



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

---

Port Salerno Elementary School

3260 SE LIONEL TER

Stuart, FL 34997

772-219-1610

[pse.sbmc.org](http://pse.sbmc.org)

---

## School Demographics

---

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 59%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 75%

---

## School Grades History

---

<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> B
---------------------	---------------------	---------------------	---------------------	---------------------

---

## 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.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>15</b>
<b>Goals Summary</b>	<b>19</b>
<b>Goals Detail</b>	<b>19</b>
<b>Action Plan for Improvement</b>	<b>30</b>
<b>Part III: Coordination and Integration</b>	<b>59</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>60</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>70</b>

---

## **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
Prevent	3	Ella Thompson

  

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

## Current School Status

### School Information

**School-Level Information**

**School**

Port Salerno Elementary School

**Principal**

Patricia Harvey

**School Advisory Council chair**

Diane Wardle

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

Name	Title
Patricia Harvey	Principal
Allysa Eberst	Assistant Principal
Jahmil Wilcox	Kindergarten Teacher
Melissa Rasmussen	1st grade teacher
Kathy Ahern	2nd grade teacher
Angelia Thomas	3rd grade teacher
Michelle Smith	4th grade teacher
Tara Zilly	5th grade teacher
Diane Gumbinner	Guidance Counselor
Diane Wardle	IPS Coach
Christine Mesorana	ESE teacher
Margo Nubelo	Literacy Coach

**District-Level Information**

**District**

Martin

**Superintendent**

Mrs. Laurie Gaylord

**Date of school board approval of SIP**

10/15/2013

### 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**

- Patricia Harvey/Allysa Eberst - Administration
- Larhonda Brown - Teacher
- Angela Adams - Teacher

Vivian Felipe Diaz - Parent Liaison  
Mirta Mejia - Parent  
Luisa Medrano - Parent  
Tara Fjalstad - Parent  
Angelica Barrios - Parent  
Rosalba Escobar - Parent

**Involvement of the SAC in the development of the SIP**

The School Advisory Council assisted in the development of the school improvement by meeting in August and planning our SAC meetings for the year and then reviewing the achievement data and the SIP goals at the September, 2013 SAC meeting.

**Activities of the SAC for the upcoming school year**

SAC will meet monthly throughout the year and review the goals and activities presented by each of the SIP goal committees, as well as discussing and approving budgetary agenda items to support increased student achievement.

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

School improvement funds will be used to support training of teachers in:

- close reading of complex text (\$600);
- Continuum of Literacy, guided reading, word study training (\$2000),
- mathematics problem-based learning (\$1500),
- writing across the curriculum (\$1500) ,
- attendance incentive awards (\$300), and
- PSE Parent University Night resources to train parents in CCSS instructional shift and strategies to use at home, (\$300).

**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:**

<b>Patricia Harvey</b>		
Principal	Years as Administrator: 24	Years at Current School: 1
<b>Credentials</b>	Educational Leadership / (All Levels) Elementary Education / (Grades K-6) School Principal / (All Levels) Gifted / Endorsement BS in Elementary Education, Indiana University MS in Elementary Education, DePauw University Gifted Endorsement, Purdue University Administration & Supervision K-8(Experiential Program for Principals), Butler University	
<b>Performance Record</b>	2012-2013- Grade C Mastery: Reading 49 %; Math 52%; Science 62%; Writing 42% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 57%; Reading 59% 2011-2012 - Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2008-2009 - Grade A Mastery: Reading 79%;Math 78%; Science 44%; Writing 98% Made AYP 2007-2008 - Grade A Mastery: Reading 76%; Math 74%; Science 48%; Writing 84% Did not make AYP for SWD in reading and math; all-writing	

<b>Allysa Eberst</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	Educational Leadership/ (All Levels) Elementary Education/ (Grades 1-6) English for Speakers of Other Languages (ESOL)/Endorsement Reading/ (Grades K-12) BS in Elementary Education, University of Central Florida MS in Elementary Education (Reading), Florida Atlantic University MS in Elementary Education (Ed. Leadership), Florida Atlantic University	
<b>Performance Record</b>	2012-2013- Grade C Mastery: Reading 45 %; Math 51%; Science 42%; Writing 70% Lowest Quartile Gains: Math 35%; Reading 29% Gains: Math 42%; Reading 39%	

**Instructional Coaches**

**# of instructional coaches**

4



**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Margo Nubelo**

Full-time / School-based      Years as Coach: 1      Years at Current School: 12

**Areas**      Reading/Literacy

**Credentials**      BS Elementary Education (1-6)  
MS Reading Education  
Reading Certification (k-12)  
ESOL endorsed

**Performance Record**      2012-2013- Grade C  
Mastery: Reading 45 %; Math 51%; Science 42%; Writing 70%  
Lowest Quartile Gains: Math 35%; Reading 29%  
Gains: Math 42%; Reading 39%

**Cristina Smith**

Full-time / School-based      Years as Coach: 2      Years at Current School: 7

**Areas**      Mathematics

**Credentials**      Elementary Education/Grades K-6  
English for Speaker of Other Languages/Endorsement

**Performance Record**      2012-2013- Grade C  
Mastery: Reading 45 %; Math 51%; Science 42%; Writing 70%  
Lowest Quartile Gains: Math 35%; Reading 29%  
Gains: Math 42%; Reading 39%

**Joscelyn Benitez**

Full-time / School-based      Years as Coach: 0      Years at Current School: 0

**Areas**      Reading/Literacy

**Credentials**      Elementary Education/Grades 1-6  
English for Speaker of Other Languages/Endorsement  
Gifted/Endorsement  
Reading Endorsement

**Performance Record**      2012-2013- Grade A  
Mastery: Reading 41%; Math 63%; Science\_\_\_\_; Writing 54%  
Lowest Quartile Gains: Math 93%; Reading 71%  
Gains: Math 78%; Reading 71%

<b>Megan Efinger</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Pre-Kindergarten/Primary Education English for Speaker of Other Languages/Endorsement	
<b>Performance Record</b>	2012-2013- Grade C Mastery: Reading 45 %; Math 51%; Science 42%; Writing 70% Lowest Quartile Gains: Math 35%; Reading 29% Gains: Math 42%; Reading 39%	

**Classroom Teachers**

<b># of classroom teachers</b>	51
<b># receiving effective rating or higher</b>	51, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	51, 100%
<b># ESOL endorsed</b>	41, 80%
<b># reading endorsed</b>	5, 10%
<b># with advanced degrees</b>	5, 10%
<b># National Board Certified</b>	2, 4%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	18, 35%
<b># with 6-14 years of experience</b>	27, 53%
<b># with 15 or more years of experience</b>	6, 12%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	10
-------------------------------	----

### # Highly Qualified

10, 100%

### 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

Providing new teachers to the school with mentors.  
Offer on-going opportunities for professional growth.  
Survey professional development and support needs of new teachers.  
Administration and aspiring leader (teacher) are responsible for this.

### 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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. This year, we do not have any first year teachers. We do have 14 teachers new to our school who are all assigned a teacher mentor and provided monthly professional development opportunities and resource support, such as visits to our Title I Parent Resource Center. Teachers are paired with colleagues with similar grade level placement and experience as the new teacher.

### 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 structure of the data team meetings will support students by problem solving around specific needs. Teams will meet and share specific assessment data, instructional practices and make decisions about interventions and strategic grouping. Coaches will make sure that teachers are supported with any professional development needs, resources or support with the core.

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

The school based leadership team (Stingray Leadership Team) have representatives from each grade level and are responsible for bringing information, concerns and comments to their team members. This team also problem solves concerns that teams may have for administration. (MTSS = 2 LITERACY COACHES, 1 MATH COACH, 1 MATH INTERVENTIONIST, ASSISTANT PRINCIPAL, PRINCIPAL,

GUIDANCE COUNSELOR, INTERVENTION/PROBLEM SOLVING COACH) Also, the grade team reps serve on the Stingray Leadership Team which problem solves schoolwide concerns.

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

The School Improvement Plan is developed with input from the MTSS team, SAC members and SIP leaders who work together with school personnel to develop goals.

**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**

Performance Matters

District Benchmark Assessments

FCAT

iReady

Fountas and Pinnell

Math Diagnostic Assessments

Literacy and Math Coaches will have updated student data to monitor interventions which will be shared during data team meetings. IPS coach uses Excel spread sheet to track interventions and their outcomes. Rtl:B will be used in the area of behavior to analyze data.

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

All teachers and staff will be trained in the MTSS process on September 19th. Our Problem Solving Intervention Coach will attend trainings at the district level to provide new information to staff. Ongoing data analysis will be shared through data team meetings. Parents have the opportunity to attend MTSS meetings.

**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:** 6,480

After school tutoring for students K - 5.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Pre and Post test for each six week tutoring group.

**Who is responsible for monitoring implementation of this strategy?**

Tutoring teachers, tutoring coordinators, coaches and assistant principal.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Margo Nubelo	Literacy Coach
Joscelyn Benitez	Literacy Coach
Julia Garcia	teacher
Rachael Long	teacher
Tiffany Johnson	teacher
Jen Zucker	teacher
Krista Lozeau	teacher
Robin Rogers	teacher
Melissa Lucrezia	teacher
Aimee Morrell	teacher
Lisa Green	teacher
Lisa Bullington	Speech Pathologist
Chelsea Hartz	music teacher
Meg Cole	ESE teachers
Amy Stagmiller	Paraprofessional
Patricia Harvey	Principal

**How the school-based LLT functions**

The LLT will meet monthly to determine progress towards meeting SIP goals, as well as implementing school wide literacy initiatives, monitor progress of the implementation of the SIP strategies, and plan staff development for our K-5 Instructional staff.

This team analyzes current data to prepare professional development aligned with curriculum calendars and focused on student needs. The LLT is responsible for coordinating student/teacher materials, teacher book studies and providing ongoing support for literacy throughout the school.

## **Major initiatives of the LLT**

The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to implement our district Reading Plan initiatives in Balanced Literacy with a focus on staff training and implementation of Words Their Way and Guided Reading with fidelity.

## **Every Teacher Contributes to Reading Instruction**

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

All instructional staff members, including the related arts teachers, speech therapists, guidance staff and classroom instructional faculty are trained in Balanced Literacy with a focus on Word Study and Guided Reading Practices. In addition, all staff receive training on the Marzano Growth Model with an emphasis on goal setting and effective instructional practices. The training in best practices tied to the Common Core State Standards are directly reflected in the Core Six book on research-based instructional strategies. These trainings are followed up with classroom observations of the implemented strategies and opportunities for teachers to participate in Professional Learning Communities in which they examine the effectiveness of the strategies and plan lessons to address student learning needs.

## **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**

Port Salerno Elementary notifies local preschool programs in the spring to schedule tours for incoming kindergartners.

At Port Salerno Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

## 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	69%	46%	No	72%
American Indian				
Asian				
Black/African American	65%	26%	No	69%
Hispanic	58%	36%	No	63%
White	82%	72%	No	84%
English language learners	56%	33%	No	60%
Students with disabilities	48%	25%	No	53%
Economically disadvantaged	62%	39%	No	66%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	24%	29%
Students scoring at or above Achievement Level 4	57	18%	23%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	15	100%	100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	89	39%	44%
Students in lowest 25% making learning gains (FCAT 2.0)	38	17%	21%

**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)	209	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	146	36%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	87	22%	27%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	63	74%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	56%	No	75%
American Indian				
Asian				
Black/African American	68%	33%	No	71%
Hispanic	64%	46%	No	68%
White	81%	67%	No	83%
English language learners	64%	47%	No	68%
Students with disabilities	53%	19%	No	58%
Economically disadvantaged	69%	47%	No	72%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	32%	37%
Students scoring at or above Achievement Level 4	58	18%	23%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	13	87%	91%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	96	42%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	121	53%	57%

**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	28	20%	25%
Students scoring at or above Achievement Level 4	14	10%	15%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

**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)	9		10
Participation in STEM-related experiences provided for students	787	100%	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	55	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	27	3%	2%
Students who are not proficient in reading by third grade	30	32%	16%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	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**

100% of parents will participate in at least one event at Port Salerno Elementary during the 2013-2014 school year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Parent Participation	784	100%	100%

## Goals Summary

- G1.** The percentage of students scoring at a level 3 or above in reading will increase.
- G2.** Students scoring at or above achievement level 4 in reading will increase from 18% to 23%
- G3.** Increase the percentage of learning gains in reading for students in our lowest 25% from 66% to 70%
- G4.** Students at achievement level 3 (proficient) will increase by 5% or greater on the 2014 Grade 5 Science FCAT.
- G5.** The percentage of students scoring at Achievement Level 3 in mathematics will increase.
- G6.** 95% of students will attend school at least 90% of the days.
- G7.** Teachers will increase their knowledge base on using scales and checklists in writing to help students create goals in order to increase proficiency in the writing process.
- G8.** Increase the percentage of students writing at Achievement level 3.5 or higher from 74% to 79%
- G9.** The percentage of students scoring 3 or above in all tested areas will increase through proficiency in essential technology skills.
- G10.** The number of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase.
- G11.** Increase percentage of students reading at achievement level 3 in reading from 46% to 52%
- G12.** The percentage of students making learning gains in mathematics will increase.

## Goals Detail

**G1.** The percentage of students scoring at a level 3 or above in reading will increase.

### Targets Supported

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

### Resources Available to Support the Goal

- Literacy coaches, staff developers, unwrapped ELA standards, standards-based report cards, PLC's, small group instruction

### Targeted Barriers to Achieving the Goal

- Instructional staff needs support in balanced literacy and differentiated small groups.

### Plan to Monitor Progress Toward the Goal

Literacy coaches and administration

**Person or Persons Responsible**

Data team meetings, PLC - grade level meetings

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Classroom observations, lesson plans

### G2. Students scoring at or above achievement level 4 in reading will increase from 18% to 23%

**Targets Supported**

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

**Resources Available to Support the Goal**

- Comprehension Tool Kits
- leveled libraries
- iready data

**Targeted Barriers to Achieving the Goal**

- State assessment reforms; increased rigor, scale score changes, increased complexity

### Plan to Monitor Progress Toward the Goal

running record levels

**Person or Persons Responsible**

Principal, assistant principal, literacy coaches, classroom teachers

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

running record levels

**G3. Increase the percentage of learning gains in reading for students in our lowest 25% from 66% to 70%**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Mondo Oral language kits for kindergarten classrooms
- LLI
- Tutoring program
- FCAT Explorer
- Guided reading teachers leveled library

**Targeted Barriers to Achieving the Goal**

- English language learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains

**Plan to Monitor Progress Toward the Goal**

interactive notebooks, Mondo assessments, iready data, benchmark assessments

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule:**

at biweekly Professional Learning Community data meetings

**Evidence of Completion:**

interactive notebooks, Mondo assessments, iready data, benchmark assessments

**G4. Students at achievement level 3 (proficient) will increase by 5% or greater on the 2014 Grade 5 Science FCAT.**

**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Integrate Common Core strategies and implement word analysis component of Balanced Literacy in all content areas; Increased use of Science journals in the science lab as well as the classroom; Require daily science instruction in every class, which includes implementing district labs into lessons each quarter (increased hands-on inquiries); Develop science vocabulary throughout the school community K-5; Students in grades 3-5 will have the opportunity to participate in the district Science Fair; CCSS and Marzano strategy staff training, ; Coaches and leaders will attend professional development with Larry Chew; Hosting a Family Science Night for students and their families; Provide extra-curricula science based activities such as field trips (ESC, etc.), in school presentations (FPL, K-2 Nutrition ed.- Jenny Buntin, etc) and after school clubs (Robotics, etc); Continue school PBIS.

**Targeted Barriers to Achieving the Goal**

- Over 40% of the students are English Language Learners with limited or no English abilities. Also many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area.
- Lack of instructional time for science content.
- students' limited or lack of access to scientific real world experiences and exploration due to poverty and/or limited parent support.

**Plan to Monitor Progress Toward the Goal**

Benchmark tests; science journals, other assesments

**Person or Persons Responsible**

Instructional staff; Science SIP committee; Science lab teacher.

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Benchmark test scores; science journals; other assessment results

**G5. The percentage of students scoring at Achievement Level 3 in mathematics will increase.**

**Targets Supported**

**Resources Available to Support the Goal**

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction. The Math Interventionist is available to provide targeted interventions for students with significant skill deficits. The Math Coach and Interventionist will support teachers in analyzing data to inform instructional decisions regarding students' intervention and remediation needs through Professional Learning Communities. The district math website contains unwrapped common core standards which include a variety of resources for teachers (academic vocabulary, essential questions, big ideas, as well as goals and scales).

**Targeted Barriers to Achieving the Goal**

- Students who are English Language Learners have a limited knowledge of English.
- Students who are economically disadvantaged have limited prior knowledge in mathematics.
- Teachers are in the learning process regarding Common Core content and process standards.

**Plan to Monitor Progress Toward the Goal**

Testing data

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Scheduled benchmark assessments, iReady, FCAT 2.0 data

**Evidence of Completion:**

scores will increase and student understanding will be evident on assessments

**G6. 95% of students will attend school at least 90% of the days.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Provide teachers with token economy to support student reward system for on time, daily attendance.

**Targeted Barriers to Achieving the Goal**

- Parents' understanding of the importance of daily attendance.
- Students' understanding of the importance of daily attendance and motivation to attend school.



### Plan to Monitor Progress Toward the Goal

Weekly, monthly and quarterly school attendance reports, as well as, district twenty day and yearly comparison reports.

#### Person or Persons Responsible

Attendance SIP committee, PBIS committee, Principal, Assistant Principal, Guidance Counselor, Data Entry and Teachers

#### Target Dates or Schedule:

Daily and weekly in classroom, as well as, monthly and quarterly school-wide.

#### Evidence of Completion:

Monthly and quarterly incentive programs, as well as, attendance data reports.

**G7.** Teachers will increase their knowledge base on using scales and checklists in writing to help students create goals in order to increase proficiency in the writing process.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Literacy coaches
- Teachers College writing continuum
- Monthly Professional staff development offered by the district

#### Targeted Barriers to Achieving the Goal

- teachers lack information on using scales and checklists

### Plan to Monitor Progress Toward the Goal

teachers and coaches will evaluate pre/post on demand writing assessments as well as gather teacher feedback and student samples of use of checklists

#### Person or Persons Responsible

principal, assistant principal, literacy coaches, classroom teachers

#### Target Dates or Schedule:

at the end of each unit, during PLC meetings

#### Evidence of Completion:

teacher feedback, student samples, classroom observations, pre/post on demand assessment results

**G8. Increase the percentage of students writing at Achievement level 3.5 or higher from 74% to 79%**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Writing Units of Study
- Writing mentor texts
- literacy coaches
- District-wide monthly writing staff development

**Targeted Barriers to Achieving the Goal**

- Over 60% of our students are English language learners, many entering kindergarten with little or no English language skills.

**Plan to Monitor Progress Toward the Goal**

pre/post assessments with rubrics and checklists

**Person or Persons Responsible**

Principal, Assistant principal, literacy coaches, classroom teachers

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

student writing samples

**G9. The percentage of students scoring 3 or above in all tested areas will increase through proficiency in essential technology skills.**

**Targets Supported**

- Writing
- Science - Elementary School
- STEM - All Levels

**Resources Available to Support the Goal**

- Proficient technology teachers
- Bright Link and Promethean Boards
- Active Inspire Software

**Targeted Barriers to Achieving the Goal**

- Teachers need support integrating technology resources to facilitate common core instruction.

### Plan to Monitor Progress Toward the Goal

List of professional development in technology provided.

**Person or Persons Responsible**

Principal, Assistant Principal, Technology SIP committee, Teachers

**Target Dates or Schedule:**

Progress will be monitored at monthly DLC meetings and Technology SIP Meeting.

**Evidence of Completion:**

Professional development attendance, Notes from DLC and SIP meetings.

### G10. The number of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase.

**Targets Supported**

**Resources Available to Support the Goal**

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction. The Math Coach and Interventionist will support teachers in analyzing data to inform instructional decisions regarding students' enrichment needs through the Professional Learning Communities. A daily intervention period is in place across the school and will be utilized for intensive problem solving activities. The district math website contains unwrapped common core standards which include a variety of resources for teachers (academic vocabulary, essential questions, big ideas, as well as goals and scales).

**Targeted Barriers to Achieving the Goal**

- Increased cognitive complexity of mathematics assessments.

### Plan to Monitor Progress Toward the Goal

Conducting data team meetings and Professional Learning Community meetings in which instructional strategies are discussed and planned

**Person or Persons Responsible**

Administrators, Math Coach, Math Interventionist, Teachers

**Target Dates or Schedule:**

Data team meetings and grade level meetings

**Evidence of Completion:**

Student progress monitoring data

**G11. Increase percentage of students reading at achievement level 3 in reading from 46% to 52%**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Guided Reading leveled books
- Continuum of Leveled Learning
- Leveled Classroom Libraries

**Targeted Barriers to Achieving the Goal**

- Lack of professional development in teaching vocabulary as well as resources available to teach those strategies
- Providing continuous support for teachers of Title 1 populations

**Plan to Monitor Progress Toward the Goal**

Running Records, Mondo Assessments, iready assessments, benchmark tests

**Person or Persons Responsible**

Principal, Assistant Principal, Literacy Coaches, Teachers

**Target Dates or Schedule:**

progress will be monitored at each monthly PLC meeting, as well as each biweekly data team meetings

**Evidence of Completion:**

Running Record data sheets, Mondo data sheets, iready assessments, benchmark tests

**G12. The percentage of students making learning gains in mathematics will increase.**

**Targets Supported**

**Resources Available to Support the Goal**

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction. The Math Interventionist is available to provide targeted interventions for students with significant skill deficits. The Math Coach and Interventionist will support teachers in analyzing data to inform instructional decisions regarding students' intervention, remediation, and enrichment needs through the Professional Learning Community. The district math website contains unwrapped common core standards which include a variety of resources for teachers (academic vocabulary, essential questions, big ideas, as well as goals and scales).

**Targeted Barriers to Achieving the Goal**

- Students have limited exposure to high cognitively complex math concepts.

## Plan to Monitor Progress Toward the Goal

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

**Person or Persons Responsible**

Administration, Math Coach, Math Interventionist, Teachers

**Target Dates or Schedule:**

data team meetings, grade level meetings

**Evidence of Completion:**

iReady, Benchmark Assessments, CORE Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G2.** Students scoring at or above achievement level 4 in reading will increase from 18% to 23%

**G2.B1** State assessment reforms; increased rigor, scale score changes, increased complexity

**G2.B1.S1** Target student instructional needs through a variety of ongoing assessments to provide small group instruction that will result in one year's growth for all students

#### Action Step 1

small group instruction will be provided at higher levels of cognitive complexity

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

daily during classroom instructional time

#### Evidence of Completion

Running records, iready, benchmark assessments, classroom assessments, rubrics

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

Professional Learning Community data meetings

#### Person or Persons Responsible

Principal, assistant principal, literacy coaches, classroom teachers

#### Target Dates or Schedule

Biweekly data team meetings and ongoing within the classroom

#### Evidence of Completion

reading notebooks, ongoing assessments, iready data, benchmark data, running records, student work samples

### Plan to Monitor Effectiveness of G2.B1.S1

running records will be collected and analyzed against district benchmark expectations. Successful implementation will show students reading above level. If unsuccessful results are shown teachers will reanalyze the data and change instruction to fit student needs

#### **Person or Persons Responsible**

classroom teachers

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

running record levels

**G2.B1.S2** Set up model classroom for teacher observation of implementation of high yield strategies for all students.

#### **Action Step 1**

Grade level meetings - PLC's, SIP Leadership meetings

#### **Person or Persons Responsible**

Literacy Coaches, classroom teachers, administration

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

student data, grade level PLC planning sheets

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

Grade Level PLC's, LLT meetings

#### **Person or Persons Responsible**

Literacy Coaches, classroom teachers, administration

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

lesson plans, PLC summary sheets

## Plan to Monitor Effectiveness of G2.B1.S2

PLC, LLT meetings

### Person or Persons Responsible

Literacy Coaches, classroom teachers, administration

### Target Dates or Schedule

monthly

### Evidence of Completion

student progress and academic achievement

**G3.** Increase the percentage of learning gains in reading for students in our lowest 25% from 66% to 70%

**G3.B1** English language learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains

**G3.B1.S2** Utilize the interactive read aloud to model and have students engage in verbal and written response to complex texts, including utilizing collaborative grouping to develop student critical thinking skills through conversation and writing.

### Action Step 1

teachers will engage daily providing interactive read alouds, books clubs and partnerships that will encourage partner and whole group discussions to build students' oral language and vocabulary

### Person or Persons Responsible

Literacy coaches, classroom teachers

### Target Dates or Schedule

daily in classroom instruction

### Evidence of Completion

rubric, teacher observations/notes, student notebooks

### Facilitator:

Margo Nubelo, Joscelyn Benitez Staff Developer: Enid Martinez

### Participants:

classroom teachers



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

observations, literacy coach observations, coaching conversations

#### **Person or Persons Responsible**

Principal, assistant principal, literacy coaches

#### **Target Dates or Schedule**

ongoing throughout the year

#### **Evidence of Completion**

classroom observations

### **Plan to Monitor Effectiveness of G3.B1.S2**

Teachers will complete Mondo Oral language assessments and collect student interactive notebooks to determine oral language growth and vocabulary development

#### **Person or Persons Responsible**

Classroom teachers, literacy coaches, principal, assistant principal

#### **Target Dates or Schedule**

quarterly, biweekly Professional Learning Community data meetings

#### **Evidence of Completion**

Mondo assessments, iready data, interactive notebooks, benchmark assessments, running records

**G4.** Students at achievement level 3 (proficient) will increase by 5% or greater on the 2014 Grade 5 Science FCAT.

**G4.B1** Over 40% of the students are English Language Learners with limited or no English abilities. Also many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area.

**G4.B1.S1** Increased use of Science journals in classrooms and in the lab; Common Core and Marzano staff training; Implement CCSS to allow for cross content area learning; Use data (BMTs) to target student instruction for development of science vocabulary; Teacher science concept read alouds and encouraging students to choose nonfiction texts to read themselves during the Reading Block.

**Action Step 1**

Professional development and cross curricular staff planning.

**Person or Persons Responsible**

Instructional staff; CCSS team; Science lab teacher; Science SIP committee; District science coordinator.

**Target Dates or Schedule**

Staff meetings (Grade level, SIP, Data, leadership)

**Evidence of Completion**

Student journals; assessments; lesson plans; classroom observations

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

Discuss, monitor and review process.

**Person or Persons Responsible**

Instructional staff; Science SIP committee; science lab instructor; CCSS team

**Target Dates or Schedule**

Meetings (Staff, grade level, SIP, etc.)

**Evidence of Completion**

2014 5th grade FCAT scores

### Plan to Monitor Effectiveness of G4.B1.S1

analyze, discuss and problem solve during meetings

#### Person or Persons Responsible

Instruction staff; science lab instructor; Science SIP committee; CCSS team

#### Target Dates or Schedule

Meetings (SIP, etc.)

#### Evidence of Completion

2014 grade 5 Science FCAT scores

### G4.B2 Lack of instructional time for science content.

**G4.B2.S1** Integrate science concepts across all academic areas (reading, math,.etc.); Addressing science content with activities in the computer lab (RA).; Usage of Benchmark data to decide and direct instruction of the specific concepts and areas where students performed poorly.

#### Action Step 1

Locate and decide areas of deficiency.

#### Person or Persons Responsible

Classroom teachers;Science lab instructor.

#### Target Dates or Schedule

after benchmark test results are posted.

#### Evidence of Completion

Instructional focus calendars; Lesson plans; Classroom observations.

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

Communicate needs to Science Lab teacher.

#### Person or Persons Responsible

Classroom teachers; Science Lab teacher

#### Target Dates or Schedule

meetings

#### Evidence of Completion

Instructional focus calendars;lesson plans; classroom observations

### Plan to Monitor Effectiveness of G4.B2.S1

Monitor and analyze Benchmark/other assessments results.

#### Person or Persons Responsible

Instructional staff; Science Lab teacher; Computer Lab teacher; Science SIP committee

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Test scores (BMT, other assessments)

**G4.B3** students' limited or lack of access to scientific real world experiences and exploration due to poverty and/or limited parent support.

**G4.B3.S1** Family Science Night; Science based Field trips; In-house science presentations; Implementing hands-on district wide science labs.

#### Action Step 1

Incorporate district labs in lesson plans; plan events.

#### Person or Persons Responsible

Instructional staff; administrators; Science SIP committee.

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Lesson plans, Focus calendar

### Plan to Monitor Fidelity of Implementation of G4.B3.S1

Grade level and SIP Committee meetings

#### Person or Persons Responsible

Instructional staff, Science SIP committee; Science Lab Teacher

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Lesson plans; Focus calendar

### Plan to Monitor Effectiveness of G4.B3.S1

Communicate effectiveness of lab plans in classrooms and effectiveness of other activities found in Strategy.

#### Person or Persons Responsible

Science SIP committee; Science Lab teacher; classroom teacher

#### Target Dates or Schedule

SIP/ Grade level meetings

#### Evidence of Completion

SIP/Grade level meeting notes/minutes

**G5.** The percentage of students scoring at Achievement Level 3 in mathematics will increase.

**G5.B1** Students who are English Language Learners have a limited knowledge of English.

**G5.B1.S1** Implement math vocabulary work during the math block.

#### Action Step 1

Provide professional development on math vocabulary strategies.

#### Person or Persons Responsible

Math Coach, Teachers

#### Target Dates or Schedule

Faculty meetings, Grade Level Professional Learning Community Meetings, and/or Early Release Days

#### Evidence of Completion

Agendas, Evaluations, Meeting Minutes

#### Facilitator:

Math Coach and Math Interventionist

#### Participants:

Classroom teachers

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

Implementation of strategies during the math block.

#### Person or Persons Responsible

Administration, Math Coach

#### Target Dates or Schedule

During formal and informal observations, and while the math coach is working collaboratively with teachers.

#### Evidence of Completion

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

### Plan to Monitor Effectiveness of G5.B1.S1

iReady, Benchmark Assessments, teacher observations

#### Person or Persons Responsible

Administration, classroom teachers, math coach, math interventionist

#### Target Dates or Schedule

Formal and informal observations, Professional Learning Community Data Meetings

#### Evidence of Completion

Work samples

### G5.B1.S2 Provide students access to ELL paraprofessionals.

#### Action Step 1

Evaluation of paraprofessionals

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

During observations

#### Evidence of Completion

Observational notes

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Meeting with students to build content vocabulary

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

as needed

**Evidence of Completion**

student work samples, progress monitoring assessments

**Plan to Monitor Effectiveness of G5.B1.S2**

Observations, evaluations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

As scheduled

**Evidence of Completion**

debriefing meetings

**G5.B2** Students who are economically disadvantaged have limited prior knowledge in mathematics.

**G5.B2.S1** Provide math-based family activities during a Math Family Night and a University Night with the Parent Resource Center.

**Action Step 1**

Math games, make-it and take-it activities, exposure real-world math activities

**Person or Persons Responsible**

Teachers, Math SIP Committee, Parent Involvement Committee, Math Coach, Math Interventionist, Administration

**Target Dates or Schedule**

2 times during the school year

**Evidence of Completion**

Sign-in sheets

### Plan to Monitor Fidelity of Implementation of G5.B2.S1

Monitor structure and relevance of planned activities

#### Person or Persons Responsible

Parent Involvement Committee, Math SIP Team, Administration, Math Coach, and Math Interventionist

#### Target Dates or Schedule

Before, during and after planned events

#### Evidence of Completion

Parent sign-in sheets, volunteers sign-in sheets

### Plan to Monitor Effectiveness of G5.B2.S1

Event attendance, parent/PTO feedback

#### Person or Persons Responsible

Teachers, Instructional Coaches, Administration

#### Target Dates or Schedule

After each event

#### Evidence of Completion

SIP Math Meeting

**G5.B2.S2** Provide teachers with professional development supporting classroom interventions targeted to meet the needs of individual students.

#### Action Step 1

Provide materials to use for math intervention in order to support student achievement.

#### Person or Persons Responsible

Administrators, math coach, math interventionist

#### Target Dates or Schedule

throughout the year

#### Evidence of Completion

iReady, Benchmark assessments



### **Action Step 2**

Provide materials to use for math intervention in order to support student achievement.

#### **Person or Persons Responsible**

Administrators, math coach, math interventionist

#### **Target Dates or Schedule**

throughout the year

#### **Evidence of Completion**

iReady, Benchmark assessments

### **Action Step 3**

Provide professional development to support intervention implementation in classrooms to increase student learning.

#### **Person or Persons Responsible**

Math Solutions Professional Developers

#### **Target Dates or Schedule**

throughout the year

#### **Evidence of Completion**

iReady data, Benchmark data

#### **Facilitator:**

Math Solutions Professional Developers

#### **Participants:**

All teachers

### **Plan to Monitor Fidelity of Implementation of G5.B2.S2**

Discuss student data at Professional Learning Community data meetings

#### **Person or Persons Responsible**

Administrators, teachers, math coach, math interventionist

#### **Target Dates or Schedule**

classroom observations, data meetings

#### **Evidence of Completion**

classroom data, iReady, Benchmark assessments

## Plan to Monitor Effectiveness of G5.B2.S2

Student achievement data

### Person or Persons Responsible

Administrators, classroom teachers, instructional coaches

### Target Dates or Schedule

data team meetings

### Evidence of Completion

iReady, Benchmark assessments

## G5.B3 Teachers are in the learning process regarding Common Core content and process standards.

**G5.B3.S1** Provide professional development using knowledge gained at the National Council of Teachers of Mathematics Conference regarding CCSS content and practice standards based on data-based decision making in data team meetings.

### Action Step 1

Provide in-service on best practices and effective classroom strategies

#### Person or Persons Responsible

District Math Coordinator, Math Coach, Math Interventionist

#### Target Dates or Schedule

Professional Learning Community meetings with staff and/or teams

#### Evidence of Completion

Agendas, evaluations, meeting minutes

#### Facilitator:

District Math Coordinator, Math Coach, Math Interventionist

#### Participants:

Classroom Teachers

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

teacher evaluations

#### Person or Persons Responsible

Administration, district math coordinator, math coach

#### Target Dates or Schedule

Before, during and after each in-service

#### Evidence of Completion

Evaluations, observations, student progress monitoring data

### Plan to Monitor Effectiveness of G5.B3.S1

Implementation of CCSS strategies in classrooms

#### Person or Persons Responsible

Administration, Math Coach, Math Interventionist, Teachers

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

Student progress monitoring data

**G6.** 95% of students will attend school at least 90% of the days.

**G6.B1** Parents' understanding of the importance of daily attendance.

**G6.B1.S1** Reminders about the importance of daily attendance through the Call Alert Now phone system and in the school newsletters .

#### Action Step 1

Call Alert Now phone call messages and school newsletters.

#### Person or Persons Responsible

Principal, Assistant Principal, and Parent Liaison

#### Target Dates or Schedule

Throughout the school year.

#### Evidence of Completion

Newsletters.

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

Principal and Assistant Principal will be reminded to add attendance updates on the Call Alert Now phone calls and school newsletter.

#### **Person or Persons Responsible**

Principal, Assistant Principal and Guidance Counselor

#### **Target Dates or Schedule**

Periodically throughout the year.

#### **Evidence of Completion**

Call Alert Now phone calls that are recorded and school newsletters.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Review attendance data following a Call Alert Now phone call or school newsletter is sent home.

#### **Person or Persons Responsible**

Assistant Principal, Guidance Counselor and Data Entry

#### **Target Dates or Schedule**

After a Call Alert Now phone call or school newsletter is sent home.

#### **Evidence of Completion**

Attendance reports

**G6.B1.S2** Conference with parents whose student(s) have missed 6% of the school year days and create goals to improve daily attendance.

#### **Action Step 1**

Goals will be establish to improve students daily attendance.

#### **Person or Persons Responsible**

Principal, Assistant Principal, Guidance Counselor, Data Entry, Teacher

#### **Target Dates or Schedule**

When a student attains 6% or more days of absences.

#### **Evidence of Completion**

Daily and weekly attendance reports and conference notes.

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Documentation on form #114 a conference with the parent of a student who has missed 6% of the school year days.

#### **Person or Persons Responsible**

Principal, Assistant Principal and Guidance Counselor

#### **Target Dates or Schedule**

When students has missed 6% or more of the school year days.

#### **Evidence of Completion**

Documentation of meeting on conference form #114.

### **Plan to Monitor Effectiveness of G6.B1.S2**

Following the conference with the parent, attendance will be monitored daily of the student who has missed 6% or more of the school year days.

#### **Person or Persons Responsible**

Principal, Assistant Principal, Guidance Counselor and Data Entry.

#### **Target Dates or Schedule**

Daily following the conference meeting.

#### **Evidence of Completion**

Attendance reports following the conference meeting.

### **G6.B2 Students' understanding of the importance of daily attendance and motivation to attend school.**

#### **G6.B2.S1 Students will receive weekly, monthly and quarterly incentives to achieve attendance goals.**

##### **Action Step 1**

PBIS SWIM tickets weekly, popsicle or other treat monthly and brag tags quarterly.

##### **Person or Persons Responsible**

Teacher, Data Entry, Guidance Counselor, Assistant Principal and Principal

##### **Target Dates or Schedule**

Daily and weekly in the classroom, monthly and quarterly school-wide.

##### **Evidence of Completion**

Attendance reports.

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

Attendance reports will be verified by the number of purple PBIS SWIM tickets requested weekly, as well as, monthly quarterly Brag Tag requested.

#### **Person or Persons Responsible**

Assistance Principal, Guidance Counselor and Data Entry

#### **Target Dates or Schedule**

Weekly, monthly and quarterly based on attendance goal.

#### **Evidence of Completion**

Attendance reports and purple PBIS SWIM tickets per student per month.

### **Plan to Monitor Effectiveness of G6.B2.S1**

Effectiveness will be monitored by the increase in the number of students achieving weekly, monthly and quarterly incentives.

#### **Person or Persons Responsible**

Assistant Principal, Guidance Counselor and Data Entry

#### **Target Dates or Schedule**

Weekly, monthly and quarterly reports, as well as, District attendance reports.

#### **Evidence of Completion**

Number of incentives given out weekly, monthly and quarterly.

**G6.B2.S2** Attendance data wall will be used to create motivation between the primary and intermediate grades based on weekly averages.

#### **Action Step 1**

Attendance data wall will be charted weekly with the averages of the primary and intermediate grades to create a competition of improving daily attendance.

#### **Person or Persons Responsible**

Assistant Principal and Data Entry

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Data wall completion.

### Plan to Monitor Fidelity of Implementation of G6.B2.S2

Assistant Principal will post on the data wall the weekly percentage of primary and intermediate in attendance.

**Person or Persons Responsible**

Assistant Principal and Data Entry

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Photo of the data wall.

### Plan to Monitor Effectiveness of G6.B2.S2

95% or more students will be in attendance on average weekly for primary and intermediate grades.

**Person or Persons Responsible**

Assistant Principal, Guidance Counselor and Data Entry

**Target Dates or Schedule**

Weekly review of data wall.

**Evidence of Completion**

Photo of attendance data wall and weekly and quarterly reviews to staff and school on students averages for primary and intermediate grades.

**G7.** Teachers will increase their knowledge base on using scales and checklists in writing to help students create goals in order to increase proficiency in the writing process.

**G7.B1** teachers lack information on using scales and checklists

**G7.B1.S1** Teachers will participate in district monthly writing workshops, as well as writing workshops with literacy coaches, at the school site, in order to implement a workshop model in their classrooms, as well as use a Writing Unit of Study resource to implement use of writing checklists in the writing workshop, focusing on CCSS

**Action Step 1**

purchase and implement use of new Writing Units of Study, providing professional development on use of checklists and goal setting in the classrooms with students

**Person or Persons Responsible**

Literacy Coaches

**Target Dates or Schedule**

at the beginning and ending of each unit of study

**Evidence of Completion**

ERO sign in sheets, student checklists, classroom observations

**Facilitator:**

Margo Nubelo, Joscelyn Benitez

**Participants:**

classroom teachers

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

review pre and post writing on demand papers, meet with teachers to check on use of checklists and goals

**Person or Persons Responsible**

Principal, assistant principal, literacy coaches

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

classroom observations, student samples



## Plan to Monitor Effectiveness of G7.B1.S1

analyze pre and post writing on demand, monitor use of student checklist

### Person or Persons Responsible

Classroom teachers, literacy coaches

### Target Dates or Schedule

pre and post unit

### Evidence of Completion

student samples, teacher feedback, classroom observations

**G8.** Increase the percentage of students writing at Achievement level 3.5 or higher from 74% to 79%

**G8.B1** Over 60% of our students are English language learners, many entering kindergarten with little or no English language skills.

**G8.B1.S1** Provide PD to teachers on implementing language acquisition strategies as well as vocabulary instruction in the balanced literacy block

### Action Step 1

Providing professional development opportunities through collaborative PLC, that will help teachers in determining students developmental levels in writing, meeting their needs at that point, and making instructional decisions using the writing continuum and matching rubrics to assure students are meeting vocabulary development through focus and development

### Person or Persons Responsible

Literacy Coaches and classroom teachers

### Target Dates or Schedule

monthly and/or at pre and post unit study

### Evidence of Completion

student writing samples- pre, mid and post writing samples

### Facilitator:

Literacy Coaches, staff developers

### Participants:

classroom teachers

### Plan to Monitor Fidelity of Implementation of G8.B1.S1

teacher surveys, ERO reports

#### **Person or Persons Responsible**

classroom teachers

#### **Target Dates or Schedule**

beginning, mid and end year surveys

#### **Evidence of Completion**

ERO surveys

### Plan to Monitor Effectiveness of G8.B1.S1

student work samples, teacher feedback

#### **Person or Persons Responsible**

Literacy coaches

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

ERO surveys, teacher feedback, student writing assessments with rubrics and checklists

**G9.** The percentage of students scoring 3 or above in all tested areas will increase through proficiency in essential technology skills.

**G9.B1** Teachers need support integrating technology resources to facilitate common core instruction.

**G9.B1.S1** Teachers will increase comfort levels with technology resources by: a. Participating in the ongoing professional development offered by the Digital Learning Community (DLC). b. Identifying technology experts on each grade level. c. Collaborating with their team to create a project based learning experience. r.

**Action Step 1**

Digital Learning Communities

**Person or Persons Responsible**

Media Specialist, Technology SIP committee

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

notes from meeting, meeting agendas

**Facilitator:**

Mary Noorian, media Specialist

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Committee will meet to review progress towards goal using meeting notes and agendas

**Person or Persons Responsible**

Mary Noorian, Technology SIP committee

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

meeting notes and agendas

**Plan to Monitor Effectiveness of G9.B1.S1**

Technology survey and implemented PD

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

results of teacher survey

**G10.** The number of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase.

**G10.B1** Increased cognitive complexity of mathematics assessments.

**G10.B1.S1** Utilize math journals and math conversations for the purpose of constructing viable arguments and critiquing the reasoning of others.

**Action Step 1**

Utilize math journals and math conversations in the math block.

**Person or Persons Responsible**

Classroom teachers, Math Coach, Math Interventionist

**Target Dates or Schedule**

Throughout the year.

**Evidence of Completion**

Progress monitoring student data, classroom observations

**Facilitator:**

Math Coach, teacher leaders

**Participants:**

Classroom teachers

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

Observations, data team meetings, classroom modeling

#### **Person or Persons Responsible**

Administration, teachers, math coach, math interventionist

#### **Target Dates or Schedule**

Throughout the year

#### **Evidence of Completion**

Student progress monitoring data, observational notes

### **Plan to Monitor Effectiveness of G10.B1.S1**

progress monitoring students with common assessments, observations

#### **Person or Persons Responsible**

Administrators, teachers, math coach, math interventionist

#### **Target Dates or Schedule**

Professional Learning Community Data team meetings, teacher/administrator conferences

#### **Evidence of Completion**

Student progress monitoring data

**G11. Increase percentage of students reading at achievement level 3 in reading from 46% to 52%**

**G11.B1** Lack of professional development in teaching vocabulary as well as resources available to teach those strategies

**G11.B1.S1** Increase number of resources available for implementing vocabulary instruction, as well as provide staff development for best practices

**Action Step 1**

Implementation of Marzano Vocabulary instruction PLC on building vocabulary using Core 6 textbook to implement strategy Vocabulary's CODE

**Person or Persons Responsible**

Literacy Coaches, Classroom teachers

**Target Dates or Schedule**

On-going throughout the year at data team meetings and PLC meetings

**Evidence of Completion**

iReady assessments Benchmark assessments Student Work Samples Anecdotal Notes Team meeting notes

**Facilitator:**

Joscelyn Benitez, Margo Nubelo

**Participants:**

All classroom teachers

**Plan to Monitor Fidelity of Implementation of G11.B1.S1**

analyze assessments, develop curriculum and plan staff development with literacy coaches

**Person or Persons Responsible**

Principal, Assistant Principal, Literacy Coaches

**Target Dates or Schedule**

Bi-Weekly team meetings; monthly PLC meetings

**Evidence of Completion**

I-Observations, notes from team meetings and PLC, student performance on assessments

## Plan to Monitor Effectiveness of G11.B1.S1

Running records, Mondo Assessments, teacher created vocabulary assessments

### Person or Persons Responsible

classroom teachers

### Target Dates or Schedule

Data will be collected at each PLC meeting to discuss effectiveness

### Evidence of Completion

Running Record data sheets, Mondo Oral assessment results

## G11.B2 Providing continuous support for teachers of Title 1 populations

**G11.B2.S1** Staff development to include CCSS training, Fountas and Pinnell Running Records training and training on the Continuum of Literacy in order to support implementation of best practices in literacy

### Action Step 1

Grade level staff development focusing on analyzing the reading process, miscue analysis and comprehension skills using student data in conjunction with the Continuum of Literacy and CCSS

### Person or Persons Responsible

Literacy Coaches, staff developer

### Target Dates or Schedule

ongoing monthly with literacy coaches 3 times during the year with staff developer

### Evidence of Completion

teacher surveys, classroom instruction

### Facilitator:

Literacy coaches, staff developer:Enid Martinez

### Participants:

classroom teachers

### Plan to Monitor Fidelity of Implementation of G11.B2.S1

classroom observations, coach conversations

#### **Person or Persons Responsible**

Literacy coaches, Principal, assistant principal

#### **Target Dates or Schedule**

ongoing throughout the year

#### **Evidence of Completion**

classroom instruction, analyzed running records, guided reading groups, teacher created reading units

### Plan to Monitor Effectiveness of G11.B2.S1

analyzed running records will be collected and reviewed by coaches to determine effectiveness. Coaches will use that information to plan accordingly

#### **Person or Persons Responsible**

Principal, assistant principal, literacy coaches, staff developer

#### **Target Dates or Schedule**

ongoing as well as at weekly team meetings

#### **Evidence of Completion**

Running records, lesson plans



**G12.** The percentage of students making learning gains in mathematics will increase.

**G12.B1** Students have limited exposure to high cognitively complex math concepts.

**G12.B1.S1** Utilizing intervention block for enrichment purposes in order to give students ample time to interact with high cognitively complex mathematical concepts.

**Action Step 1**

Utilize SuccessMaker with FCAT 2.0 level 4 and 5 students in select 4th and 5th grade classes.

**Person or Persons Responsible**

classroom teachers, math coach, administrators

**Target Dates or Schedule**

during intervention block

**Evidence of Completion**

iReady and Benchmark assessment data

**Action Step 2**

Provide professional development to teachers to increase knowledge of using math conversations to increase depth of student thinking

**Person or Persons Responsible**

Teachers, Math Coach, Math Interventionist

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Teacher observations, classroom conversations

**Facilitator:**

Math Coach, teacher leaders

**Participants:**

All teachers

### **Action Step 3**

Inquiry-based learning professional development

#### **Person or Persons Responsible**

Teachers, Math Coach, Math Interventionist

#### **Target Dates or Schedule**

Professional Learning Community Meetings, Faculty Meetings, and/or Early Release Days

#### **Evidence of Completion**

Classroom journals, teacher observations, meeting notes

#### **Facilitator:**

Math Coach, Math Interventionist

#### **Participants:**

All teachers

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

Observations, Conferencing with teachers

#### **Person or Persons Responsible**

Administration, Math Coach, Math Interventionist

#### **Target Dates or Schedule**

Grade level data and Professional Learning Community meetings

#### **Evidence of Completion**

Student work samples, progress monitoring data

### **Plan to Monitor Effectiveness of G12.B1.S1**

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

#### **Person or Persons Responsible**

Administration, Teachers, Math Coach, Math Interventionist

#### **Target Dates or Schedule**

Professional Learning Community data team meetings, grade level meetings, and/or early release meetings

#### **Evidence of Completion**

Progress monitoring data

## 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

Port Salerno Elementary school coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- Title I Parent Resource Center located on our campus hosts our School Advisory Committee meetings, new teacher/mentor tours, community information trainings and parent visits.
- The Comprehensive needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs such as Parent Coffees, SAC Meetings, Lunch and Learn activities, Parent University Nights, and student/parent math, literacy, and science nights.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

## 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.*

**G3.** Increase the percentage of learning gains in reading for students in our lowest 25% from 66% to 70%

**G3.B1** English language learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains

**G3.B1.S2** Utilize the interactive read aloud to model and have students engage in verbal and written response to complex texts, including utilizing collaborative grouping to develop student critical thinking skills through conversation and writing.

### PD Opportunity 1

teachers will engage daily providing interactive read alouds, books clubs and partnerships that will encourage partner and whole group discussions to build students' oral language and vocabulary

#### Facilitator

Margo Nubelo, Joscelyn Benitez Staff Developer: Enid Martinez

#### Participants

classroom teachers

#### Target Dates or Schedule

daily in classroom instruction

#### Evidence of Completion

rubric, teacher observations/notes, student notebooks

**G5.** The percentage of students scoring at Achievement Level 3 in mathematics will increase.

**G5.B1** Students who are English Language Learners have a limited knowledge of English.

**G5.B1.S1** Implement math vocabulary work during the math block.

**PD Opportunity 1**

Provide professional development on math vocabulary strategies.

**Facilitator**

Math Coach and Math Interventionist

**Participants**

Classroom teachers

**Target Dates or Schedule**

Faculty meetings, Grade Level Professional Learning Community Meetings, and/or Early Release Days

**Evidence of Completion**

Agendas, Evaluations, Meeting Minutes

**G5.B2** Students who are economically disadvantaged have limited prior knowledge in mathematics.

**G5.B2.S2** Provide teachers with professional development supporting classroom interventions targeted to meet the needs of individual students.

**PD Opportunity 1**

Provide professional development to support intervention implementation in classrooms to increase student learning.

**Facilitator**

Math Solutions Professional Developers

**Participants**

All teachers

**Target Dates or Schedule**

throughout the year

**Evidence of Completion**

iReady data, Benchmark data

**G5.B3** Teachers are in the learning process regarding Common Core content and process standards.

**G5.B3.S1** Provide professional development using knowledge gained at the National Council of Teachers of Mathematics Conference regarding CCSS content and practice standards based on data-based decision making in data team meetings.

**PD Opportunity 1**

Provide in-service on best practices and effective classroom strategies

**Facilitator**

District Math Coordinator, Math Coach, Math Interventionist

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Professional Learning Community meetings with staff and/or teams

**Evidence of Completion**

Agendas, evaluations, meeting minutes

**G7.** Teachers will increase their knowledge base on using scales and checklists in writing to help students create goals in order to increase proficiency in the writing process.

**G7.B1** teachers lack information on using scales and checklists

**G7.B1.S1** Teachers will participate in district monthly writing workshops, as well as writing workshops with literacy coaches, at the school site, in order to implement a workshop model in their classrooms, as well as use a Writing Unit of Study resource to implement use of writing checklists in the writing workshop, focusing on CCSS

**PD Opportunity 1**

purchase and implement use of new Writing Units of Study, providing professional development on use of checklists and goal setting in the classrooms with students

**Facilitator**

Margo Nubelo, Joscelyn Benitez

**Participants**

classroom teachers

**Target Dates or Schedule**

at the beginning and ending of each unit of study

**Evidence of Completion**

ERO sign in sheets, student checklists, classroom observations

**G8.** Increase the percentage of students writing at Achievement level 3.5 or higher from 74% to 79%

**G8.B1** Over 60% of our students are English language learners, many entering kindergarten with little or no English language skills.

**G8.B1.S1** Provide PD to teachers on implementing language acquisition strategies as well as vocabulary instruction in the balanced literacy block

### **PD Opportunity 1**

Providing professional development opportunities through collaborative PLC, that will help teachers in determining students developmental levels in writing, meeting their needs at that point, and making instructional decisions using the writing continuum and matching rubrics to assure students are meeting vocabulary development through focus and development

#### **Facilitator**

Literacy Coaches, staff developers

#### **Participants**

classroom teachers

#### **Target Dates or Schedule**

monthly and/or at pre and post unit study

#### **Evidence of Completion**

student writing samples- pre, mid and post writing samples



**G9.** The percentage of students scoring 3 or above in all tested areas will increase through proficiency in essential technology skills.

**G9.B1** Teachers need support integrating technology resources to facilitate common core instruction.

**G9.B1.S1** Teachers will increase comfort levels with technology resources by: a. Participating in the ongoing professional development offered by the Digital Learning Community (DLC). b. Identifying technology experts on each grade level. c. Collaborating with their team to create a project based learning experience. r.

**PD Opportunity 1**

Digital Learning Communities

**Facilitator**

Mary Noorian, media Specialist

**Participants**

teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

notes from meeting, meeting agendas

**G10.** The number of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase.

**G10.B1** Increased cognitive complexity of mathematics assessments.

**G10.B1.S1** Utilize math journals and math conversations for the purpose of constructing viable arguments and critiquing the reasoning of others.

**PD Opportunity 1**

Utilize math journals and math conversations in the math block.

**Facilitator**

Math Coach, teacher leaders

**Participants**

Classroom teachers

**Target Dates or Schedule**

Throughout the year.

**Evidence of Completion**

Progress monitoring student data, classroom observations

**G11.** Increase percentage of students reading at achievement level 3 in reading from 46% to 52%

**G11.B1** Lack of professional development in teaching vocabulary as well as resources available to teach those strategies

**G11.B1.S1** Increase number of resources available for implementing vocabulary instruction, as well as provide staff development for best practices

**PD Opportunity 1**

Implementation of Marzano Vocabulary instruction PLC on building vocabulary using Core 6 textbook to implement strategy Vocabulary's CODE

**Facilitator**

Joscelyn Benitez, Margo Nubelo

**Participants**

All classroom teachers

**Target Dates or Schedule**

On-going throughout the year at data team meetings and PLC meetings

**Evidence of Completion**

iReady assessments Benchmark assessments Student Work Samples Anecdotal Notes Team meeting notes

**G11.B2** Providing continuous support for teachers of Title 1 populations

**G11.B2.S1** Staff development to include CCSS training, Fountas and Pinnell Running Records training and training on the Continuum of Literacy in order to support implementation of best practices in literacy

**PD Opportunity 1**

Grade level staff development focusing on analyzing the reading process, miscue analysis and comprehension skills using student data in conjunction with the Continuum of Literacy and CCSS

**Facilitator**

Literacy coaches, staff developer:Enid Martinez

**Participants**

classroom teachers

**Target Dates or Schedule**

ongoing monthly with literacy coaches 3 times during the year with staff developer

**Evidence of Completion**

teacher surveys, classroom instruction

**G12.** The percentage of students making learning gains in mathematics will increase.

**G12.B1** Students have limited exposure to high cognitively complex math concepts.

**G12.B1.S1** Utilizing intervention block for enrichment purposes in order to give students ample time to interact with high cognitively complex mathematical concepts.

**PD Opportunity 1**

Provide professional development to teachers to increase knowledge of using math conversations to increase depth of student thinking

**Facilitator**

Math Coach, teacher leaders

**Participants**

All teachers

**Target Dates or Schedule**

on-going

**Evidence of Completion**

Teacher observations, classroom conversations

## **PD Opportunity 2**

Inquiry-based learning professional development

### **Facilitator**

Math Coach, Math Interventionist

### **Participants**

All teachers

### **Target Dates or Schedule**

Professional Learning Community Meetings, Faculty Meetings, and/or Early Release Days

### **Evidence of Completion**

Classroom journals, teacher observations, meeting notes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Increase the percentage of learning gains in reading for students in our lowest 25% from 66% to 70%	\$600
G5.	The percentage of students scoring at Achievement Level 3 in mathematics will increase.	\$5,629
G6.	95% of students will attend school at least 90% of the days.	\$300
G7.	Teachers will increase their knowledge base on using scales and checklists in writing to help students create goals in order to increase proficiency in the writing process.	\$4,500
G9.	The percentage of students scoring 3 or above in all tested areas will increase through proficiency in essential technology skills.	\$800
G11.	Increase percentage of students reading at achievement level 3 in reading from 46% to 52%	\$6,300
G12.	The percentage of students making learning gains in mathematics will increase.	\$500
<b>Total</b>		<b>\$18,629</b>

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Technology	Total
SIP = \$300	\$300	\$0	\$0	\$0	\$300
SIP = \$600	\$0	\$600	\$0	\$0	\$600
SIP Funds = \$2000, Title 1= \$4300	\$0	\$0	\$6,300	\$0	\$6,300
SIP=\$500	\$500	\$0	\$0	\$0	\$500
Title 1	\$0	\$0	\$4,329	\$0	\$4,329
SIP=\$1500 Title I = \$3000	\$0	\$4,500	\$0	\$0	\$4,500
SIP	\$800	\$500	\$0	\$800	\$2,100
<b>Total</b>	<b>\$1,600</b>	<b>\$5,600</b>	<b>\$10,629</b>	<b>\$800</b>	<b>\$18,629</b>

### Budget Details

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

**G3.** Increase the percentage of learning gains in reading for students in our lowest 25% from 66% to 70%

**G3.B1** English language learners and students with oral language deficiencies reading below grade level lack the oral language and vocabulary development needed to demonstrate adequate gains

**G3.B1.S2** Utilize the interactive read aloud to model and have students engage in verbal and written response to complex texts, including utilizing collaborative grouping to develop student critical thinking skills through conversation and writing.

**Action Step 1**

teachers will engage daily providing interactive read alouds, books clubs and partnerships that will encourage partner and whole group discussions to build students' oral language and vocabulary

**Resource Type**

Evidence-Based Materials

**Resource**

Supplies for make-it and take-it activities for Family Math Night

**Funding Source**

SIP = \$600

**Amount Needed**

\$600

**G5.** The percentage of students scoring at Achievement Level 3 in mathematics will increase.

**G5.B2** Students who are economically disadvantaged have limited prior knowledge in mathematics.

**G5.B2.S1** Provide math-based family activities during a Math Family Night and a University Night with the Parent Resource Center.

**Action Step 1**

Math games, make-it and take-it activities, exposure real-world math activities

**Resource Type**

Evidence-Based Program

**Resource**

Math Solutions Professional Development

**Funding Source**

SIP=\$500

**Amount Needed**

\$500

**G5.B2.S2** Provide teachers with professional development supporting classroom interventions targeted to meet the needs of individual students.

**Action Step 1**

Provide materials to use for math intervention in order to support student achievement.

**Resource Type**

Evidence-Based Program

**Resource**

National Council of Teachers of Mathematics Conference

**Funding Source**

SIP

**Amount Needed**

\$200



**Action Step 2**

Provide materials to use for math intervention in order to support student achievement.

**Resource Type**

Evidence-Based Program

**Resource**

iTouch applications

**Funding Source**

SIP

**Amount Needed**

\$600

**Action Step 3**

Provide professional development to support intervention implementation in classrooms to increase student learning.

**Resource Type**

Professional Development

**Resource**

Do the Math Intervention Kits

**Funding Source**

Title 1

**Amount Needed**

\$2,229

**G5.B3** Teachers are in the learning process regarding Common Core content and process standards.

**G5.B3.S1** Provide professional development using knowledge gained at the National Council of Teachers of Mathematics Conference regarding CCSS content and practice standards based on data-based decision making in data team meetings.

**Action Step 1**

Provide in-service on best practices and effective classroom strategies

**Resource Type**

Professional Development

**Resource**

Number Talks Books

**Funding Source**

Title 1

**Amount Needed**

\$2,100

**G6.** 95% of students will attend school at least 90% of the days.

**G6.B2** Students' understanding of the importance of daily attendance and motivation to attend school.

**G6.B2.S1** Students will receive weekly, monthly and quarterly incentives to achieve attendance goals.

**Action Step 1**

PBIS SWIM tickets weekly, popsicle or other treat monthly and brag tags quarterly.

**Resource Type**

Evidence-Based Program

**Resource**

Printing costs, incentive award tags, popsicles

**Funding Source**

SIP = \$300

**Amount Needed**

\$300

**G7.** Teachers will increase their knowledge base on using scales and checklists in writing to help students create goals in order to increase proficiency in the writing process.

**G7.B1** teachers lack information on using scales and checklists

**G7.B1.S1** Teachers will participate in district monthly writing workshops, as well as writing workshops with literacy coaches, at the school site, in order to implement a workshop model in their classrooms, as well as use a Writing Unit of Study resource to implement use of writing checklists in the writing workshop, focusing on CCSS

**Action Step 1**

purchase and implement use of new Writing Units of Study, providing professional development on use of checklists and goal setting in the classrooms with students

**Resource Type**

Evidence-Based Materials

**Resource**

**Funding Source**

SIP=\$1500 Title I = \$3000

**Amount Needed**

\$4,500

**G9.** The percentage of students scoring 3 or above in all tested areas will increase through proficiency in essential technology skills.

**G9.B1** Teachers need support integrating technology resources to facilitate common core instruction.

**G9.B1.S1** Teachers will increase comfort levels with technology resources by: a. Participating in the ongoing professional development offered by the Digital Learning Community (DLC). b. Identifying technology experts on each grade level. c. Collaborating with their team to create a project based learning experience. r.

**Action Step 1**

Digital Learning Communities

**Resource Type**

Technology

**Resource**

10 Active Pens

**Funding Source**

SIP

**Amount Needed**

\$800

**G11.** Increase percentage of students reading at achievement level 3 in reading from 46% to 52%

**G11.B2** Providing continuous support for teachers of Title 1 populations

**G11.B2.S1** Staff development to include CCSS training, Fountas and Pinnell Running Records training and training on the Continuum of Literacy in order to support implementation of best practices in literacy

**Action Step 1**

Grade level staff development focusing on analyzing the reading process, miscue analysis and comprehension skills using student data in conjunction with the Continuum of Literacy and CCSS

**Resource Type**

Professional Development

**Resource**

Enid Martinez: staff developer

**Funding Source**

SIP Funds = \$2000, Title 1= \$4300

**Amount Needed**

\$6,300

**G12.** The percentage of students making learning gains in mathematics will increase.

**G12.B1** Students have limited exposure to high cognitively complex math concepts.

**G12.B1.S1** Utilizing intervention block for enrichment purposes in order to give students ample time to interact with high cognitively complex mathematical concepts.

**Action Step 2**

Provide professional development to teachers to increase knowledge of using math conversations to increase depth of student thinking

**Resource Type**

Evidence-Based Materials

**Resource**

Heinemann Writing Units of Study grades k-5

**Funding Source**

SIP

**Amount Needed**

\$500