beach County had a combined essay score at 3.5 and above on the FCAT Writes.

Sheila Boone		
Asst Principal	Years as Administrator: 12	Years at Current School: 12
Credentials	Educational Specialist in Educational Leadership from Nova Southeastern University Master of Science in Elementary Education from Florida Atlantic University (FAU) Bachelor of Arts in Art History from Florida Atlantic University (FAU) Bachelor of Science in Aviation Management from Daniel Webster College ESOL Endorsed	
Performance Record	Assistant Principal of Sandpiper Shores 2012-2013; Grade A Reading Mastery 73%; Reading Gains 68%; Lowest 25% Reading Gains 63%; Math Mastery 81%; Math Gains 59%; Lowest 25% Math Gains 50%; Writing Mastery 82%; Science Mastery 74%. AP of Sandpiper Shores 2011-2012; Grade A, Reading Mastery 73%, Math Mastery 76%, Writing Mastery 94%, and Science Mastery 71%. AP of Sandpiper Shores 2010-2011; Grade A, Reading Mastery 88%, Math Mastery 88%, Writing Mastery 88, and Science Mastery 83%. AP of Sandpiper Shores 2009-2010; Grade A, Reading Mastery 90%, Math Mastery 91%, Writing Mastery 91%, and Science Mastery 77% and met AYP. AP of Sandpiper 2008- 2009 Grade A, Reading Mastery 92%, Math Mastery 90%, Writing Mastery 99%, and Science Mastery 73%. AP of Sandpiper Shores 2007-2008: Grade A, Reading Mastery 89%, Math Mastery 90%, and Writing Mastery 93% Science Mastery 54%. We met AYP. AP of Sandpiper Shores 2006-2007: Grade A, Reading Mastery 86%, Math Mastery 87%, and Writing Mastery 89% Science Mastery 59%. We met AYP. AP of Sandpiper Shores 2005-2006: Grade A, Reading Mastery 88%, Math Mastery 85%, and Writing Mastery 87%. We met AYP. AP of Sandpiper Shores 2004-2005: Grade A, Reading Mastery 88%, Math Mastery 82%, and Writing Mastery 89%. We met AYP.	

Classroom Teachers

# of classroom teachers
58

 # receiving effective rating or higher
58, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
58, 100%

 # ESOL endorsed
54, 93%

 # reading endorsed
5, 9%

 # with advanced degrees
26, 45%

 # National Board Certified
2, 3%

 # first-year teachers
3, 5%

 # with 1-5 years of experience
11, 19%

 # with 6-14 years of experience
25, 43%

 # with 15 or more years of experience
22, 38%

Education Paraprofessionals

# of paraprofessionals
15

 # Highly Qualified
14, 93%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # 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

Sandpiper continues to partner with local universities in order to participate in their teacher Intern program. The school pairs student interns with experienced clinical educators who share their professional expertice. Many of the interns have secured permanent positions at Sandpiper upon successful completion of the program. Administration attends job fairs and reaches out to qualified candidates all over the country to find the right fit. Extensive training and peer suport offered to all new staff to increase retention rates.

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

1. The mentors and mentees will meet on a weekly basis (or more frequently if needed) for the first few months of school to to review the mentees lesson plans, answer questions and provide guidance.
2. The mentors will start meeting bi-weekly in November.
3. The mentee will visit the mentor's classroom to observe the mentor model effective instruction.
4. The mentor will informally observe the mentee teacher and provide feedback at least once a semenster.

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 school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic

data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. 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 MTSS/RTI team 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, RtI/Inclusion Facilitator, 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:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' 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 students achieving benchmarks regardless of their status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

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

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Learning Team Facilitator (LTF), Speech Language Pathologist, and the school counselor.

The principal provides a common vision for the use of data-based decision-making to ensure:

*a sound, effective academic program is in place
*a process to address and monitor subsequent needs is created
*the School Based Team (SBT) is implementing RTI processes
*assessment of RTI skills of school staff is conducted
*fidelity of implementation of intervention support is documented
*adequate professional development to support RTI implementation is provided
*effective communication with parents regarding school-based RTI plans and activities

The School Counselor: The School Counselor will assist the principal in overseeing the entire RTI process at the school. The School Counselor and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. She will be responsible for tracking school based team referrals. The School Counselor will provide social and behavioral interventions and track and monitor their progress. The members of the team will also review student referrals, analyze individual student data, problem solve and assign teachers to provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

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

The MTSS/RTI team monitors the fidelity of the SIP and MTSS process. Academic and behavioral Data collected from the district's Educational Data Warehouse is used weekly by the team to monitor the core, supplemental and intensive systems. Other behavior such as SWPBS data is also use to monitor the fidelity of the schools overall systems. Classroom walkthroughs by administration are conducted to monitor the overall fidelity of the SIP as well. When the team meets, this data is used to make

adjustments to the SIP or plan professional development for the staff. Information is shared with the School Advisory Committee before any changes are made to the SIP.

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 Test (FCAT) from previous year
Palm Beach County Diagnostics - Fall
Palm Beach Writes
K-5 Literacy Assessment System (RRR)
Core K-12 (3-5)
ECHOS - Kindergarten
Comprehensive English Language Learning Assessment (CELLA)
Retentions
SWPBS data - OSS, office referrals, attendance, tardies
Student's formative/summative asssessments (journals, notebooks, portfolios)
Midyear Data:
Diagnostic Assessment for Reading (DAR)
Palm Beach County Diagnostics - Winter
Palm Beach Writes
K-5 Literacy Assessment System (RRR)
Core K-12 (3-5)
Student's formative/summative asssessments (journals, notebooks, portfolios)
SWPBS data OSS, office referrals, attendance, tardies
End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Student's foramtive/summative asssessments (journals, notebooks, portfolios)
SWPBS data- OSS, office referrals, attendance, tardies
Ongoing:
Data analysis is ongoing through weekly Learning Team Meetings, leadership meetings and monthly Literacy Leadership Team meetings. A thorough analysis of data is conducted after each District Diagnostic Assessment.

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

Members of the school-based MTSS leadership team will meet on a monthly basis. The team will use the previous year's data, information on Tier I, Tier 2, and Tier 3 targets to discuss areas of strengths and weakness. The team will discuss such topics as: FCAT scores, the lowest 25%, school subgroups, data analyses results, strengths and weaknesses of intensive programs, student mentoring, tutoring, behavioral data. The SBT members and other members of the MTSS will share information with parents at SBT meetings. Additional relevant information will be presented to SAC on an ongoing basis.

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:

Tutorial programs for students in Reading and Math offered before school (7:00AM-7:45AM).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre-test/Post-test data will be reviewed and analyzed.

Who is responsible for monitoring implementation of this strategy?

Administration/Teacher-Leader(s) will monitor the implementation of tutorial programs.

Strategy: Before or After School Program

Minutes added to school year:

Three initiatives are offered in the Aftercare Program. 1) Science, Technology, Engineering, Art and Mathematics (STEAM) for third through fifth grade students on Monday-Thursday. 2) Explore Literacy for kindergarten through second grade on Monday-Thursday. 3) IBM Reading for second grade students on Tuesday and Thursday.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected through anecdotal notes, teacher observations and formal and informal assessments in the classrooms.

Who is responsible for monitoring implementation of this strategy?

After School Director

Literacy Leadership Team (LLT)

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

Name	Title
Rachel Capitano	Principal
Sheila Boone	Assistant Principal
Millie Strickroot	SAC Representative
Nancy Tessler	Kindergarten Teacher
Stacey Lopez	First Grade Teacher
Lucy Amanzio	Second Grade Teacher

Name	Title
Linda Shields	Third Grade Teacher
Kathy Regan	Fourth Grade Teacher
Mitzi Taylor	Fifth Grade Teacher
Renee Brandt	ESE Contact
Ron Rigli	Art Teacher

How the school-based LLT functions

LLT meets monthly to discuss pertinent school-wide issues. Team members provide input and strategies for addressing the concerns. Team members share grade level successes/needs/concerns/resources and act as liaisons to their teams. Educational research/best practices are shared.

Major initiatives of the LLT

Major initiatives will be:
1.Target our lowest 25% in reading and math.
2. Oversee the implementation of the new K-5 reading adoption including fidelity of the 90 min. reading block, probelm solving barriers and providing support to teachers in the implementation.
3. Implement Common Core State Standards.
4. Improve/increase student growth in core content area classes.
5. Implement research-based intervention for different areas of weakness (including LLI, Wilson, Think Central intervention resources).
6. Planning educational training sessions to be conducted during SAC and/or PTA meetings.

Every Teacher Contributes to Reading Instruction

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

*Teachers meet at bi-monthly LTM meetings in order to analyze student data and develop an individualized instructional plan in order to meet student needs.
*Teachers provide iii instruction daily to students who are deficient in Reading.
*Reading strategies are incorporated into other content areas.
*ESE teachers push-in to provide more intensive/remedial services to students.
*Data chats are held to identify student's areas of weakness

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 orientation is held in May each year to inform parents of pertinent information on the school, to meet administration/staff contacts and to have parent questions answered.
A luncheon/tour is provided in May for all incoming KG students to attend so they can become familiar with the cafeteria procedures/campus layout.

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	78%	73%	No	80%
American Indian				
Asian	85%		No	87%
Black/African American	58%	55%	No	63%
Hispanic	74%	63%	No	77%
White	83%	81%	No	84%
English language learners	52%	50%	No	57%
Students with disabilities	60%	43%	No	64%
Economically disadvantaged	68%	64%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	26%	31%
Students scoring at or above Achievement Level 4	162	47%	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		23%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	243	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	30	63%	68%

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)	29	40%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	24%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	25%	30%

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	89	84%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		80%

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	78%	71%	No	81%
American Indian				
Asian	93%		No	93%
Black/African American	63%	52%	No	66%
Hispanic	75%	63%	No	78%
White	82%	77%	No	84%
English language learners	76%	59%	No	78%
Students with disabilities	68%	45%	No	72%
Economically disadvantaged	74%	66%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	33%	43%
Students scoring at or above Achievement Level 4	133	38%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		38%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	211	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	50%	55%

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	30	25%	30%
Students scoring at or above Achievement Level 4	56	48%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

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)	1		1
Participation in STEM-related experiences provided for students	375	50%	100%

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	19	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	38	30%	10%
Students who receive two or more behavior referrals	33	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	1%

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

* Open House, Curriculum Hours (6:00pm), PTA General Meetings (7:00PM) and monthly activities (day and evening), SAC (6:00PM), Parent Educational Training Opportunities (morning and evening)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of families registered as PTA members	230	30%	100%
Increase the number of parents involved in PTA activities	350	46%	100%
		%	%

Area 10: Additional Targets

Additional targets for the school

Sandpiper Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including, but not limited to:
History of the Holocaust
History of Africans and African Americans
Hispanic contributions
Women's contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of teachers 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:	58	100%	100%

Goals Summary

G1. Based on the 2014 FCAT 2.0, 76% of the student population will achieve a level 3 or above in Science.

G2. Based on the 2014 FCAT 2.0, 64% of the total student population will achieve a learning gain in math. This would be an increase of 5 percentage points.

G3. Based on the 2014 FCAT 2.0, 73% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

Goals Detail

G1. Based on the 2014 FCAT 2.0, 76% of the student population will achieve a level 3 or above in Science.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Class set of laptops on cart, Learning Village resources, Science Lab

Targeted Barriers to Achieving the Goal
- Student's reading deficits are interfering with student's ability to comprehend science content.
- Students are lacking science knowledge from previous grades.

Plan to Monitor Progress Toward the Goal

Discussion of data at LTMs to determine if strategies are assisting students.

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
FCAT Science results

G2. Based on the 2014 FCAT 2.0, 64% of the total student population will achieve a learning gain in math. This would be an increase of 5 percentage points.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Resources will include: Go Math resources including Think Central, Learning Village resources, District trainers conducting walk-throughs and providing feedback as well as training teachers on best math practices, professional development sessions provided by District/Math department.

Targeted Barriers to Achieving the Goal
- Go Math resources are not being used with fidelity.

- Students are weak in basic Math facts.

Plan to Monitor Progress Toward the Goal

Learning Team meetings twice per month, common planning sessions, common assessments, data chats with the teachers and students, professional development sessions for Math teachers.

Person or Persons Responsible
Administration, teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, CORE K-12, FCAT).

G3. Based on the 2014 FCAT 2.0, 73% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal
- Resources will include:1) The new Scholastic Core reading adoption 2) Units of Study Guides 3) Mentor Texts 4) Reader's notebooks 5) Extensive classroom libraries for independent reading 6) Words Their Way resources 7) LLI kits.

Targeted Barriers to Achieving the Goal
- The new balanced literacy reading program is taking time to implement with fidelity.

- Students entering grade level lacking Reading skills for grade level.

Plan to Monitor Progress Toward the Goal

Review of student data at Learning Team meetings twice per month.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Assessment results (Diagnostics, K-5 Assessments, Palm Beach Writes, Formal and Informal Assessments, Teacher observations, CORE K-12, FCAT)

Action Plan for Improvement

Problem Solving Key

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

G1. Based on the 2014 FCAT 2.0, 76% of the student population will achieve a level 3 or above in Science.

G1.B1 Student's reading deficits are interfering with student's ability to comprehend science content.

G1.B1.S1 Provide a reading tutorial, implement iii with fidelity, provide small group instruction for students who are not proficient in reading.

Action Step 1

Identify students who are not reading proficiently, offer reading tutorial, iii, small groups instruction

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Documentation in lesson plans, classroom walk-throughs, attendance in tutorial programs

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

LTM data and discussions, tutorial pre/post test, Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Data from assessments (RRR, CORE K-12, teacher notes, formal/informal assessments), attendance in tutorial program

Plan to Monitor Effectiveness of G1.B1.S1

Data from assessments (FCAT Reading/Science, Diagnostics, CORE K12, formal/informal)

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Data from assessments (FCAT Reading/Science, Diagnostics, CORE K12, formal/informal)

G1.B2 Students are lacking science knowledge from previous grades.

G1.B2.S1 Provide instruction on the science content that the students lack from previous grade(s).

Action Step 1

Science instruction will be given to all students lacking content from previous grade(s).

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

CORE K-12 Benchmark assessments, formal and informal assessments

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

LTM data discussions, formal/informal assessments and observations, classroom walk-throughs

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Data from assessments (CORE K-12, Diagnostics, formal/informal assessments and observations).

Plan to Monitor Effectiveness of G1.B2.S1

Data will be collected from assessments (FCAT, Diagnostics, CORE K-12, formal/informal and teacher observations).

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Data from assessments (FCAT, Diagnostics, CORE K-12, formal/informal and teacher observations).

G2. Based on the 2014 FCAT 2.0, 64% of the total student population will achieve a learning gain in math. This would be an increase of 5 percentage points.

G2.B1 Go Math resources are not being used with fidelity.

G2.B1.S1 Train teachers on the Go Math resources and monitor for use of resources.

Action Step 1

Provide professional development for teachers, discuss implementation at LTMs.

Person or Persons Responsible

Administration/teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from the Go Math resources.

Facilitator:

Lead Teachers and District Math Contact Dale Carruthers.

Participants:

All Math Teachers.

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

Classroom walk-throughs and LTM discussions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from resources.

Plan to Monitor Effectiveness of G2.B1.S1

Results from assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Go Math resources.

G2.B2 Students are weak in basic Math facts.

G2.B2.S1 Utilize the Go-Math resources, provide math tutorials.

Action Step 1

Utilize the Go-Math resources with fidelity, provide Math tutorials.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Go-Math assessments, tutorial pre-tests and post-tests.

Facilitator:

Teacher Leaders

Participants:

Math teachers

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

LTM discussions, unit assessments, Diagnostics, classroom walk-throughs, student's data folders, CORE K-12 assessments

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data analyzed at LTMs.

Plan to Monitor Effectiveness of G2.B2.S1

Chapter assessments, CORE K12, Diagnostics, Teacher observations.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment results

G3. Based on the 2014 FCAT 2.0, 73% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G3.B1 The new balanced literacy reading program is taking time to implement with fidelity.

G3.B1.S1 Provide ongoing training opportunities for teachers on the new Core reading program.

Action Step 1

Teachers are attending District training on the core reading program, participating in LTMs/common planning twice per month, lead teachers attend cadre meetings and train team members, District cadre trainers are conducting on site training sessions with teachers.

Person or Persons Responsible

District Curriculum Reading Specialists, Lead Teachers, District Cadre Trainers, Reading Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes, Agendas, sign in sheets, classroom walk-through data, student achievement data.

Facilitator:

Lead teachers, District Cadre trainers Linda Golightly and Nancy Dower.

Participants:

All Reading teachers.

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

Administration will participate in LTMs/unit planning to monitor the implementation of the reading program, conduct classroom observations and review student's assessment data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of student achievement data and classroom walk-through data.

Plan to Monitor Effectiveness of G3.B1.S1

Classroom walk-throughs, Core K-12 Assessments, Diagnostic data, student work, classroom assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of student achievement data and classroom walk-though data.

G3.B2 Students entering grade level lacking Reading skills for grade level.

G3.B2.S1 Provide a Reading tutorial for students who are not proficient.

Action Step 1

Identify students, determine the areas of weakness in students, obtain materials for teachers to use during tutorial, obtain teachers to teach tutorial, prepare schedule (2 groups at 3rd, 4th and 5th grades total 6 groups)

Person or Persons Responsible

Administration, ESE Contact, Teachers

Target Dates or Schedule

Ongoing fluid groups based on student's data.

Evidence of Completion

Scheduling reports.

Facilitator:

Traci Rice (SAI Teacher)

Participants:

All Reading Teachers.

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

Monitoring student attendance.

Person or Persons Responsible

Administration and ESE Contact

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheet

Plan to Monitor Effectiveness of G3.B2.S1

Pre-test/Post-test, Diagnostic Tests

Person or Persons Responsible

Administration, LLT Members

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment results

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

SAI Teacher services students who are in the lowest 25% in Reading
Nutritious Programs - Free Breakfast for all students every morning
G.R.E.A.T. Program - Fifth Grade program
Anti-Bullying program - Guidance Counselor
Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We update our Action Plans during our SwPBS Team meetings.
We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons and implementation of SwPBS programs. Our Fifth Grade students participate in a six week anti-bullying program called G.R.E.A.T. (Gang Resistance Education and Training). A graduation is held at the end of the six weeks for all Fifth Grade students. Our Guidance Counselor does classroom lessons with our students from other grade levels.

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.

G2. Based on the 2014 FCAT 2.0, 64% of the total student population will achieve a learning gain in math. This would be an increase of 5 percentage points.

G2.B1 Go Math resources are not being used with fidelity.

G2.B1.S1 Train teachers on the Go Math resources and monitor for use of resources.

PD Opportunity 1

Provide professional development for teachers, discuss implementation at LTMs.

Facilitator

Lead Teachers and District Math Contact Dale Carruthers.

Participants

All Math Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from the Go Math resources.

G2.B2 Students are weak in basic Math facts.

G2.B2.S1 Utilize the Go-Math resources, provide math tutorials.

PD Opportunity 1

Utilize the Go-Math resources with fidelity, provide Math tutorials.

Facilitator

Teacher Leaders

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from Go-Math assessments, tutorial pre-tests and post-tests.

G3. Based on the 2014 FCAT 2.0, 73% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G3.B1 The new balanced literacy reading program is taking time to implement with fidelity.

G3.B1.S1 Provide ongoing training opportunities for teachers on the new Core reading program.

PD Opportunity 1

Teachers are attending District training on the core reading program, participating in LTMs/common planning twice per month, lead teachers attend cadre meetings and train team members, District cadre trainers are conducting on site training sessions with teachers.

Facilitator

Lead teachers, District Cadre trainers Linda Golightly and Nancy Dower.

Participants

All Reading teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes, Agendas, sign in sheets, classroom walk-through data, student achievement data.

G3.B2 Students entering grade level lacking Reading skills for grade level.

G3.B2.S1 Provide a Reading tutorial for students who are not proficient.

PD Opportunity 1

Identify students, determine the areas of weakness in students, obtain materials for teachers to use during tutorial, obtain teachers to teach tutorial, prepare schedule (2 groups at 3rd, 4th and 5th grades total 6 groups)

Facilitator

Traci Rice (SAI Teacher)

Participants

All Reading Teachers.

Target Dates or Schedule

Ongoing fluid groups based on student's data.

Evidence of Completion

Scheduling reports.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Based on the 2014 FCAT 2.0, 64% of the total student population will achieve a learning gain in math. This would be an increase of 5 percentage points.	$1,541
	Total	$1,541

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Community School K-12 Support Funding	$1,541	$1,541
Total	$1,541	$1,541

Budget Details

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

G2. Based on the 2014 FCAT 2.0, 64% of the total student population will achieve a learning gain in math. This would be an increase of 5 percentage points.

G2.B2 Students are weak in basic Math facts.

G2.B2.S1 Utilize the Go-Math resources, provide math tutorials.

Action Step 1

Utilize the Go-Math resources with fidelity, provide Math tutorials.

Resource Type

Personnel

Resource

Math tutorial

Funding Source

Community School K-12 Support Funding

Amount Needed

$1,541