2013-2014 SCHOOL IMPROVEMENT PLAN

Berkshire Elementary School

1060 KIRK RD
West Palm Beach, FL 33406
561-304-2000
www.edline.net/pages/berkshire_elementary_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	86%

Alternative/ESE Center	Charter School	Minority Rate
No	No	89%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	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
Berkshire Elementary School

Principal
Maria Bishop

School Advisory Council chair
Cristina Fong

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

Name	Title
Maria Bishop	Principal
Shari Bremekamp	Assistant Principal
Claudia Mejias	Math Coach
Lori Stephens	Literacy Coach
Cristina Fong	TOSA
Patty Ludwig	ELL Coordinator
Lauren Frey	ESE Coordinator
Dana Pallaria	LTF/Resource
Diana Fernandez	RTI/ESE teacher
Lauren Dumski	RTI/ESE teacher

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

Our SAC consists of 12 members.
-Cristina Fong SAC Chair-TOSA
-Lindsey Price Secretary-Teacher
-Maria Bishop Principal
-Diana Fernandez Teacher
-Alicia Ramon Parent

-Rafael Ramon Parent
-Yelena Gonzalez Parent
-Vijan Kothe Parent
-Shantella Ross Parent
-Maribel Williams Parent
-Maria Patino Parent
-Elizabeth Medero Parent
-Lisa Thrash Parent
-Anibal Perez Parent
-Rubi Perez Parent

Involvement of the SAC in the development of the SIP

SAC members wil have an opportunity to review and offer suggestions for improvement based on student achievement data and the needs of the students and the school. The Title I program, requirements, and budget will also be reviewed.

Activities of the SAC for the upcoming school year

SAC will analyze current data of programs to determine the effectiveness of the programs and assist with creating a plan to increase parent participation.

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

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not 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:

Maria Bishop		
Principal	Years as Administrator: 11	Years at Current School: 4

Credentials	MA in Educational Leadership, BAE in Exceptional Student Education, Florida Atlantic University Certification: School Principal all levels, ESOL Endorsement, Specific Learning Disabilities K-12
Performance Record	Principal of Berkshire Elementary 2012-2013: Grade B, Reading Mastery: 56%, Math Mastery: 62%, Science: 55%. Principal of Berkshire Elementary 2011-2012: Grade: A, Reading Mastery: 55%, Math Mastery: 68%, Science: 60%. Principal of Berkshire Elementary in 2010-2011: Grade: A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math. Principal of North Palm Beach Elementary in 2009-2010: Grade: A, Reading Mastery: 71%, Math Mastery: 72%, Science: 62%. AYP: 79%, SWD,Black, ED subgroups did not make AYP in Reading. Black, Hispanic, and ED did not make AYP in Math. Principal of North Palm Beach Elementary in 2008-2009: Grade: A, Reading Mastery: 77%, Math Mastery: 75%, Science: 48%. AYP: 90%, SWD did not make AYP in Reading. Black, SWD, and ED did not make AYP in Math. 2007-2008:Grade: A, Reading Mastery: 80%, Math Mastery: 82%, Science: 60%. AYP: 100%. Assistant Principal of North Grade Elementary in 2006-2007: Grade: A, Reading Mastery: 73%, Math Mastery: 73%, Science: 53%. AYP: 97%. Black students did not make AYP in Math. 2005-2006: Grade: A, Reading Mastery: 70%, Math Mastery: 73%. AYP: 97%. Black students did not make AYP in Math. 2004-2005: Grade: A, Reading Mastery: 68%, Math Mastery: 66%. AYP: 97%. ELL students did not make AYP in Math.

Shari Bremekamp		
Asst Principal	Years as Administrator: 4	Years at Current School: 2

Credentials	B.A. Elementary Education, Florida Atlantic University M.S. in Education, Montessori Education, Barry University, Ed.S. in Educational Leadership, Florida Atlantic University ESOL Endorsement School Leaders Certification All Levels
Performance Record	Assistant Principal of Berkshire Elementary January 2012-2013: Grade B, Reading Mastery: 56%, Math Mastery: 62%, Science: 55%. Assistant Principal of Berkshire Elementary in January 2012: 2011 - January 2012 Instructional Specialist supporting science:75% of elementary schools supported made proficiency gains on newly tested benchmarks. Twenty-five percent of the remaining schools maintained proficiency without any statistically significant losses in proficiency. 100% of middle schools maintained proficiency without any statistically significant losses in proficiency. High School Biology EOC n/a. 2010 - 2011 Instructional Specialist supporting science, data and the FCIM process: 80% of schools supported made gains in science proficiency and 20% maintained proficiency without significant losses. 2009 -2010 Instructional Specialist supporting science instruction: 100% of elementary schools supported made gains in science proficiency. 50% of middle and high schools made gains in science proficiency and 50% maintained proficiency without any significant losses.

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Claudia Mejia		
Part-time / District-based	Years as Coach: 3	Years at Current School: 7

Areas: Mathematics, Science, RtI/MTSS

Credentials:
Elementary Education
ESOL Endorsement
MA Degree with a specializatin in Mathematics

Performance Record:
Berkshire Elementary in 2012-2013: Grade B, Reading Mastery: 56%, Math Mastery: 62%, Science: 55%.
Berkshire Elementary in 2011-2012: Grade: A, Reading Mastery: 55%, Math Mastery: 68%, Science: 60%
Berkshire Elementary in 2010-2011: Grade: A, Reading Mastery: 81%, Math Mastery: 86%, Science: 67%. AYP: 95%, SWD subgroup did not meet AYP in Reading and Math.

Lori Stephens		
Part-time / District-based	Years as Coach: 5	Years at Current School: 1

Areas: Reading/Literacy

Credentials:
Elementary Education
Reading Endorsement
ESOL Endorsement

Performance Record:
Berkshire Elementary in 2012-2013: Grade B, Reading Mastery: 56%, Math Mastery: 62%, Science: 55%.
North Palm Beach Elementary

Classroom Teachers

# of classroom teachers
92

 # receiving effective rating or higher
92, 100%

 # Highly Qualified Teachers
98%

 # certified in-field
92, 100%

 # ESOL endorsed
58, 63%

 # reading endorsed
10, 11%

 # with advanced degrees
25, 27%

 # National Board Certified
3, 3%

 # first-year teachers
6, 7%

 # with 1-5 years of experience
32, 35%

 # with 6-14 years of experience
34, 37%

 # with 15 or more years of experience
20, 22%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
7

 # 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 assistant principal will conduct monthly meetings with new teachers. The new
teachers include teachers new to the field, new to Berkshire and/or new to the district.
2, New teachers to the field will be supported by a clinical educator certified mentor, a buddy within
their grade level, and administration. All other new teachers will be paired with a buddy.
3. Teachers will be supported with new instructional initiatives, data disaggregation, and planning and
collaboration through learning team meetings and professional learning communities.

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

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

The mentoring program is supervised by the assistant principal. The assistant principal follows the
district Educator Support Program (ESP) guidelines. Each new teacher is provided with a mentor
(clinical educator) and a buddy. The rationale for the pairing is to provide guidance and support,
coaching and modeling, classroom management and support with school-wide rules and procedures.
Teaching staff members are also support by the reading and math coach as well as the Positive
Behavior Support (PBS) team.

1. Allison Schuler (Grade 1) Lauren Dumski (mentor), Mayra Viale (Team Leader/Buddy)
2. Nicole Barden (Grade 2) Lori Stephens (Mentor/Reading Coach), Marcia Hernandez (2nd grade team partner)
3. Maria Nunez (Grade 2) Matilde Kozain (Mentor/Dual Language Reading Support) Marcia Hernandez (Buddy)
4. Mary Clark (Grade 4) Shawn Och (Mentor/Team Partner) Lori Stephens (Reading Coach/Buddy)
5. Amanda Sniscak (Grade 5) Megan Nelson (Clinical Educator/Mentor) Jose Garcia (Team Leader/ Buddy)

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

Berkshire Elementary school data-based problem solving process begins with the MTSS school leadership team. The leadership team is comprised of the following team members: Principal, Assistant Principal, School Psychologist, SBT leader, RTI Facilitator, ESE Contact, General Education Teacher, Learning Team Facilitator, Speech Language Pathologist, Guidance, Reading Coach, and Math Coach. The primary responsibility of this leadership team is to ensure the integration of academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying levels. Berkshire Elementary follows the tiered model delivery of instruction (core, supplemental, and intensive). Within this tiered delivery of instruction, the following steps are taken: 1- The Core Curriculum is evaluated and academic targets are set 2-The team identifies students who need supplemental assistance and an intervention plan is created through the Response to Intervention (RTI) program. The plan identifies specific deficiencies and appropriate research based interventions to address these deficiencies. 3-Resources are allocated in direct proportion to student needs. Three tiers are used to describe the level and intensity of the instruction/interventions provided across a continuum. This is done through small groups, individual instruction, iii, intensive classes, tutoring, or additional support structures. The leadership team meets weekly in LTM, SBT or SWPBS meetings, to review universal screening data, diagnostic data, progress monitoring data, and to review the SIP structures. Based on the information obtained, professional development opportunities are created to reflect the data driven decisions. The MTSS team uses the 4-step problem solving model to conduct all meetings. This problem solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate performance of ALL students.
Step1: Define in measurable terms, the goal to be attained (what is it we want students/teacher/system to know and be able to do).
Step 2: Identify the possible reasons why the desired goal(s) is not being met.
Step 3: Develop and implement a well-supported plan involving research based strategies to attain the goal (s) based on the analyzed data.
Step 4: Evaluate the effectiveness of the plan in relation to the set goal
The application of the problem solving cycle across three tiers is an essential component of the RTI process. The effectiveness of each tier of instruction must be monitored to ensure strength of the entire process. The problem solving process is self-correcting, and ongoing within all levels. If necessary, it recycles in order to achieve the best outcomes for all students. The MTSS/RTI team monitors the fidelity of the SIP and MTSS process. Data collected on a regular basis is used weekly by the team to monitor the core, supplemental, and intensive systems. Other behavior data is also used to monitor the fidelity of the schools overall plan. Classroom walkthroughs by administration are conducted daily to monitor the fidelity aspect of MTSS and the SIP. When the team meets this data is used to make adjustments to the SIP or professional development components. The information is also shared with the School Advisory Committee before changes are made to the SIP.

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

The leadership team is comprised of the following team members: Administration: Principal, Assistant Principal, School Psychologist, SBT leader/ RTI Facilitator, ESE Contact, General Education Teacher, Learning Team Facilitator, Speech Language Pathologist, Guidance Counselor, Reading Coach, and Math Coach. The primary responsibility of this leadership team is to ensure the integration of academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying levels.

Administration: Administration oversees the entire RTI process at the school. They guide the team in the use of resources and allocations to ensure quality implementation of the interventions used. They supervise the fidelity of the implementations.

Learning Team Facilitator: The Learning team facilitator will actively participate in SBT/RTI meetings. LTF facilitates in the collection of data and assist with the analysis of data driven decisions. LTF will collaborate with team members to create goals and interventions directly tied to data driven decisions.

Reading Coach: The Reading Coach will actively participate in the SBT/RTI meetings. The Reading Coach will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Reading Coach also provides guidance and resources in the area of reading behaviors and curriculum.

Math Coach: The Math Coach will actively participate in the SBT/RTI meetings. The Math Coach will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Math Coach also provides guidance and resources with the math curriculum and in particular pre-requisite skills.

RTI Facilitator/ SBT Leader: The RTI facilitator position will assist the principal in overseeing the entire RTI process at the school. The RTI facilitator 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 Aimsweb and CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. The members of the team will also case manage and 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 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 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.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Language 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. Fidelity is monitored by use of the problem solving method and implementation of research-based practices aligned with state, district and school plans. Data from each level is reviewed to identify gaps in infrastructure or support needed to maintain efficient and effective research-based practices at the school and classroom levels. 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. Behaviors observed in SWPBS data is also used to monitor the fidelity of the school's overall systems. Classroom walkthroughs by administration are conducted daily to monitor the overall fidelity 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)
Curriculum Based Measurement
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-5 Literacy Assessment System
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
SWPBS data: Office Discipline Referrals, OSS, ISS, absences
Retentions
Midyear data:
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-5 Literacy Assessment System
SWPBS data: Office Discipline Referrals, OSS, ISS, absences
End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
SWPBS data: Office Discipline Referrals, OSS, ISS, absences
Frequency of required 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

The MTSS/RtI team 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, Positive Behavioral Intervention and Support (PBIS), data-based decision-making to drive instruction, progress monitoring selection and availability of research-based intervention.

Members of the MTSS team will meet with the School Advisory Council (SAC) and share information about core, supplemental and intensive interventions at Berkshire.

Topics to be discussed, but not limited to, the following: FCAT scores, the lowest 25%, data analysis results, strengths and weaknesses of intensive programs, mentoring, tutoring and other services and behavioral data.

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: 2,000

Provide Reading and Math tutorial after school and select Saturdays to lowest 25% of students in grades 3-5.

Fourth graders will receive weekly after school tutorial and 4-6 Saturday tutorial (Boot Camp).

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Formative and summative assessments, including mini assessments Core K 12, Diagnostics, and RRR.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Weekend Program

Minutes added to school year:

Provide Writing Boot Camp on Saturday,
Provide Math Boot Camp on Saturday,
Provide Reading and Math Tutorial on Saturday

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Formative and summative assessments, including mini assessments Core K 12, Diagnostics, and RRR

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Summer Program

Minutes added to school year:

Summer tutorial for K-2 students performing below grade level

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Formative and summative assessments, Diagnostics, and RRR.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Lori Stephens	Literacy Coach
Debbie Rosser	SAI
Maria Bishop	Principal
Megan Nelson	ESOL Teacher

Name	Title
Heather Kratz	ESOL Teacher
Patty Ludwig	ESOL Coordinator
Diana Fernandez	RTI/ESE teacher
Shari Bremekamp	Assistant Principal

How the school-based LLT functions

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern. The LLT will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring during PDDs and Learning Team Meetings. The LLT communicates with both the professional development team and the SBT to ensure the literacy initiatives are being implemented with fidelity

Major initiatives of the LLT

1.Target our lowest 25% ensuring PD on using interventions that match student deficits
2.Increase vocabulary development for students across all disciplines.
3.Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests.
4.Planning a comprehensive Family Literacy Night.
5.Overseeing the implementation of Readers Workshop in grades K-5.

Preschool Transition

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

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

At Berkshire Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instruction/intervention programs. About 80 incoming kindergarten students were tested during the summer. All students are assessed with a Broad Screen/Progress Monitoring Tool consisting of Letter Sounds, Phonemic Awareness and Word Reading. Specifically, the Florida Assessments for Instruction in Reading (FAIR) will be used to assess basic academic skill development and academic school readiness of incoming students. FAIR is a comprehensive set of reading assessments to support teachers and student learning. They focus on assessment for learning and provide information to support instructional decision-making. They focus on the elements of reading and are tied to the Common Core Standards. They provide individual student information to: evaluate progress towards end of year benchmarks; diagnose learning needs; set instructional goals; and monitor instructional progress. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) to gather information on a child's development in emergent literacy.
Screening data will be collected and aggregated prior to September 15th, 2012. Data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains to
determine the need for changes to the instructional/intervention programs. A Kindergarten round-up is held in the spring of each school year at Berkshire. We send parent letters home with our students

inviting parents with incoming Kindergarten students to attend. We also advertise at each of our day care centers notifying the parents of the meeting. Agenda items include K Readiness; reading at home; ELL programs including dual
language; ESE programs and Family Involvement evenings. All information is offered in English and Spanish. Berkshire also offers Pre-K instruction with a certified teacher on a full time basis. We have one Pre-K classroom.

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	65%	56%	No	69%
American Indian				
Asian	92%	58%	No	93%
Black/African American	55%	56%	Yes	60%
Hispanic	65%	56%	No	69%
White	69%	59%	No	72%
English language learners	61%	45%	No	65%
Students with disabilities	41%	16%	No	47%
Economically disadvantaged	63%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	31%	38%
Students scoring at or above Achievement Level 4	127	24%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	342	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	56	66%	70%

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)	256	49%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	137	26%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	108	20%	40%

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	110	68%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	73%	62%	No	75%
American Indian				
Asian	92%	67%	No	93%
Black/African American	63%	54%	No	67%
Hispanic	74%	65%	No	77%
White	73%	53%	No	76%
English language learners	73%	61%	No	75%
Students with disabilities	52%	22%	No	57%
Economically disadvantaged	72%	60%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	169	32%	38%
Students scoring at or above Achievement Level 4	155	29%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	312	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	54%	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	68	38%	43%
Students scoring at or above Achievement Level 4	28	15%	17%

Florida Alternate Assessment (FAA)

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

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)	2		4
Participation in STEM-related experiences provided for students	2	80%	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	31	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	8	0%	0%
Students who are not proficient in reading by third grade	95	48%	40%
Students who receive two or more behavior referrals	30	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	23	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

Berkshire's 2013-2014 Title I Parental Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Liaison to provide PD sessions to parents. Establish a Parent Resource Center and a Parent University.	745	65%	75%

Area 10: Additional Targets

Additional targets for the school

Berkshire Elementary wil infuse the content required by the Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including: History of Holocaust; History of Africans and African Americans; Hispanic Contributions; Women's Contributions; Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Berkshire K-5 teachers infuse content required by this statute from the policy as required as appropriate.			100%

Goals Summary

G1.   Based on the 2014 FCAT Writing assessment, 85% of the total student population will achieve a 3.5 or higher. This would be an increase of 18 percentage points.

G2.   Based on the 2014 FCAT 2.0, 72% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G3.   Based on the 2014 FCAT 2.0 70%of the total student population will achieve a learning gain in Math. This would be an increase of 9% percent.

Goals Detail

G1. Based on the 2014 FCAT Writing assessment, 85% of the total student population will achieve a 3.5 or higher. This would be an increase of 18 percentage points.

Targets Supported
- Writing

Resources Available to Support the Goal
- Funds for tutorial teachers Materials - anchor charts, post its, notebooks, highlighters, folders Teacher materials - mentor text books, Top Score binder
- Professional Development sessions - conducted by artists Substitutes for teachers to attend training

Targeted Barriers to Achieving the Goal
- Students l.ack writing volume and stamina.
- All lessons do not address different student learning styles.

Plan to Monitor Progress Toward the Goal

Student data and classroom walkthrough data Palm Beach Writes, Berkie Writes

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student achievement data

G2. Based on the 2014 FCAT 2.0, 72% 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, Postsecondary Readiness)

Resources Available to Support the Goal
- Reading Coach/Resource Teacher Travel out of state including registrations and travel expenses Part time in system for tutors

Targeted Barriers to Achieving the Goal
- Lack of consistency of implementation of Common Core Standards.

Plan to Monitor Progress Toward the Goal

Student Achievement Data Diagnostic Data Core K12 Classroom Walkthrough Data

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student achievement data

G3. Based on the 2014 FCAT 2.0 70%of the total student population will achieve a learning gain in Math. This would be an increase of 9% percent.

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

Resources Available to Support the Goal
- Math Coach to provide professional development to teachers.
- Funds for tutorial teachers Materials-paper, anchor charts, Technology - IPADS, apps, VMath Live

Targeted Barriers to Achieving the Goal
- Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.
- Students have limited understanding of math vocabulary and problem solving strategies.

Plan to Monitor Progress Toward the Goal

Student data and walkthrough data

Person or Persons Responsible
Administration and classroom teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student Achievement data

Action Plan for Improvement

Problem Solving Key

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

G1. Based on the 2014 FCAT Writing assessment, 85% of the total student population will achieve a 3.5 or higher. This would be an increase of 18 percentage points.

G1.B1 Students l.ack writing volume and stamina.

G1.B1.S1 Provide targeted small group instruction during the school day as well as after school tutorial and Saturday tutorial.

Action Step 1

Small group within writing block - Writer's Workshop "Boot Camp" Saturday Writing Tutorial

Person or Persons Responsible

Writing Teachers Tutorial teachers

Target Dates or Schedule

Daily 8 Saturdays 8:30 - 10:00

Evidence of Completion

Lesson Plans Administration walkthroughs and observations Student portfolios

Facilitator:

District Cohort Leader Literacy Coach

Participants:

Writing Teachers

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

Classroom Observations Student data, writing journals Tutorial attendance rosters

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student achievement data Tutorial attendance rosters lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Student data and classroom walkthroughs Palm Beach Writes, Berkie Writes Marzano Evaluation Tool

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data

G1.B2 All lessons do not address different student learning styles.

G1.B2.S1 Teachers will utilize arts integration strategies to meet the learning styles of all styles.

Action Step 1

Teachers plan and implement writing lessons utilizing arts integration strategies. Collaboration during PLCs.

Person or Persons Responsible

Writing teachers, Fine Arts teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Writing Portfolios Administration walkthroughs and observations

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Based on the 2014 FCAT 2.0, 72% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G2.B1 Lack of consistency of implementation of Common Core Standards.

G2.B1.S1 Employ a reading coach and a .5 resource teacher to provide professional development to teachers and small group instruction to students. Instructional staff attends Reading Workshop - Summer Institute and Saturday Reunion at Columbia University in New York and implements Reading Workshop with fidelity.

Action Step 1

Employ Reading Coach and resource teacher (.5) provide PD sessions Administration and teachers attend Summer Institute and Saturday Reunion in New York

Person or Persons Responsible

Reading Coach, .5 resource teacher Administration, teachers

Target Dates or Schedule

Daily Summer, Saturday reunion once per year

Evidence of Completion

PD agendas, sign in sheets

Facilitator:

Reading Coach, District Cohort Leader Columbia University Teachers' College Staff Developers

Participants:

Administration and teachers

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

Student Achievement Data Diagnostic Data Core K12 Classroom Walkthrough Data

Person or Persons Responsible

Administration, Reading coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Achievement Data

Plan to Monitor Effectiveness of G2.B1.S1

Student Achievement Data Diagnostic Data Core K12 Classroom Walkthrough Data

Person or Persons Responsible

Administration and classroom walkthroughs

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Achievement data

G2.B1.S2 Schedule collegial planning during preschool and provide supplies to implement reading instruction.

Action Step 1

Collegial planning and collaboration scheduled during Summer and preschool.

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

Summer, preschool

Evidence of Completion

Agendas, minutes, sign in sheets, unit plans

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

Administration schedules collegial planning sessions.

Person or Persons Responsible

Administration

Target Dates or Schedule

Summer, preschool

Evidence of Completion

Minutes, Agendas, unit plans, student achievement data

Plan to Monitor Effectiveness of G2.B1.S2

Student Achievement Data Diagnostic Data Core K12 Classroom Walkthrough Data

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data

G2.B1.S3 Level 1 and Level 2 students will receive targeted tutorial during the school day and/after school and Saturday tutorials.

Action Step 1

Tutorial sessions for level 1 and level 2 students

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Daily in school Weekly - twice per week 6 Saturdays

Evidence of Completion

Student achievement data

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Student Achievement Data Diagnostic Data Core K12 Classroom Walkthrough Data

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data

Plan to Monitor Effectiveness of G2.B1.S3

Student Achievement Data Diagnostic Data Core K12 Classroom Walkthrough Data

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data

G3. Based on the 2014 FCAT 2.0 70%of the total student population will achieve a learning gain in Math. This would be an increase of 9% percent.

G3.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

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

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

LTMs and PLCs every other week PDD sessions

Evidence of Completion

Agendas, minutes, sign in sheets, instructional focus calendars, lesson plans

Facilitator:

Math Coach, Learning Team Facilitator, District Specialists, and Team Leaders

Participants:

Instructional staff

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

Administration will participate in unit planning, monitor implementation, and review the implementation of the units through classroom observation and review of student assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

LTM and team meeting minutes, agendas, sign in sheets, classroom walkthrough data and student achievement

Plan to Monitor Effectiveness of G3.B1.S1

Student data and classroom walkthrough data Core K12, Think Central Diagnostic Data Marzano Evaluation Tool

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data

G3.B1.S2 The rotational model will be used during the math block.

Action Step 1

Teachers will set up their math block schedule for differentiated instruction to occur within the rotational model.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily during math block

Evidence of Completion

Lesson plans, classroom observations

Facilitator:

Math Coach

Participants:

Instructional Staff

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

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student Achievement Data and Classroom Observation Data

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Administration will create and implement an extensive classroom observation schedule including pre and post conferences providing feedback to teachers.

Action Step 1

Administrators will complete daily walkthroughs, informal and formal observations and provide feedback on the implementation of standards and effective instructional strategies through pre and post observation conferences.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observation and feedback conferences in IObservation

Facilitator:

LTF, Administration provide Marzano Training

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Students have limited understanding of math vocabulary and problem solving strategies.

G3.B2.S1 Level 1 and Level 2 students will receive targeted tutorial during the school day and/or after school and Saturdays.

Action Step 1

3rd - 5th grade students participate in targeted tutorial based on student deficits.

Person or Persons Responsible

Math teachers, tutorial teachers

Target Dates or Schedule

Daily in school tutorial Weekly - twice per week after school Saturdays - 6-8 per year

Evidence of Completion

Lesson plans Administrator walkthroughs and observations Tutorial attendance sheets, lesson plans, assessments

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

Administrative walkthroughs and observations Review of data during LTM meetings

Person or Persons Responsible

Administration, Math coach, teachers

Target Dates or Schedule

Weekly

Evidence of Completion

IObservation results, tracking sheets, lesson plans, action plan

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will submit data for unit assessments, benchmark assessments, diagnostics, via Google Drive Data Chats

Person or Persons Responsible

LTF, administrators, math coach, teachers

Target Dates or Schedule

Weekly during LTMs, data chats at least twice per year

Evidence of Completion

Data binders, data wall

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

Title 1 Part A funds are utilized to fund reading coach, math coach, and a resource position. These positions will be utilized to coach and mentor staff and to provide student support n reading and mathematics. One paraprofessional position has hired to assist with bilingual teachers, parent/community involvement, and parent training. Funding also supports parent involvement activities and training, Professional development materials are purchased with Title 1 as well as the after school tutorial program.
Title 1, Part C Migrant: Migrant liaison provides services and support to parents. She coordinates with Title 1 and other programs to ensure student needs are met.
Title 1, Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-Out Prevention programs.
Title II: 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.
Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identifiedas homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI): SAI funds will be used to remediate Level 1 and Level 2 students in grades 3-4.
Violence Prevention Programs: The school offers a non-violence and anti-drug program through school guidance counselors. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
The 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 Learning Team Meetings and SWPBS committee meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SWPBS programs.
Nutrition Programs: School Food Service provides free breakfast for all students at Berkshire Elementary.
Housing Programs: N/A
Head Start: N/A
Adult Education Career and Technical Education: N/A
Job Training: N/A
Other; Berkshire Elementary has a partnership with The Rotary Club of West Palm Beach, FL. The Rotary club provides third grade students with dictionaries and the school with a donation of $1000.00.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Based on the 2014 FCAT Writing assessment, 85% of the total student population will achieve a 3.5 or higher. This would be an increase of 18 percentage points.

G1.B1 Students l.ack writing volume and stamina.

G1.B1.S1 Provide targeted small group instruction during the school day as well as after school tutorial and Saturday tutorial.

PD Opportunity 1

Small group within writing block - Writer's Workshop "Boot Camp" Saturday Writing Tutorial

Facilitator

District Cohort Leader Literacy Coach

Participants

Writing Teachers

Target Dates or Schedule

Daily 8 Saturdays 8:30 - 10:00

Evidence of Completion

Lesson Plans Administration walkthroughs and observations Student portfolios

G2. Based on the 2014 FCAT 2.0, 72% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G2.B1 Lack of consistency of implementation of Common Core Standards.

G2.B1.S1 Employ a reading coach and a .5 resource teacher to provide professional development to teachers and small group instruction to students. Instructional staff attends Reading Workshop - Summer Institute and Saturday Reunion at Columbia University in New York and implements Reading Workshop with fidelity.

PD Opportunity 1

Employ Reading Coach and resource teacher (.5) provide PD sessions Administration and teachers attend Summer Institute and Saturday Reunion in New York

Facilitator

Reading Coach, District Cohort Leader Columbia University Teachers' College Staff Developers

Participants

Administration and teachers

Target Dates or Schedule

Daily Summer, Saturday reunion once per year

Evidence of Completion

PD agendas, sign in sheets

G3. Based on the 2014 FCAT 2.0 70%of the total student population will achieve a learning gain in Math. This would be an increase of 9% percent.

G3.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

PD Opportunity 1

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

Facilitator

Math Coach, Learning Team Facilitator, District Specialists, and Team Leaders

Participants

Instructional staff

Target Dates or Schedule

LTMs and PLCs every other week PDD sessions

Evidence of Completion

Agendas, minutes, sign in sheets, instructional focus calendars, lesson plans

G3.B1.S2 The rotational model will be used during the math block.

PD Opportunity 1

Teachers will set up their math block schedule for differentiated instruction to occur within the rotational model.

Facilitator

Math Coach

Participants

Instructional Staff

Target Dates or Schedule

Daily during math block

Evidence of Completion

Lesson plans, classroom observations

G3.B1.S3 Administration will create and implement an extensive classroom observation schedule including pre and post conferences providing feedback to teachers.

PD Opportunity 1

Administrators will complete daily walkthroughs, informal and formal observations and provide feedback on the implementation of standards and effective instructional strategies through pre and post observation conferences.

Facilitator

LTF, Administration provide Marzano Training

Participants

Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observation and feedback conferences in IObservation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the 2014 FCAT Writing assessment, 85% of the total student population will achieve a 3.5 or higher. This would be an increase of 18 percentage points.	$4,000
G2.	Based on the 2014 FCAT 2.0, 72% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.	$125,762
G3.	Based on the 2014 FCAT 2.0 70%of the total student population will achieve a learning gain in Math. This would be an increase of 9% percent.	$75,675
	Total	$205,437

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Evidence-Based Materials	Total
Title I	$196,437	$5,000	$4,000	$205,437
Total	$196,437	$5,000	$4,000	$205,437

Budget Details

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

G1. Based on the 2014 FCAT Writing assessment, 85% of the total student population will achieve a 3.5 or higher. This would be an increase of 18 percentage points.

G1.B1 Students l.ack writing volume and stamina.

G1.B1.S1 Provide targeted small group instruction during the school day as well as after school tutorial and Saturday tutorial.

Action Step 1

Small group within writing block - Writer's Workshop "Boot Camp" Saturday Writing Tutorial

Resource Type

Evidence-Based Materials

Resource

Top Score binders, chart paper, post-its, pens, journals, folders, copy paper - $1,000 Part-Time in Service - $3,000

Funding Source

Title I

Amount Needed

$4,000

G2. Based on the 2014 FCAT 2.0, 72% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G2.B1 Lack of consistency of implementation of Common Core Standards.

G2.B1.S1 Employ a reading coach and a .5 resource teacher to provide professional development to teachers and small group instruction to students. Instructional staff attends Reading Workshop - Summer Institute and Saturday Reunion at Columbia University in New York and implements Reading Workshop with fidelity.

Action Step 1

Employ Reading Coach and resource teacher (.5) provide PD sessions Administration and teachers attend Summer Institute and Saturday Reunion in New York

Resource Type

Personnel

Resource

Reading Coach and .5 resource teacher salary - 94,762 Travel Expenses - transportation and hotel, registration fees - 10,000 Classroom Library Books - 5,000

Funding Source

Title I

Amount Needed

$109,762

G2.B1.S2 Schedule collegial planning during preschool and provide supplies to implement reading instruction.

Action Step 1

Collegial planning and collaboration scheduled during Summer and preschool.

Resource Type

Personnel

Resource

Part-time in system salary

Funding Source

Title I

Amount Needed

$2,500

G2.B1.S3 Level 1 and Level 2 students will receive targeted tutorial during the school day and/after school and Saturday tutorials.

Action Step 1

Tutorial sessions for level 1 and level 2 students

Resource Type

Personnel

Resource

Part-time In System - Salary for tutorial teachers Materials - copy paper, resources 1,000

Funding Source

Title I

Amount Needed

$13,500

G3. Based on the 2014 FCAT 2.0 70%of the total student population will achieve a learning gain in Math. This would be an increase of 9% percent.

G3.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

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

Resource Type

Personnel

Resource

Math Coach Substitutes for teachers to plan

Funding Source

Title I

Amount Needed

$63,175

G3.B1.S2 The rotational model will be used during the math block.

Action Step 1

Teachers will set up their math block schedule for differentiated instruction to occur within the rotational model.

Resource Type

Technology

Resource

IPADS and Apps

Funding Source

Title I

Amount Needed

$5,000

G3.B2 Students have limited understanding of math vocabulary and problem solving strategies.

G3.B2.S1 Level 1 and Level 2 students will receive targeted tutorial during the school day and/or after school and Saturdays.

Action Step 1

3rd - 5th grade students participate in targeted tutorial based on student deficits.

Resource Type

Personnel

Resource

Part-time In System - salary for tutorial teachers

Funding Source

Title I

Amount Needed

$7,500