

Hope Centennial Elementary School



2014-15 School Improvement Plan

Hope Centennial Elementary School

5298 STACY ST, West Palm Beach, FL 33417

www.edline.net/pages/hopecentennial_elementary

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	F	D	C

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	41

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hope Centennial's mission is to provide a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

At Hope Centennial envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school develops strong relationships by fostering positive communication between parents, teachers, students, administrators and the community. Examples of this include, the School Advisory Council, parent meetings, conferences, community activities, trainings and daily interactions which are face to face, in writing and via phone. Parents and students are encouraged to have a voice and collaborate with school administrators, faculty and staff in making decisions. The principal surveys parents to determine needs as well as challenges families face. Support measures are implemented to meet these needs. Relationships are built through a common understanding of the student's needs and the cultural background of parents and community. There is a shared respect and desire to provide the tools necessary to help our students succeed, and that is the greatest relationship builder of all. At Hope Centennial, our Single School Culture embodies academic excellence for all students as well as an in-depth appreciation for multicultural diversity, as required by School Board Policy 2.09. Students are taught using differentiated instruction geared towards increasing student engagement. Our school-wide behavior expectations are managed through CHAMPS, which is a proactive and positive approach to classroom management that includes Conversation, Help, Activity, Movement and Participation. At Hope Centennial the school-wide behavior expectations matrix includes behaviors that evidence students being Responsible, Respectful, Safe, Peacemakers and Green. This highly effective academic and behavioral climate allows for students and teachers to have successful interactions that lead towards building successful relationships. In addition, in order to strengthen the student's relationship with other cultures and their own, teachers infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust (grades 3-5)
- History of Africans and African Americans (grades PK-5)
- Hispanic Contributions (grades PK-5)
- Women's Contributions (grades PK-5)
- Sacrifices of Veterans (grades PK-5)
- Women's Contributions (grades PK-5)
- History of the United States (grades 2-5)
- Flag Education (grades 4-5)
- Conservation of Resources (grades PK-5)
- Health Education (grades PK-5)

Describe how the school creates an environment where students feel safe and respected before, during and after school

The administrators, teachers and staff diligently supervise students at all times during arrival, school hours, dismissal, as well as after-school activities. Through a common school-wide positive behavior culture, students learn to speak to each other with respect, value cultural differences and understand that positive thinking and behavior leads to positive lifelong outcomes. Throughout the year anti-bullying education is taught to all students through our fine arts classes as well as in the regular classroom. The administrators and teachers collaborate to implement rewards and incentives to students caught following the school-wide positive behavior approach, in the form of PAWS, recognition and celebratory functions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We use the CHAMPS classroom behavior management system and School-wide Positive Behavior Interventions in order to optimize learning opportunities for all. Trained professionals, such as a bilingual counselor, a Social Services Facilitator and a Behavior Intervention Associate are readily available to counsel students in crisis, conduct conflict resolution meetings, and assist to identify outside services the student may need in order to modify behavior. Discipline is fairly and consistently followed using the Palm Beach County School District's disciplinary matrix tiered by level of offense. Incidents are reported with fidelity using SESIR, the School Environmental Safety Incident Reporting system. Parents are notified and involved in developing action plans to reduce behavioral incidents. Students are identified for school-based team as needed in order to implement behavioral interventions that can lead to positive behavioral outcomes. Teachers have call buttons that they can access from their room for emergency situations. Administrators and the BIA respond to these calls immediately to ensure safety and uninterrupted learning. Assigned personnel keep logs of these calls for data analysis and further behavioral intervention. In addition, at Hope we hold two school-wide assemblies with students and parents to discuss our behavior matrix and guidelines. All teachers are trained and updated in CHAMPS and the SwPBS team meets regularly to review and discuss classroom discipline data to ensure students are learning successfully.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Trained professionals, implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice and equity gaps. These include a bilingual counselor, a Social Services Facilitator, Behavior Intervention Associate and School Psychologist are readily available to counsel students in crisis, conduct conflict resolution meetings, and assist to identify outside services the student may need in order to modify behavior. In addition, the administrators and counselors work closely with outside agencies such as Mobile Crisis, Multilingual, Henderson and other mental health agencies in order to collaborate and determine action plans, tiered interventions or need for further evaluation. A proactive approach is used at the school where students are "checked on" at the beginning of the day to assess possible needed interventions by the BIA, bilingual guidance counselor, social services facilitator and administrators as needed. Students actively engage with the identified personnel to provide a differentiated delivery of services based on student/school need. These include core interventions (i.e., classroom guidance, workshop, assembly), supplemental interventions, (i.e., solution-focused small group counseling), and intensive supports (i.e., individual counseling/advisement, referral to community resources).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: Through the Discipline dashboard, administrators are able to monitor attendance and tardies. In addition, TERMS stores up-to-date attendance data on the A17 screen which is monitored by administrators, teachers and the attendance clerk.

Suspension Rate: Through TERMS and EDW (Educational Data Warehouse), suspension rates are stored by name, incident and days suspended. Demographic data is also kept in this file.

Scoring a level 1 in statewide assessments: Prior-year Pearson, EDW reports are available as well as predictor diagnostic exams and mini assessments created by the district and area office throughout the year. TERMS also stores this information.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	20	16	13	17	10	96
One or more suspensions	8	11	3	4	10	11	47
Course failure in ELA or Math	23	36	25	1	18	4	107
Level 1 on statewide assessment	0	0	0	35	37	44	116

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	9	4	7	19	14	61

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance: Letters are sent home for excessive tardies and missing 10 or more days. Truancy meetings with the parents are conducted by administrators in order to identify the cause for absence. Home visits are conducted by the Social Services Facilitator and BIA accompanied by a school police officer in order to conduct well checks.

Suspension Rate: teachers, parents, students and staff are trained in the implementation of school-wide positive behavior interventions. Teachers use corrective behavior interventions prior to formal discipline. These are designed to modify behavior in a positive manner. Mentoring clubs are established to positively influence at-risk students. Highly effective teaching and differentiated instruction is in place to minimize off-task behavior. SBT actively identifies and meets weekly to address interventions and tiered support.

Level 1 students: are supported through leveled literacy intervention, small group instruction, highly engaged lessons, support through literacy coaches in reading, math and science; frequent admin/teacher and teacher/student data-chats are conducted to align instruction to meet individual needs; the use of FCIM is in place in order to instruct, assess and reteach as necessary.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Increase the participation in SAC of parents that represent the diverse student population.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

At Hope Centennial, we sustain partnerships with the local community by including parental input and collaborative decision-making feedback collected during SAC meetings, Open House, Curriculum Night trainings, Title I annual meeting among other activities. Parents are able to participate in other school-related activities such as Math and Science Night in order to develop a collaborative educational relationship between the school and the parent that ultimately benefits the student. The school maintains open communication with parents via Edline, Parent Link and face to face daily interactions. Classroom and school-wide news are communicated as well through flyers translated in the parent's native language (Spanish or Creole). This year, we have added a parent resource room, organized by the bilingual school counselor in order to provide access to parents for needed resources and assistance. Teachers and staff are encouraged to send positive communication home such as notes, letters and certificates of achievement. In addition, positive phone calls are also made to parents in order to foster effective partnerships. In the case of students struggling academically or emotionally, referrals to the social services facilitator and/or school counselor lead to developing a student action plan that may include referral to a school-based team. During structured school-based team meetings, the student's needs and interventions are discussed. The parent is an active part of this process. In this manner, collectively, the school, parent and community agencies work to support the support with the end goal if increased achievement and increased social/emotional well-being.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tomas Andres, Awilda	Principal
Moore, Anthony	Assistant Principal
Gore, Tina	Instructional Coach
Arnold, Mandy	Instructional Coach
Diaz, Leslie	Other
Depasquale, Joe	Other
Latimore, Tiffany	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based team is composed of the principal, assistant principal, guidance counselor, school psychologist, school nurse, exceptional student education coordinator and staff, 504 designee (school counselor), ELL coordinator (multicultural staff), school police when applicable, teacher, parent and student. Each member assists to analyze the core and supplemental interventions by looking at the data in order to determine if further interventions are necessary to ensure student success. Students scoring in the lowest quadrant of proficiency are reviewed for being at-risk. During the school-based meetings, team members problem-solve the effectiveness of the core instruction, resource allocation, teacher-support system and how the teacher is meeting individual student needs. From this, the team determines if further interventions are needed, such as community agency supports, supplemental academic instructions and/or an increase in resources to assist the student. It is the goal of our school's MTSS and SIP process to provide a safe and effective learning environment for targeted students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based team follows a structured problem solving process in order to ascertain if the student's academic and behavioral needs are being met. In cases where students are not responding effectively to tier 1 support with the classroom teacher, a an initial referral is taken from the teacher which includes, documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist in the areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, writing, oral language and gross and fine motor development are recorded. Two observation reports are taken by the teacher and another professional working with the student. Two conference staffing records are secured with the parents of the student and an English Language Learner (ELL) student programmatic assessment and academic placement review is completed if applicable. The team reviews this packet to determine effective interventions and provides support and follow-up to students and families in need. The team meets weekly with all professionals that are supporting the student. During this process, general and special education approaches, geared towards providing high quality standards-based instruction are implemented with fidelity and monitored for success. At our school, there is a tiered model of delivery of instruction, including core instruction, supplemental academic instruction (SAI), intensive instruction (iii), and an extra hour of reading instruction a day.

Title I funds are used to fund instructional resources, i.e. Science Coach, Math Coach and STEM teacher well as stipends for teachers who attend professional development sessions. Title I funds are also used to fund parental involvement training materials, food and postage. Title I also supports tutorial services and instructional supplies for materials for the classroom. Migrant students are provided services and support according to individual student needs. Title II funds are received by the district to improve basic education programs through the purchase of small equipment. Title III services are provided through the district for educational materials and ELL (English Language Learner) district support services for ELL students. Title X Homeless funds are used to support and meet the needs of homeless students by funding resources and transportation for students identified as homeless by the McKinney Vento Act. Through this act, barriers for a free and appropriate education are reduced for homeless students. Our Supplemental Academic Instructor (SAI teacher), focuses on working with low performing third graders, retained third graders, and good cause third

graders performing in the lowest 25% percentile in reading. This instruction is provided in addition to the regular reading block and the additional hour of reading instruction. Our violence prevention programs include character education classes offered by a certified guidance counselor seeing K-5 students on a daily basis as a special on the wheel. These classes are offered on an 8-day rotation basis where students are taught conflict resolution skills and increased communication and interaction between students of diverse backgrounds. In addition, we have a Behavioral Intervention Associate (BIA) who works with students on using the CHAMPS behaviors implemented school-wide. The CHAMPS program effectively assists to prevent violent encounters through character building and clear procedural expectations. In addition, at Hope Centennial, our school integrates single school culture by sharing our universal guidelines for success following our behavioral matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS (school-wide positive behavior support). We update our action plans during learning team meetings and instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of SwPBS programs. Hope Centennial is an innovator in maintaining a nutritional program for all of our students. All students receive a free breakfast and through our Commit 2B Fit program, students receive an agenda to encourage fitness and healthy eating behaviors. We have received a \$30,000 grant this year for fruits and vegetables to be served to our students in addition to the healthy selections they receive in their daily breakfast and lunch choices. We have two health/fitness coordinators at our school that promote healthy tips and activities for teachers to implement with their students.

The administration and staff work closely with the community building a partnership to meet the needs of our students. Some of our business partners include Horace Mann, Rodriguez Enterprises and Citibank, N.A.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Awilda V. Tomas-Andres	Principal
Tiffany Latimore	Teacher
Brynn McLaughlin	Teacher
Leasa Codner	Teacher
Tina Gore	Teacher
Danielle Cole	Education Support Employee
Melissa Abell	Teacher
Wanda Ortiz	Parent
John O'Hara	Parent
Marie Bigoud	Parent
Francisca Gonzalez	Parent
Humberto Mejia	Parent
Maria Macario	Parent
Ronnie Roska	Parent
Amanda Whittaker	Parent
Lisette Cedeno	Parent
Socrates Cedeno	Parent
Nerelie Mesadieu	Parent
Judith Lundi	Parent
Engemene Dorlouis	Parent
Guerdie Pierre	Parent
Nirva Lafalaise	Parent
Maria Cruz	Parent
Jenna Mahle	Parent
Joshua Newcombe	Business/Community
Adams Lin	Business/Community
Mirlande Oscar	Parent
Enise Telusme	Parent
Dominique Nazaire	Parent
Jose M. Sagahon	Parent
Milourde Chouloute	Parent
Elevit Chavez	Parent
Chanthle Brice	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the year at regular SAC meetings, the parents actively discussed the SIP, parent compact, PIP as well as the school improvement plan goals and action plan. In evaluating last year's school improvement plan, it was noted that Hope Centennial had extraordinary academic accomplishment by going from a school rated as an "F" to a "B" rated school, one point away from the A. The goals included in last year's SIP have been extended to this year and are as follows: ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction, Reduce the number of chronically absent and tardy students, Increase student engagement during direct instruction in whole group and small group instruction. Parents supported these goals and added their concerns regarding the new Florida Standards and what the changes will mean for the academic accomplishment of students.

Development of this school improvement plan

The SAC members have direct input and decision-making power into the school improvement plan including preparation of Hope Centennial's annual budget. The SAC members will also decide the use of school improvement funds through vote. Parents gave input and voted to accept the SIP for FY 15 on September 17, 2014. The SIP goals for FY 15 are as follows:

- ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction
- Reduce the number of chronically absent and tardy students
- Increase student engagement during direct instruction in whole group and small group instruction.

In order to attain these goals, the following action plan was developed:

1. Purchase Dell Laptop computers for student use during reading, writing and math
2. Hire a STEM Resource Teacher
3. Hire a half-time math coach, half-time professional developer
4. Provide professional development to teachers on increasing student engagement
5. Provide professional development to teachers on project-based learning, kinesthetic activities and extending learning to real-world opportunities

Preparation of the school's annual budget and plan

The school's annual budget is driven by the title 1 dollars assigned. This year, due to budgetary constraints, the title dollars for Hope Centennial were cut in excess of \$50,000.00. However, an additional \$24,000+ dollars were assigned from Title 1 SIG money to be used for tutoring and technology needs.

This year's title 1 allocation is \$ 233,757.00 Of that amount \$ 31,768 is going towards funding reading initiatives such as online subscriptions (I-station and Reading Plus), Time for Kids and National Geographic, Technology, Tutoring and Supplies. \$65,879.00 was used to purchase a STEM (Science, Technology, Engineering and Math) resource teacher that students will access through the fine arts wheel on a six day rotation. To support the area of math achievement, \$20,838 was dedicated to V-math, tutoring, technology and supplies. In addition, a .5 Math Coach and .5 Professional developer was purchased for a total of \$ 65878.00 to support professional development for teachers as well as instruction for the students. In order to reduce student absenteeism and truancy and increase parental involvement, a total of \$7,151.00 was allocated to develop a parent resource room, purchase a computer and printer for parent use and supplies for mailings. In addition, as small budget was allotted for food and refreshments for parent trainings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The 2012-2013 rollover balance is \$ 5,341.00 plus and additional \$892.00 for a total of \$ 6,233.00. An additional \$3,280.00 was funded by the state for a total of \$ 9,513.00. During FY 14, SAC voted to use a total of \$ 3,400.00 from school improvement funds to increase school-wide student literacy through the purchase of take-home books for students. Books from Scholastic were purchased by the media specialist for each student. The budget per student was \$5.00. In addition, the SAC voted to

approve \$150.30 for the purchase of student academic materials for Red Ribbon Week. Lastly, SAC voted to approved a transfer in the amount of \$1,000.00 for the purchase of academic student incentives. The incentives were not purchased in FY 14 and will be brought back to SAC for vote for FY15. Thereby the total expenses from school improvement funds in FY14 totaled \$ 3,550.30.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gore, Tina	Instructional Coach
Zraouli, Olga	Teacher, K-12
Naranjo, Deva	Teacher, K-12
Henderson, Samuel	Teacher, K-12
Lopez, Elizabeth	Teacher, K-12
Pinkston, Sheryl	Teacher, K-12
Sharon, Marta	Teacher, K-12
Knowles, Meagan	Teacher, K-12
Alejo, Andria	Instructional Media
Latimore, Tiffany	Instructional Coach
Tomas Andres, Awilda	Principal
Moore, Anthony	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The team is composed of the principal and assistant principal, reading, math and science coach as well as the media specialist and one teacher from each grade level. This group of professionals is comprised of leaders in literacy. The team uses student data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, to assess progress towards accomplishing our goals. The team's major initiatives this year will include strengthening teacher understanding of balanced-literacy in the district's literacy roll-out which includes, direct instruction, small group instruction, word-work , shared reading, read aloud and leveled literacy instruction. Student growth data is used to assess teacher's effectiveness in understanding and implementing these literacy components. Support from the literacy team for new teachers and for teachers that have five years or less of experience teaching. In addition the team will train and infuse CRISS reading strategies across content areas. Also, the team will assist with training and supporting teachers in understanding the types of texts included in the Florida Standards Assessment as well as the writing component for grades 3-5. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Through common planning and the learning team meetings facilitated by our learning team facilitator and team leader, teachers collaborate and discuss weekly lesson plans by content area, student academic data, assessment items and item analysis. In addition, through these meetings, teachers get to analyze which instructional materials, mode of delivery and activities will best create an effective learning environment. The goal of these meetings is to plan for increased student engagement so that optimal learning is accomplished. The principal, assistant principal, instructional coaches and area team members support the teachers in this process as well as monitor for teacher growth. The principal and assistant principal observe in the classroom the implementation of these lessons and determine what professional development is needed for the teachers. The professional development may include item specification training, standards training, reading running records, small and whole group instruction or even classroom management. Teachers are supported through feedback in the Marzano evaluation system from their supervising administrator.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal will post vacancies immediately and review the qualifications of the candidates applying. Highly qualified applicants are screened, interviewed by a committee of administrators and peers, and selected based on meeting the criteria determined by the team. The principal is a participant of the Haberman Star Teacher Perceiver training conducted in September 2013, the research-based model for identifying and interviewing teachers who serve students at-risk and in poverty. The instrument is based on behavior, characteristics and beliefs of teachers, nation-wide, shown to be highly successful with at-risk students. The instruments measure three dimensions of successful teaching, content, pedagogy and core beliefs. The instrument has a 95% accuracy rate in predicting which teachers will stay and succeed in high poverty schools. By participating in this training and administering this instrument, the principal is looking to recruit and retain highly qualified and effective teachers that can service our high-need school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each new teacher is paired up with a mentor teacher in the ESP program. Teachers are paired according to certification, grade level, expertise and the ability to handle areas in which the new teacher may require support. These areas include, curriculum and instruction, behavior management, policies and procedures, parental interaction and involvement, student-mentoring as well as strategies for exceptional students and English Language Learners. Mentor teachers work with new teachers during their planning as well as in-classroom support. In addition, new teachers are provided with timely professional development and classroom support by a team of seven school-based and district-based coaches as well as district professional development on literacy, mathematics, writing, science and social studies curriculum. In-house common planning by team is geared towards supporting the new teacher in adjusting to the rigors of teaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

During the professional development days, timely training on the Florida Standards is provided to the teachers by instructional coaches, area specialists and district personnel. Alignment of the standards is ensured by the unpacking of the standards of the units provided by the district and led by the learning team facilitator. The units provided by the district are checked for alignment prior to distributing to the schools by content literacy specialists. At our school, further supplementary activities are added to include the texts types not included in the district units but designated by item specifications.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Student data is collected through teacher observations, reading sunning records, leveled literacy intervention, benchmark assessments and unit tests. Students are grouped according to this data and worked with in small group. Teachers also conference individually with students to further move students academically. The principal holds team data chats, teacher data chats and student data chats to evaluate student growth patterns and needs. In addition, tutoring and skill groups are designed to meet specialized student needs. Our Supplementary Academic Intervention (SAI) teacher instructs literacy interventions with students that were retained in third grade and/or are at risk of failing the state's assessment. These students are selected based on their reading running record showing that they are not meeting adequate pupil progression. Teachers in grades 4-5 also meet with students at risk of failing the state's assessment in small group and provide literacy intervention. For student's that scored levels 4 and 5 on the state assessment, this additional hour allows for enrichment by using rigorous reading materials and activities that are project-based and interactive.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

There is an additional 60 minutes per day of intensive reading instruction using informational and literary text at a ratio of 50/50. Teachers use research-based strategies and materials, including LLI, balanced literacy, science and social studies based reading materials as well as technology-based instruction to support learning.

Strategy Rationale

This strategy exposes students to rigorous text that they will encounter during assessment and real-life situations. It allows additional time for students that are below grade level to learn the skills needed to decode and comprehend text. Through technology-based instruction, students will be able to develop fluency, stamina and response to text via technology, another component of state assessments for FY 15 (grade 5).

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tomas Andres, Awilda, awilda.tomasandres@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data is collected via standards-based mini-assessments created on Performance Matters and assessments created by highly qualified instructional coaches and specialists that are aligned to the standards. The learning team facilitator and instructional coaches assist teachers to disaggregate the data and drill down to individual item analysis. Teachers then determine student strengths and weaknesses and reteach using the Florida Continuous Improvement Model.

Strategy: Summer Program

Minutes added to school year: 180

Targeted third graders are provided extra reading support through a structured summer reading academy for a period of 20 days. A balanced literacy approach taught by highly qualified reading teachers is used to increase reading comprehension. Resources are aligned to support instruction and best teaching practices are used. These are monitored on a daily basis by the summer reading academy administrator as well as district-provided instructional support personnel.

Strategy Rationale

By giving additional remediation in the area of reading to students who have not scored proficient (Level 1) and are lagging behind their peers during the summer, the reading loss that can occur in the months a student is not registered nor attending school can be minimized.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Moore, Anthony, anthony.moore.1@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A student benchmark portfolio is maintained documenting mastery of benchmarks evidenced through benchmark assessments. Students are also provided the opportunity to demonstrate mastery through the administration of the SAT 10 test.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Our school currently has a VPK program targeting students that speak Spanish as a native language. They attend school from 7:30 a.m. until 3:00 p.m. practicing social and school readiness skills through structured play, interaction with peers and learning. The VPK students participate in the fine arts and lunch program on a daily basis with the students in grades K-5. There is a VPK assistant assigned to work with students alongside the teacher. In addition to the academic setting, students in VPK learn important social and communication skills as well as participate in student performances and activities which include the parents.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction
- G2.** Reduce the number of chronically absent and tardy students.
- G3.** Increase student engagement during direct instruction in whole group and small group instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction 1a

G036573

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	51.0

Resources Available to Support the Goal 2

- NGSSS and Common Core standards materials, ELL and ESE (LEP and IEP) plans, instructional coaches, ELL coordinator and ELL specialized teachers, ESE Coordinator and ESE specialized teachers, ELL and ESE strategies checklists and materials

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of Common Core standards

Plan to Monitor Progress Toward G1. 8

Principal, Assistant Principal, Area 5 Director, LTF monitor and review diagnostic Reading data, Math, Writing and Science data, mini-assessments through Performance Matters and Think Central.

Person Responsible

Awilda Tomas Andres

Schedule

Biweekly, from 10/31/2014 to 4/30/2015

Evidence of Completion

Increase in proficiency for ELL and ESE students on the Florida Standards Assessments in English/Language Arts, Math, as well as FCAT 2.0 for Science for grades 3,4 and 5 on the 2015 state assessments.

G2. Reduce the number of chronically absent and tardy students. 1a

G036575

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0

Resources Available to Support the Goal 2

- EDW truancy report (0414), TERMS attendance data, teacher attendance records, front-office and student drop-off observation by staff and administrators, data from home visits

Targeted Barriers to Achieving the Goal 3

- Lack of parental support. and differing values towards education

Plan to Monitor Progress Toward G2. 8

Principal and leadership team will analyze the Florida Standards data received for 2015 for the impact of the increased attendance on academic achievement.

Person Responsible

Awilda Tomas Andres

Schedule

On 5/29/2015

Evidence of Completion

There is an increase in student achievement as evidenced by grades and Florida Standards performance data as compared to 2014 directly related to time-on-task due to increased attendance rates.

G3. Increase student engagement during direct instruction in whole group and small group instruction. 1a

G036576

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	53.0

Resources Available to Support the Goal 2

- Instructional coaches, Literacy roll-out materials, technology-based programs

Targeted Barriers to Achieving the Goal 3

- Teachers are lacking skills to effectively plan for student engagement

Plan to Monitor Progress Toward G3. 8

Principal, Assistant Principal and Area 5 Director will monitor student data as the year progresses and how it correlates to student achievement by comparing engagement reports to diagnostic data and mini-assessments.

Person Responsible

Awilda Tomas Andres

Schedule

Every 6 Weeks, from 10/30/2014 to 3/2/2015

Evidence of Completion

There is an increase in student achievement as evidenced on the Florida Standards Assessments administered in March 2015 directly related to an increase in student engagement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction

1

 G036573

G1.B1 Teacher knowledge of Common Core standards **2**

 B087571

G1.B1.S1 Train new and refresh existing teachers on CCSS. **4**

 S098282

Strategy Rationale

Training teachers will build teacher capacity

Action Step 1 **5**

Instructional coaches, Area 5 team and LTF will train teachers on CCSS in the areas of reading, writing and math and demonstrate the use of the lesson planning tool, lesson plans, laptop computers, reading, math and typing software during core instruction and during the additional one hour of reading instruction.

Person Responsible

Tina Gore

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Agenda, teacher sign-in sheets, lesson plans

Action Step 2 5

In order to reach all students, additional DELL Laptop Computer Latitude 14, 5000 Series standard, SKU number 687250966 will be purchased for student use during the reading, writing and math blocks.

Person Responsible

Mandy Arnold

Schedule

On 11/28/2014

Evidence of Completion

IT request will be submitted and approved. Students artifacts on the computer will demonstrate fluency of usage.

Action Step 3 5

Hire a half-time math resource teacher and .5 classroom teacher to provide professional development and in-classroom support as well as hire a resource STEM teacher

Person Responsible

Awilda Tomas Andres

Schedule

On 6/5/2015

Evidence of Completion

Agendas from PDDs and student data from skill groups the teacher works with

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal and Area 5 Area Director conduct walk-throughs of training session

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 8/25/2014 to 5/15/2015

Evidence of Completion

Agenda, sign-in sheets, sample binders and materials provided to teachers, walk-through observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal, Assistant Principal and Area 5 Area Director conduct walk-throughs, review lesson plans, and conduct teacher observations.

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 8/25/2014 to 5/15/2015

Evidence of Completion

iObservation data recorded online

G2. Reduce the number of chronically absent and tardy students. 1

 G036575

G2.B1 Lack of parental support. and differing values towards education 2

 B087578

G2.B1.S1 Educate parents on the importance of school attendance through parent link, Edline, personal communication, flyers, and the electronic sign visible during student drop-off. 4

 S098288

Strategy Rationale

By making parents part of the educational process and showing them data that demonstrates how learning is negatively impacted by truancy, attendance will improve and academic achievement will increase.

Action Step 1 5

The attendance clerk and classroom teachers will make the initial contact with parents when a student is absent to find out the reason for absence and document it in the attendance record. Daily parent link calls in multiple languages will be made out to parents. Edline email messages will be sent as follow up. The social services facilitator and bilingual guidance counselor will make home visits for students that are truant. The principal will conduct truancy meetings as needed.

Person Responsible

Awilda Tomas Andres

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Call rosters, attendance record sheets, truancy packets and home visit logs

Action Step 2 5

Hire a social services facilitator to conduct home visits and facilitate parent trainings

Person Responsible

Awilda Tomas Andres

Schedule

On 6/5/2015

Evidence of Completion

Home visit logs

Action Step 3 5

Create a parent resource room to disseminate information and build relationships with the school

Person Responsible

Mayra Martinez

Schedule

On 5/29/2015

Evidence of Completion

Resource room artifacts, visitor's logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Principal, school secretary, DP and attendance clerk will monitor tardies and absences documented on Terms and EDW

Person Responsible

Awilda Tomas Andres

Schedule

Biweekly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Call logs, documented attendance and truancy meetings, Log of Well visits called in to PBSO, home visit logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Principal, School Secretary, DP and attendance clerk will monitor tardy and absence report (EDW 0414)

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 8/13/2014 to 5/29/2015

Evidence of Completion

Reduction in unexcused student absences and tardies when comparing baseline 2014 to 2015.

G3. Increase student engagement during direct instruction in whole group and small group instruction. 1

 G036576

G3.B1 Teachers are lacking skills to effectively plan for student engagement 2

 B087582

G3.B1.S1 Principal and assistant principal will conduct walk-throughs focusing on student engagement and share the baseline data with teachers. 4

 S098291

Strategy Rationale

Baseline data will provide a starting point of the strengths and areas of improvement regarding impacting student engagement will be evident.

Action Step 1 5

Principal and Assistant Principal will conduct walk-throughs focusing on student engagement using Marzano's iObservation

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 8/20/2014 to 4/30/2015

Evidence of Completion

iObservations recorded online.

Action Step 2 5

Teachers will conduct highly engaged tutoring sessions in English Language Arts, Writing, Math and Science.

Person Responsible

Tina Gore

Schedule

Weekly, from 10/11/2014 to 3/28/2015

Evidence of Completion

Tutoring lesson plans, student data for students participating in tutoring

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Principal and Assistant Principal conduct walk-throughs and observations as determined on the SDPBC timeline designated for observations 2014-2015.

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 8/18/2014 to 4/30/2015

Evidence of Completion

iObservation reports on teacher observations conducted.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Principal, Assistant Principal and Area 5 Team share baseline data with teachers during LTM by grade

Person Responsible

Leslie Diaz

Schedule

On 10/13/2014

Evidence of Completion

LTM minutes and baseline data charts/reports

G3.B1.S2 Instructional coaches will conduct professional development sessions on increasing student engagement for teachers. 4

 S098292

Strategy Rationale

Professional development will build teacher capacity on planning for engagement.

Action Step 1 5

Instructional Coaches and Area 5 team will provide PD to teachers on project-based learning, kinesthetic activities for students and extending learning to real-world opportunities.

Person Responsible

Mandy Arnold

Schedule

Monthly, from 10/6/2014 to 1/30/2015

Evidence of Completion

Training agenda, materials, lesson plans and minutes.

Action Step 2 5

Saturday Tutorials

Person Responsible

Tina Gore

Schedule

Weekly, from 2/28/2015 to 2/28/2015

Evidence of Completion

Student progress reports for tutorial sessions by content area

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Principal and Assistant Principal will attend the training/ presentation sessions and review the materials and strategies shared with teachers.

Person Responsible

Awilda Tomas Andres

Schedule

Every 6 Weeks, from 8/28/2014 to 2/26/2015

Evidence of Completion

iObservations completed on instructional coaches and recorded online.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Principal, Assistant Principal, Instructional Coaches, Area 5 team, and LTF observe the implementation of the strategies, and materials shared with teachers to increase student engagement. Principal and Assistant Principal document the observations formally in iObservation online and give teacher feedback.

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 9/1/2014 to 4/30/2015

Evidence of Completion

iObservation reports documenting increase in student engagement by teacher.

G3.B1.S3 Implement the coaching cycle for effective planning of authentic student engagement 4

 S098294

Strategy Rationale

The monitoring of effective planning through the coaching cycle will further build the capacity of teachers and determine opportunities for professional development to support the teachers.

Action Step 1 5

Share the Hope Centennial definition for student engagement for new teachers and refresh learning for existing teachers

Person Responsible

Tina Gore

Schedule

On 10/6/2014

Evidence of Completion

Hope Centennial Student Engagement Look For Tool

Action Step 2 5

Conduct Walk-throughs to determine student engagement baseline.

Person Responsible

Tina Gore

Schedule

On 10/17/2014

Evidence of Completion

Document the walk-throughs on iobservation.

Action Step 3 5

Conduct Planning for engagement modeling and training sessions by grade level through LTM

Person Responsible

Leslie Diaz

Schedule

On 10/30/2014

Evidence of Completion

Teacher feedback and reflective notes from the modeling session and LTM artifacts

Action Step 4 5

Coaches support the 45 minute planning cycle by grade level

Person Responsible

Tina Gore

Schedule

Weekly, from 11/3/2014 to 2/24/2015

Evidence of Completion

iObservation data, lesson plans and coaching log observations.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Participate in the common planning for instructional coaches and teacher classroom walkthroughs

Person Responsible

Tina Gore

Schedule

Weekly, from 10/20/2014 to 2/24/2015

Evidence of Completion

Artifacts from the common planning sessions, iObservation data and teacher lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Administrative walk-through during collaborative discussions.

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 10/27/2014 to 2/24/2015

Evidence of Completion

iObservations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Instructional coaches, Area 5 team and LTF will train teachers on CCSS in the areas of reading, writing and math and demonstrate the use of the lesson planning tool, lesson plans, laptop computers, reading, math and typing software during core instruction and during the additional one hour of reading instruction.	Gore, Tina	9/2/2014	Agenda, teacher sign-in sheets, lesson plans	5/29/2015 monthly
G2.B1.S1.A1	The attendance clerk and classroom teachers will make the initial contact with parents when a student is absent to find out the reason for absence and document it in the attendance record. Daily parent link calls in multiple languages will be made out to parents. Edline email messages will be sent as follow up. The social services facilitator and bilingual guidance counselor will make home visits for students that are truant. The principal will conduct truancy meetings as needed.	Tomas Andres, Awilda	8/25/2014	Call rosters, attendance record sheets, truancy packets and home visit logs	5/29/2015 biweekly
G3.B1.S1.A1	Principal and Assistant Principal will conduct walk-throughs focusing on student engagement using Marzano's iObservation	Tomas Andres, Awilda	8/20/2014	iObservations recorded online.	4/30/2015 monthly
G3.B1.S2.A1	Instructional Coaches and Area 5 team will provide PD to teachers on project-based learning, kinesthetic activities for students and extending learning to real-world opportunities.	Arnold, Mandy	10/6/2014	Training agenda, materials, lesson plans and minutes.	1/30/2015 monthly
G3.B1.S3.A1	Share the Hope Centennial definition for student engagement for new teachers and refresh learning for existing teachers	Gore, Tina	10/6/2014	Hope Centennial Student Engagement Look For Tool	10/6/2014 one-time
G3.B1.S2.A2	Saturday Tutorials	Gore, Tina	2/28/2015	Student progress reports for tutorial sessions by content area	2/28/2015 weekly

Palm Beach - 0012 - Hope Centennial Elementary School - 2014-15 SIP
Hope Centennial Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A2	Conduct Walk-throughs to determine student engagement baseline.	Gore, Tina	10/13/2014	Document the walk-throughs on iobservation.	10/17/2014 one-time
G1.B1.S1.A2	In order to reach all students, additional DELL Laptop Computer Latitude 14, 5000 Series standard, SKU number 687250966 will be purchased for student use during the reading, writing and math blocks.	Arnold, Mandy	9/22/2014	IT request will be submitted and approved. Students artifacts on the computer will demonstrate fluency of usage.	11/28/2014 one-time
G2.B1.S1.A2	Hire a social services facilitator to conduct home visits and facilitate parent trainings	Tomas Andres, Awilda	8/13/2014	Home visit logs	6/5/2015 one-time
G3.B1.S1.A2	Teachers will conduct highly engaged tutoring sessions in English Language Arts, Writing, Math and Science.	Gore, Tina	10/11/2014	Tutoring lesson plans, student data for students participating in tutoring	3/28/2015 weekly
G3.B1.S3.A3	Conduct Planning for engagement modeling and training sessions by grade level through LTM	Diaz, Leslie	10/13/2014	Teacher feedback and reflective notes from the modeling session and LTM artifacts	10/30/2014 one-time
G1.B1.S1.A3	Hire a half-time math resource teacher and .5 classroom teacher to provide professional development and in-classroom support as well as hire a resource STEM teacher	Tomas Andres, Awilda	8/13/2014	Agendas from PDDs and student data from skill groups the teacher works with	6/5/2015 one-time
G2.B1.S1.A3	Create a parent resource room to disseminate information and build relationships with the school	Martinez, Mayra	8/13/2014	Resource room artifacts, visitor's logs	5/29/2015 one-time
G3.B1.S3.A4	Coaches support the 45 minute planning cycle by grade level	Gore, Tina	11/3/2014	iObservation data, lesson plans and coaching log observations.	2/24/2015 weekly
G1.MA1	Principal, Assistant Principal, Area 5 Director, LTF monitor and review diagnostic Reading data, Math, Writing and Science data, mini-assessments through Performance Matters and Think Central.	Tomas Andres, Awilda	10/31/2014	Increase in proficiency for ELL and ESE students on the Florida Standards Assessments in English/Language Arts, Math, as well as FCAT 2.0 for Science for grades 3,4 and 5 on the 2015 state assessments.	4/30/2015 biweekly
G1.B1.S1.MA1	Principal, Assistant Principal and Area 5 Area Director conduct walk-throughs, review lesson plans, and conduct teacher observations.	Tomas Andres, Awilda	8/25/2014	iObservation data recorded online	5/15/2015 monthly
G1.B1.S1.MA1	Principal and Area 5 Area Director conduct walk-throughs of training session	Tomas Andres, Awilda	8/25/2014	Agenda, sign-in sheets, sample binders and materials provided to teachers, walk-through observations	5/15/2015 weekly
G2.MA1	Principal and leadership team will analyze the Florida Standards data received for 2015 for the impact of the increased attendance on academic achievement.	Tomas Andres, Awilda	8/13/2014	There is an increase in student achievement as evidenced by grades and Florida Standards performance data as compared to 2014 directly related to time-on-task due to increased attendance rates.	5/29/2015 one-time
G2.B1.S1.MA1	Principal, School Secretary, DP and attendance clerk will monitor tardy and absence report (EDW 0414)	Tomas Andres, Awilda	8/13/2014	Reduction in unexcused student absences and tardies when comparing baseline 2014 to 2015.	5/29/2015 monthly
G2.B1.S1.MA1	Principal, school secretary, DP and attendance clerk will monitor tardies and absences documented on Terms and EDW	Tomas Andres, Awilda	8/13/2014	Call logs, documented attendance and truancy meetings, Log of Well visits called in to PBSO, home visit logs	5/29/2015 biweekly
G3.MA1	Principal, Assistant Principal and Area 5 Director will monitor student data as the year progresses and how it correlates to student achievement by comparing engagement reports to diagnostic data and mini-assessments.	Tomas Andres, Awilda	10/30/2014	There is an increase in student achievement as evidenced on the Florida Standards Assessments administered in March 2015 directly related to an increase in student engagement.	3/2/2015 every-6-weeks
G3.B1.S1.MA1	Principal, Assistant Principal and Area 5 Team share baseline data with teachers during LTMs by grade	Diaz, Leslie	10/13/2014	LTM minutes and baseline data charts/reports	10/13/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Principal and Assistant Principal conduct walk-throughs and observations as determined on the SDPBC timeline designated for observations 2014-2015.	Tomas Andres, Awilda	8/18/2014	iObservation reports on teacher observations conducted.	4/30/2015 weekly
G3.B1.S2.MA1	Principal, Assistant Principal, Instructional Coaches, Area 5 team, and LTF observe the implementation of the strategies, and materials shared with teachers to increase student engagement. Principal and Assistant Principal document the observations formally in iObservation online and give teacher feedback.	Tomas Andres, Awilda	9/1/2014	iObservation reports documenting increase in student engagement by teacher.	4/30/2015 weekly
G3.B1.S2.MA1	Principal and Assistant Principal will attend the training/ presentation sessions and review the materials and strategies shared with teachers.	Tomas Andres, Awilda	8/28/2014	iObservations completed on instructional coaches and recorded online.	2/26/2015 every-6-weeks
G3.B1.S3.MA1	Administrative walk-through during collaborative discussions.	Tomas Andres, Awilda	10/27/2014	iObservations	2/24/2015 weekly
G3.B1.S3.MA1	Participate in the common planning for instructional coaches and teacher classroom walkthroughs	Gore, Tina	10/20/2014	Artifacts from the common planning sessions, iObservation data and teacher lesson plans.	2/24/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction

G1.B1 Teacher knowledge of Common Core standards

G1.B1.S1 Train new and refresh existing teachers on CCSS.

PD Opportunity 1

Hire a half-time math resource teacher and .5 classroom teacher to provide professional development and in-classroom support as well as hire a resource STEM teacher

Facilitator

Principal

Participants

All teachers K-5

Schedule

On 6/5/2015

G3. Increase student engagement during direct instruction in whole group and small group instruction.

G3.B1 Teachers are lacking skills to effectively plan for student engagement

G3.B1.S2 Instructional coaches will conduct professional development sessions on increasing student engagement for teachers.

PD Opportunity 1

Instructional Coaches and Area 5 team will provide PD to teachers on project-based learning, kinesthetic activities for students and extending learning to real-world opportunities.

Facilitator

Instructional coaches and Area 5 team

Participants

Instructional Coaches and Area 5 team

Schedule

Monthly, from 10/6/2014 to 1/30/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction

G1.B1 Teacher knowledge of Common Core standards

G1.B1.S1 Train new and refresh existing teachers on CCSS.

PD Opportunity 1

In order to reach all students, additional DELL Laptop Computer Latitude 14, 5000 Series standard, SKU number 687250966 will be purchased for student use during the reading, writing and math blocks.

Facilitator

Instructional Coaches and Area 5 team

Participants

Instructional coaches, Area 5 team, teachers and students

Schedule

On 11/28/2014

Budget Rollup

Summary

Description	Total
Goal 1: ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction	190,920
Goal 2: Reduce the number of chronically absent and tardy students.	176,123
Goal 3: Increase student engagement during direct instruction in whole group and small group instruction.	17,906
Grand Total	384,949

Goal 1: ESE and ELL students will receive on-grade level, rigorous, standards-based and common core instruction

Description	Source	Total
B1.S1.A1 - Online subscriptions and software, rentals and license National Geographic and Time for Kids(11,700), classroom instructional supplies, such as copy paper, ink,(7,000)	Title I Part A	18,700
B1.S1.A2 - DELL Laptop Computers Latitude 14, 5000 Series standard, SKU number 687250966	Title I Part A	16,000
B1.S1.A2 - DELL Laptop Computer Latitude 14, 5000 Series standard, SKU number 687250966	SIG 1003(a)	24,463
B1.S1.A3 - Mandy Arnold .5 Coach(32,939)	Title I Part A	32,939
B1.S1.A3 - Hire a resource teacher to provide Science, Math, Technology and Engineering instruction to students (STEM) .5 Math Resource Teacher (32,939)	Title I Part A	98,818
Total Goal 1		190,920

Goal 2: Reduce the number of chronically absent and tardy students.

Description	Source	Total
B1.S1.A1 - Postage (751) and freight, supplies (i.e., copy paper, ink) (2000)	Title I Part A	2,751
B1.S1.A2 - Hire a full-time social services facilitator (CRP- Community Resource Person)	Title I Part A	42,243
B1.S1.A2 - Hire a full-time social services facilitator (CRP- Community Resource Person)	Title I Part A	42,243
B1.S1.A2 - Hire a full-time social services facilitator (CRP- Community Resource Person)	Title I Part A	42,243
B1.S1.A2 - Hire a full-time social services facilitator (CRP- Community Resource Person) (42243)	Title I Part A	42,243
B1.S1.A3 - Supplies for the parent resource room (copy paper, ink, books, food and refreshments for training and a printer (3,400), computer (1,000) for parent resource room	Title I Part A	4,400
Total Goal 2		176,123

Goal 3: Increase student engagement during direct instruction in whole group and small group instruction.

Description	Source	Total
B1.S1.A2 - Part-Time in System Tutoring funds for ELA (4,000), Benefits (1,068), Part-Time In System Tutoring Funds for Math (4,000), Benefits (1,068)	Title I Part A	10,136
B1.S1.A2 - Online Math Subscription- V-Math (3,500), Classroom Supplies (LLI kit- purple (2,500) paper, chart paper, poster board, baggies (1770)	Title I Part A	7,770
Total Goal 3		17,906