

2013-2014 SCHOOL IMPROVEMENT PLAN

Pompano Beach Elementary School
700 NE 13TH AVE
Pompano Beach, FL 33060
754-322-8050

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 91%
Alternative/ESE Center No	Charter School No	Minority Rate 84%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 C
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SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	18
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	32

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Pompano Beach Elementary School

Principal

Vincent Dawes

School Advisory Council chair

Camille Hillsamer

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

Name	Title
Traci Porter	Assistant Principal
Denise Olson	Reading Coach
Latanya Cooper	Math Coach
Shamel Foster	Science Coach
Debra Melisi	Guidance Counselor

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is composed of the principal and appropriate is composed of the principal and an appropriate number of teacher, education support employees, parents and other business and community members who are representative of the ethnic, racial and economic community served by the school. The positions held are Chair, Secretary, SAF chair as well as representatives of students who are ESE, gifted, ESOL, black, and/or Hispanic.

Involvement of the SAC in the development of the SIP

SAC is involved throughout the year in monitoring the implementation of the plan as well as determining changes based upon the needs of our school. They approve allocation of accountability funds for SIP initiatives. They also participate in the creation of the new school improvement plan every year.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Pompano Beach Elementary. Listed below are some of the functions of the SAC.

- Reach out to the community to increase parent involvement
- Organize FCAT Family Night / Common Core Family Night
- Increase business partnerships within the community
- Assist the school to create and analyze school climate surveys for parents and students

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

Provide for Extended Learning Opportunities

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:

Vincent Dawes		
Principal	Years as Administrator: 7	Years at Current School: 4
Credentials	<p>BA-Florida Agricultural & Mechanical University; Agribusiness MBA- Nova Southeastern; Masters in Business Administration, Ed Cert- Florida Atlantic University Elementary Ed. (1-6)-, Ed.S. - Nova Southeastern University; Educational Leadership (All Levels)</p>	
Performance Record	<p>Intern Principal 2012-13: Grade F Reading mastery: 32% Math mastery: 32% Writing mastery: 39% Science mastery 26% Reading AMO not met with Black, White, ELL and SWD subgroups. Reading AMO not met with Hispanic and Econ. Disadvantaged subgroups Math AMO not met in subgroups. Assistant Principal 2011-12: Grade D Reading mastery: 39% Math mastery: 36% Writing mastery: 69% Science mastery 30% Reading AMO met with Black, White, ELL and SWD subgroups. Reading AMO not met with Hispanic and Econ. Disadvantaged subgroups Math AMO not met in subgroups. Assistant Principal 2010-11: Grade C Reading mastery: 53% Math mastery: 58% Writing mastery: 86%, Science mastery 40%. AYP not met Assistant Principal 2009-10: Grade A Reading mastery: 68% Math mastery: 68% Writing mastery: 82% Science mastery 46%. AYP not met Assistant Principal of Forest Hills Elementary in 2008-09: Grade: A, Reading mastery: 77% Math mastery: 76% Writing mastery: 93% Science mastery 43%. SWD did not make in Math. . 76% of the students made learning gains in reading and 76% of the students made learning gains in Math</p>	

Traci Porter		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	BA Elementary Education - University of Florida MA - Elementary Education - University of Florida Specialist in Educational Leadership - Florida Atlantic University Certification Elementary Ed 1-6 ESE K-12 Gifted Endorsed Reading Endorsed ESOL Endorsed Educational Leadership K-12	
Performance Record	Reading Coach Harbordale Elementary 2012-13: Grade A Reading mastery: 66% Math mastery: 63% Writing mastery: 61% Science mastery 36% LGR - 66% LGM - 76% LQR - 84% LQM - 74% Reading Coach Harbordale Elementary 2011-12: Grade A Reading mastery: 71% Math mastery: 61% Writing mastery: 77% Science mastery 73% LGR - 82% LGM - 62% LQR - 95% LQM - 50% Reading AMO met with Hispanic, White, Econ. Disadvantaged Reading AMO not met with Black, ELL and SWD subgroups Math AMO not met in subgroups. Reading Coach Harbordale Elementary 2010-11: Grade A Reading mastery: 82% Math mastery: 82% Writing mastery: 95% Science mastery 61% LGR - 64% LGM - 69% LQR - 47% LQM - 45% AYP met in all subgroups Reading Coach Harbordale Elementary 2009-10: Grade A Reading mastery: 55% Math mastery: 71% Writing mastery: 88% Science mastery 23% LGR - 58% LGM - 63%	

LQR - 56%
 LQM - 80%
 AYP 79% of criteria met

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shamel Foster

Part-time / District-based	Years as Coach: 1	Years at Current School: 18
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Areas Science

Credentials BA - Business
 Certification in Education

Performance Record 2012-13 Science Special Teacher
 Science mastery 26%

Denise Olson

Part-time / District-based	Years as Coach: 6	Years at Current School: 1
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Areas Reading/Literacy, Mathematics

Credentials BS - Elementary Education
 ESOL Endorsed
 Reading Endorsed

Performance Record District Professional Development Trainer for the past 12 years
 Reading First Coach 6 years

Latanya Cooper		
Part-time / District-based	Years as Coach: 8	Years at Current School: 1
Areas	Reading/Literacy, Mathematics	
Credentials	BA: Elementary Education; Arts and Humanities/Elementary Education MA –Mathematics; Ed. Specialist; Educational Leadership and Curriculum and Teaching ESOL Endorsed Reading Endorsed	
Performance Record	Reading Coach, Lauderdale Manors Elementary 2011-2012 Grade: D Reading Mastery: 31% Math Mastery: 32% Writing Mastery: 77% Science Mastery: 20% Learning Gains Reading: 69% Learning Gains Math: 58% Lowest 25% Reading: 70% Lowest 25% Math: 67% AYP: NO Reading Coach, Lauderdale Manors Elementary 2010-2011 Grade: D Reading Mastery: 44% Math Mastery: 54% Writing Mastery: 100% Science Mastery: 21% Learning Gains Reading: 53% Learning Gains Math: 48% Lowest 25% Reading: 49% Lowest 25% Math: 56% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2009-2010 Grade: C Reading Mastery: 41% Math Mastery: 60% Writing Mastery: 96% Science Mastery: 35% Learning Gains Reading: 45% Learning Gains Math: 58% Lowest 25% Reading: 39% Lowest 25% Math: 64% AYP: NO Curriculum Coach, Lauderdale Manors Elementary 2008-2009 Grade: C Reading Mastery: 60% Math Mastery: 62% Writing Mastery: 100% Science Mastery: 33%	

Learning Gains Reading: 62%
 Learning Gains Math: 58%
 Lowest 25% Reading: 44%
 Lowest 25% Math: 54%
 AYP: NO
 Curriculum Coach, Lauderdale Manors Elementary 2007-2008
 Grade: C
 Reading Mastery: 48%
 Math Mastery: 59%
 Writing Mastery: 94%
 Science Mastery: 5%
 Learning Gains Reading: 53%
 Learning Gains Math: 67%
 Lowest 25% Reading: 56%
 Lowest 25% Math: 67%
 AYP: NO
 Curriculum Coach, Lauderdale Manors Elementary 2006-2007
 Grade: D
 Reading Mastery: 41%
 Math Mastery: 52%
 Writing Mastery: 78%
 Science Mastery: 11%
 Learning Gains Reading: 48%
 Learning Gains Math: 50%
 Lowest 25% Reading: 71%
 Lowest 25% Math: 65%
 AYP: NO

Classroom Teachers

of classroom teachers

31

receiving effective rating or higher

100, 323%

Highly Qualified Teachers

94%

certified in-field

36, 116%

ESOL endorsed

35, 113%

reading endorsed

1, 3%

with advanced degrees

8, 26%

National Board Certified

0, 0%

first-year teachers

2, 6%

with 1-5 years of experience

7, 23%

with 6-14 years of experience

11, 35%

with 15 or more years of experience

17, 55%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

When hiring new teachers at Pompano Beach Elementary, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school.

For teachers new to the profession, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach and math coach are also available as mentors.

Additional mentoring opportunities are provided for teachers that are new within a grade level. Mentoring includes orienting them to the procedures and practices of Pompano Beach. This additional support is provided by the Team Leader or Instructional Coaches.

1. Regular monthly meetings of new teachers with Principal and Assistant Principal
2. Partnering and monthly meetings with teachers who are identified as needing additional instructional assistance with veteran staff - Person Responsible - Administration and Coaches
3. Quarterly monitoring of teachers who are completing coursework for ESOL endorsement - Responsible Party - Administration
4. Monthly professional Learning Community (PLC) - Responsible Party - Administration

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

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed. Instructional Coaches are also available for coaching, modeling and mentor assistance. Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair.

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

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 MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best at Pompano Beach Elementary, focusing on students and instructional and behavioral strategies.

The team meets once a week to engage in the following activities:

Review universal screening data such as placement assessments and link results to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom snapshots, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary curriculum materials and intervention activities.

The MTSS team will take minutes at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

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

V. Dawes, Principal and T. Porter, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based plans and activities.

Reading Specialist, Denise Olson: Provides guidance on the K-12 reading plan, facilitates and supports data collection activities. Assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier1, Tier 2, and Tier 3 plans. Instructional Coaches (D. Olson-Reading, L. Cooper – Math, and S. Foster, Science): Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assist with school screening programs that provide early intervening services for children to be considered “at-risk”. Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring. Classroom Teacher:

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instructions with Tier 2/3 activities.

ESE Specialist, C. Hillsamer: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities.

Additionally, participates in student data collections, integrates core instructional activities/materials into tier 3 instruction and collaborates with general education teachers through co-teaching. She will be the consistent coordinator for Tier interventions.

C. Sotus, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

D. Melisi, Guidance Counselor: Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success.

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

The MTSS Team will meet with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team will provide data on Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed. The team will set clear expectations for instruction (rigor and mastery), and align processes and procedures.

Administrators will systematically collect and analyze multiple types of critical data points to guide a range of decisions to improve instruction and increase student achievement.

Administrators will establish school wide expectations for instructional staff to include common board configuration, common lesson planning, and small group instruction.

Administrators will provide strategic support and targeted professional development for instructional staff. School based Leadership Team will monitor the implementation of the School Improvement Plan with fidelity.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN-FAIR), Broward Assessment Test (BAT 1& 2) for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, Mini-Bat Assessments, FCAT Simulation, Common Core Assessments, /DAR/ORF/DRA

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Rigby

End of the year: FAIR, FCAT, Rigby and DAR

Frequency of Data Days: twice a month for data analysis

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

Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and, behavior interventions following the core curriculum and behavior management strategies for all students (CHAMPS). Data points are used to make decisions about modifications and to develop interventions and address the needs of students in Tier 1. The same data is also used to screen at-risk students who may be in need of Tier 2 or 3 interventions.

For Tier 2 and 3, the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Professional development will be provided during pre-planning, teachers' common planning time and

PLCs throughout the year. The first session will focus on the problem-solving model, building consensus, implementing and sustaining problem solving strategies. An additional session will focus on the RtI challenges to implementation, learning different interventions, implementing, and evaluating standards of quality professional development. These sessions will take place in mid-August and October as well as a parent evening focusing on on data-based problem solving. The MTSS Team will also evaluate additional staff professional development needs during the weekly RtI leadership meetings. RtI will be a rotation during the PLC activities for teachers to attend to discuss progress and needs of teachers and dents in the RtI process.

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:

After school Extended Learning Opportunities will be offered involving tutoring and enrichment in Reading, Math, Science and Writing.

Strategy Purpose(s)

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

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

Data will be collected from assessments such as FAIR, BAT 1and 2, and curriculum assessments.

Who is responsible for monitoring implementation of this strategy?

Administration and the Instructional Coaches will monitor implementation of the after school programs.

Literacy Leadership Team (LLT)

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

Name	Title
Denise Olsen	Reading Coach
Latanya Cooper	Math/Curriculum Coach
Traci Porter	Assistant Principal
Vincent Dawes	Principal
Kendra Capell	Kindergarten
Jeri Niles	1st Grade
Kim Bencie	2nd Grade

Name	Title
Kathryn Thompson	3rd Grade
Diane Barton	4th Grade
Teresa Engleke	5th Grade

How the school-based LLT functions

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team builds capacity within our staff through Leadership training, collaboration and by creating a High Performing Culture where students' needs are the top priority. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Major initiatives of the LLT

Major initiatives will include the continued implementation of the Common Core State Standards across curriculum areas. There will be a school wide focus on close reading and increasing students' ability to cite specific evidence when answering text dependent questions.

In addition, the LLT will focus on the following this year:

I. Professional Development

a) Will facilitate training for all teachers on administration of Reading Assessments listed on the Struggling Readers Chart. Training will also encompass the interpretation of test result and identify individual student needs.

b) Will facilitate a monthly Professional Learning Community that addresses the "Struggling Reader."

II. Parent Involvement

a) Will facilitate parent involvement activities that focus on connecting the home and school learning. b) Strategies will be modeled for the purpose of home implementation.

III. Monitoring Student Assessments and Benchmark Data

IV. Common Core State Standards

- Provide professional development
- Implement effectively support
- Coaching support
- Monitoring

Every Teacher Contributes to Reading Instruction

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

Every classroom teacher contributes to the reading improvement by engaging students in group projects and higher order questioning, and ensuring the implementation of Common Core with fidelity. The Reading Coach will offer support to teachers through modeling and coaching as needed in order to improve classroom performance. Special Area teachers will provide additional opportunities for students to improve reading skills by following a push-in model during an uninterrupted ELA block.

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

Individual Education Plan meetings are held at the end of the previous school year, for each ESE preschool child at their current school, to determine what their needs will be upon entering the Kindergarten year.

Pompano Beach Elementary currently has one Head Start. The purpose of this class is to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print.

Screening tool such as the FAIR will be administered three times during the year in order to determine student-learning gains to determine the need for changes to the instructional/intervention programs. Students will also be assessed two times

during the year with the DRA to ascertain their individual reading level and to gauge growth from the beginning of the year to the end. Individual school information regarding kindergarten readiness is reported and available on the Student Assessment and School Performance Website.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	32%	No	50%
American Indian				
Asian				
Black/African American	38%	25%	No	45%
Hispanic	45%	38%	No	51%
White	64%	50%	No	68%
English language learners	28%	17%	No	35%
Students with disabilities	27%	20%	No	34%
Economically disadvantaged	42%	29%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	19%	40%
Students scoring at or above Achievement Level 4	33	13%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	91	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	30	68%	75%

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)	57	44%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	19%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	14%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	34	39%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	47%	31%	No	52%
American Indian				
Asian				
Black/African American	40%	20%	No	46%
Hispanic	53%	41%	No	58%
White	68%	55%	No	72%
English language learners	38%	21%	No	45%
Students with disabilities	27%	18%	No	34%
Economically disadvantaged	44%	28%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	19%	40%
Students scoring at or above Achievement Level 4	29	12%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	71	45%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	50%	75%

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	10	14%	30%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		30%

Florida Alternate Assessment (FAA)

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

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

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

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	66	12%	5%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	2%
Students who are not proficient in reading by third grade	196	35%	20%
Students who receive two or more behavior referrals	74	13%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	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

Our goal is to increase parental attendance at school event such as parent conferences, Open House, family nights, and SAC/SAF meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 15% for the 2013-2014 school year.	152	28%	40%

Goals Summary

- G1.** Students will increase academic proficiency through the implementation of Common Core State Standards and NGSSS

Goals Detail

G1. Students will increase academic proficiency through the implementation of Common Core State Standards and NGSSS

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Delta readers and kits
- STEM Lab
- Interactive journals
- Daily 5
- Buzz about it
- Writing Fundamentals

Targeted Barriers to Achieving the Goal

- Effective use of common planning to utilize available resources that will increase rigor in all content areas
- Increase content knowledge to align with the Common Core State Standards to improve student academic performance in all content areas.

Plan to Monitor Progress Toward the Goal

Project based learning will be evident in all classrooms, planning templates will be completed by grade level teams, student data will show percentage increases in summative and formative assessments. If the results are positive the plan will continue as written. If the results are questionable or poor action steps will be revisited, intensified and/or revised to meet school needs.

Person or Persons Responsible

Instructional Coaches and administration

Target Dates or Schedule:

Ongoing throughout the 2013-14 school year

Evidence of Completion:

Authentic student work, Project based learning/units integrated throughout the content areas with the utilization of various resources in the classroom

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will increase academic proficiency through the implementation of Common Core State Standards and NGSSS

G1.B1 Effective use of common planning to utilize available resources that will increase rigor in all content areas

G1.B1.S1 Instructional coaches will model the common planning process using interdisciplinary units and available resources

Action Step 1

Instructional coaches will model and provide ongoing support with the planning process to include: 1) common core state standards, 2) pulling resources, 3) use of interdisciplinary units of study, 4) use of planning template, 5) collaboration between grade level teams

Person or Persons Responsible

Instructional coaches and administration

Target Dates or Schedule

October 2013 and ongoing

Evidence of Completion

lesson plans, templates, projects,

Facilitator:

Instructional coaches and administration

Participants:

Classroom Teachers

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

Implementation of units of study throughout the classroom using varied resources, authentic student work, Ongoing support will be provided through PLC's, grade level meetings

Person or Persons Responsible

Instructional coaches and administration

Target Dates or Schedule

Weekly targeted walkthroughs

Evidence of Completion

Authentic student work, planning templates, improved teacher practice through administrative "look-fors" that result in increased student performance

Plan to Monitor Effectiveness of G1.B1.S1

Successful implementation will produce increased student performance on formative and summative assessments, i.e., FAIR, BAT, DAR, DRA, unit/chapter/teacher made assessments, internal school based checkpoint assessment, and analysis of authentic student work

Person or Persons Responsible

Classroom teachers, instructional coaches, grade level teams will collect, chart and prepare the data to monitor for improvements

Target Dates or Schedule

Ongoing throughout the 2013/14 school year

Evidence of Completion

Data management system (google docs), authentic student work, quarterly data chats with administration, review of lesson plans that include feedback from administration, targeted classroom walkthroughs,

G1.B2 Increase content knowledge to align with the Common Core State Standards to improve student academic performance in all content areas.

G1.B2.S1 To implement teacher led PLCs to increase content area knowledge as it relates to the common core state standards.

Action Step 1

Identify strengths and areas of growth of instructional staff to help determine topics for PLCs as it relates to content knowledge (CCSS) using a gradual release model.

Person or Persons Responsible

Instructional Coaches, administration, classroom teachers

Target Dates or Schedule

ongoing throughout the 2013-14 school year

Evidence of Completion

Calendar of PLCs for the 2013-14 school year

Facilitator:

Administration/instructional staff

Participants:

Instructional staff

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

Instructional staff will participate in ongoing PLCs as determined by needs assessment. Evidence of teacher implementation in the classroom through classroom walk-throughs and observation.

Person or Persons Responsible

Administration, Leadership team and support staff

Target Dates or Schedule

Ongoing throughout the 2013-14 school year

Evidence of Completion

Evidence will be sign in sheets, student work samples, lesson plans, monitoring student performance through various ongoing assessment.

Plan to Monitor Effectiveness of G1.B2.S1

Successful implementation will produce increased student performance on formative and summative assessments, i.e., FAIR, BAT, DAR, DRA, unit/chapter/teacher made assessments, internal school based checkpoint assessment, and analysis of authentic student work

Person or Persons Responsible

Classroom teachers, instructional coaches, grade level teams will collect, chart and prepare the data to monitor for improvements

Target Dates or Schedule

Ongoing throughout the 2013-14 school year

Evidence of Completion

Data management system (google docs), authentic student work, quarterly data chats with administration, review of lesson plans that include feedback from administration, targeted classroom walkthroughs,

G1.B2.S2 Instructional staff will focus on the Common Core Literacy Shifts through the use of interactive journals, academic vocabulary and classroom libraries.

Action Step 1

A resource room will be built in order for teachers to pull additional literature into the classroom to help supplement classroom libraries. All students have been provided with interactive journals and teachers trained on the procedures for implementation of interactive journals. During common planning instructional coaches will work with teachers to identify and build content knowledge as related to academic vocabulary in the classroom.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Ongoing throughout the 2013-14 school year

Evidence of Completion

The interactive journals will be collected to ensure effective implementation and use of the journals. Classroom libraries will be monitored for various genres and literature to support project based learning and instruction.

Facilitator:

Coaches and administration

Participants:

Instructional staff

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Leadership team will gather interactive journals. Instructional staff will share interactive journals with each other during common planning time. Libraries will be in each classroom with all genres appropriately labeled and unit of study books will be displayed and accessible for all students to reference and use throughout the day.

Person or Persons Responsible

Coaches, Administration and Leadership Team

Target Dates or Schedule

Resource room will be completed by November 30, 2013. Interactive journals ongoing throughout the 2013-14 school year.

Evidence of Completion

Interactive journals in all classrooms K-5 across all content areas Resource room will be available. Academic vocabulary will be in evidence in the classroom through walk-throughs, word banks and observations.

Plan to Monitor Effectiveness of G1.B2.S2

Successful implementation will produce increased student performance on formative and summative assessments, i.e., FAIR, BAT, DAR, DRA, unit/chapter/teacher made assessments, internal school based checkpoint assessment, and analysis of authentic student work

Person or Persons Responsible

Classroom teachers, instructional coaches, grade level teams will collect, chart and prepare the data to monitor for improvements

Target Dates or Schedule

Ongoing throughout the 2013-14 school year.

Evidence of Completion

Completion of resource room, interactive journals, data management system (google docs), authentic student work, quarterly data chats with administration, review of lesson plans that include feedback from administration, targeted classroom walkthroughs,

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

The Title I program is to support our school's efforts that all children meet challenging standards and have a fair, equal, and significant opportunity to obtain a high quality education. Title I funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at Pompano Beach Elementary by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability of teaching and learning, and by meeting the educational needs of low achieving children in our school. Funds are used for teacher salaries, parent involvement and professional development activities for teachers that are district and school based. Professional development activities such as CHAMPS training, Common Core Reading, Mathematics, Writing and Science workshops are coordinated. Resources are distributed where needs are greatest.

The Title I, Part C funded students are offered after school tutorial services. This will allow our students to receive an additional dose of reading daily for either remediation or enrichment.

District Homeless Division and school social worker provide resources to homeless students. • Guidance Counselor monitors for social and emotional well being.

Supplemental Academic Instruction (SAI)

Funds are used to provide additional instructional support during the school day.

Violence Prevention Programs

At Pompano Beach Elementary School, we have put the Anti-Bullying Policy in full effect. Our prevention specialist is Ricky Walker. We have presented the information to teachers, students, parents and community members. Our guidance counselor does conflict mediation with students in an attempt to get the students back on track with learning. For the 2013-14 school year we will continue to empower staff with strategies and tools that will assist us in becoming a bully-free school.

Our investigative specialist is our assistant principal, who investigates the reports, and interviews the students, teachers, and witnesses in order to determine the sequence of events and to get to the truth in a timely manner.

Head Start

In the Ely/Pompano Zone, schools have worked with area preschools to share early childhood curriculum and standards. The Head Start program, on campus, also allows students to develop the readiness skills necessary for school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students will increase academic proficiency through the implementation of Common Core State Standards and NGSSS

G1.B1 Effective use of common planning to utilize available resources that will increase rigor in all content areas

G1.B1.S1 Instructional coaches will model the common planning process using interdisciplinary units and available resources

PD Opportunity 1

Instructional coaches will model and provide ongoing support with the planning process to include: 1) common core state standards, 2) pulling resources, 3) use of interdisciplinary units of study, 4) use of planning template, 5) collaboration between grade level teams

Facilitator

Instructional coaches and administration

Participants

Classroom Teachers

Target Dates or Schedule

October 2013 and ongoing

Evidence of Completion

lesson plans, templates, projects,

G1.B2 Increase content knowledge to align with the Common Core State Standards to improve student academic performance in all content areas.

G1.B2.S1 To implement teacher led PLCs to increase content area knowledge as it relates to the common core state standards.

PD Opportunity 1

Identify strengths and areas of growth of instructional staff to help determine topics for PLCs as it relates to content knowledge (CCSS) using a gradual release model.

Facilitator

Administration/instructional staff

Participants

Instructional staff

Target Dates or Schedule

ongoing throughout the 2013-14 school year

Evidence of Completion

Calendar of PLCs for the 2013-14 school year

G1.B2.S2 Instructional staff will focus on the Common Core Literacy Shifts through the use of interactive journals, academic vocabulary and classroom libraries.

PD Opportunity 1

A resource room will be built in order for teachers to pull additional literature into the classroom to help supplement classroom libraries. All students have been provided with interactive journals and teachers trained on the procedures for implementation of interactive journals. During common planning instructional coaches will work with teachers to identify and build content knowledge as related to academic vocabulary in the classroom.

Facilitator

Coaches and administration

Participants

Instructional staff

Target Dates or Schedule

Ongoing throughout the 2013-14 school year

Evidence of Completion

The interactive journals will be collected to ensure effective implementation and use of the journals. Classroom libraries will be monitored for various genres and literature to support project based learning and instruction.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$0	\$0
	\$0	\$0

Budget Details

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

G1. Students will increase academic proficiency through the implementation of Common Core State Standards and NGSSS

G1.B1 Effective use of common planning to utilize available resources that will increase rigor in all content areas

G1.B1.S1 Instructional coaches will model the common planning process using interdisciplinary units and available resources

Action Step 1

Instructional coaches will model and provide ongoing support with the planning process to include: 1) common core state standards, 2) pulling resources, 3) use of interdisciplinary units of study, 4) use of planning template, 5) collaboration between grade level teams

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Increase content knowledge to align with the Common Core State Standards to improve student academic performance in all content areas.

G1.B2.S1 To implement teacher led PLCs to increase content area knowledge as it relates to the common core state standards.

Action Step 1

Identify strengths and areas of growth of instructional staff to help determine topics for PLCs as it relates to content knowledge (CCSS) using a gradual release model.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2.S2 Instructional staff will focus on the Common Core Literacy Shifts through the use of interactive journals, academic vocabulary and classroom libraries.

Action Step 1

A resource room will be built in order for teachers to pull additional literature into the classroom to help supplement classroom libraries. All students have been provided with interactive journals and teachers trained on the procedures for implementation of interactive journals. During common planning instructional coaches will work with teachers to identify and build content knowledge as related to academic vocabulary in the classroom.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed