Coral Reef Elementary School

2014-15 School Improvement Plan

Coral Reef Elementary School

6151 HAGEN RANCH RD, Lake Worth, FL 33467

www.edline.net/pages/coral_reef_elementary_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	36%

Alternative/ESE Center	Charter School	Minority
No	No	39%

School Grades History

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

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

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
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Coral Reef Elementary, along with the School District of Palm Beach County is committed to providing 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 knowledge, skills and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Coral Reef Elementary, along with the School District of Palm Beach County envisions a dynamic collaborative multi-cultural 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

Continuous communication between classroom teachers and students and their parents is an administrative expectation at Coral Reef. Developing and fostering positive relationships with open communication between teachers and their students and parents is a priority. Understanding diversity within cultures is a natural part of the work we do with our students and families. Further, the Parent Teacher Organization (PTO), School Advisory Council (SAC) as well as administration and staff continuously work toward ensuring that as many cultures as possible are represented and participate in collaborative activities throughout the year. This helps maintain diversity in thought and action within our unique school culture.
Our school will infuse the content required by Florida Statute 1003.42(2) S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's contributions
* Sacrifices of Veterans

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

The School Wide Positive Behavior Support or SPLASH Program is an administrative expectation and implemented by all staff at Coral Reef. The SPLASH Program has three main areas of focus and they include the expectation that students are SAFE, RESPECTFUL and RESPONSIBLE. There is a matrix that explicitly states what these behaviors look like throughout all settings within the school. Students receive positive reinforcement in the form of "SPLASH Cash" when caught being safe, respectful or responsible. This same program is used with additional positive reinforcement in our Aftercare Program. The environment is saturated with this language and it is reinforced by all parents through a daily home communication SPLASH folder, grades K-5.

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

The SPLASH Program is a positive reinforcement plan that provides a basis for consistent expectations school wide. Additionally, our Character Education program includes a continuous focus on the six pillars of Character. our SPLASH committee, consisting of staff, school counselor and administration, review data regularly to ensure student behaviors that show up as negative are properly supported for modification and communicated to individual students, staff and parents. The discipline system in place is progressive in nature with a strong focus on personal choices and helping students understand the impact of their choices on self and others. The faculty handbook states the procedures to follow to ensure discipline is fair and consistent.

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

Social emotional needs of students are met through the strong relationships that teachers and staff develop and foster with students. Additional supports are in place through the guidance program and include the Listener Program, Peer Mediators Program, Small Group Counseling, Individual Counseling, Character Counts Program, Character Education Assemblies and One on One Mentoring. Our Safety Patrols are trained to serve and guide the youngest students. Additionally, they assist their peers by serving as mentors and buddies.

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

Students with excessive absences are brought to the School Based Team to ensure plans are put in place to encourage school attendance.
Students with one or more suspensions are brought to the School Based Team to ensure plans are put in place to improve individual behavior.
Students below proficiency or students who score a Level 1 on a statewide assessment in English Language Arts or Math, K-5, are provided Immediate Intensive Instruction (iii), for 30 minutes daily in addition to the already required instruction. If improvement does not occur steadily, the student is brought to the School Based Team to ensure plans are put in place to improve student progress.

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	11	11	12	15	4	14	67
One or more suspensions	1	0	0	0	0	1	2
Course failure in ELA or Math	16	15	25	2	1	3	62
Level 1 on statewide assessment	0	0	0	19	15	19	53

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	5	3	6	5	1	7	27

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

English Language Arts - Wilson Reading Program, Fundations Reading Program, Reading A to Z Program, Extension of Individual's Needs Regarding Reading Instruction, LLI Reading Program.
Mathematics - Soar to Success Math Program, Extension of the Individual's Needs Regarding Math Instruction.
Behavior - Positive Reinforcement Based Behavior Plans, Functional Behavior Assessment
Attendance - Positive Reinforcement Plans for Students and Documented Conferences with Parents

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?
No

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

Description

Coral Reef expects to meet 100% of parent involvement based on the Five Star Criteria. Our teachers and staff work with parents in a variety of ways to increase communication and parental involvement. A school newsletter, which includes our school's mission and vision statements, is sent to parents bi-weekly. Included in the newsletter are opportunities for our parents and community to participate in school-wide events and activities, information on school and district policies, and individual student achievement. Often we showcase students and teachers of character in order to promote our School Wide Positive Behavior Program. Our active PTO also informs parents of upcoming events through their "Dolphin Chatter," which is an online newsletter. Our PTO also organizes many exciting monthly events including Family Fun Nights, guest speakers and fund raisers. Parents also have the opportunity to communicate with their child's teacher daily through the use of their Student Planner. Teachers check them daily for parent communication. Parents are also encouraged to utilize Edline, an electronic communication program, to access information on their child's performance in class/es. Progress Reports and Mid Progress Reports are sent home at designated times throughout the school year which inform parents of their child's progress.

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

Coral Reef is fortunate to have a wonderful business partner liaison who fosters positive relationships with the businesses in our community. Our school encourages local businesses to participate in our school's "Business Partner" program, where they donate a percentage of their proceeds in monthly activities/events or provide goods or services as needed through out the school year. Coral Reef publishes a local Business Partner brochure and provides it to our parents so they may choose to utilize

their services. Banners are placed on our school fence displaying the names and logos of our Business Partners to encourage support and participation from our community.

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
Moretto, Bobbi	Principal
DiPietro, Toni	Assistant Principal
Pascarella, Marissa	Psychologist
Ahern, Allison	Teacher, ESE
O'Halloran, Jenny	Guidance Counselor

Duties

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

Each Leadership team member is responsible for providing input at meetings to ensure that the most appropriate strategies are put into place to support students, teachers and parents. Members include the principal, assistant principal, guidance counselor, ESE contact, school psychologist and teachers of individual students. They attend all meetings so that there is consistency when reviewing ongoing progress of students. Data is tracked and monitored through weekly School Based Team meetings. Members review data and present current best practices throughout the year in small groups, large groups with individual teachers and parents as needed.

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

Students who are not meeting proficiency standards or who have severe behavioral concerns, are brought forward regularly for MTSS intervention. Parents and teachers of the students attend an initial meeting and a researched based strategies plan is developed. This plan is put in place and is monitored daily with weekly assessments. Additional MTSS meetings are held in order to determine whether or not the student will continue, change or stop the strategies in place.
Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team meetings. We instill an appreciation for multi-cultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Our SAI provides supplemental reading instruction for our most struggling third grade students in addition to their 90 minutes of uninterrupted reading daily.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Bobbi Moretto	Principal
Johanna Lane	Parent
Melanie Mohammed	Teacher
Nancy Vaughn	Teacher
Jennifer Konz	Teacher
Allison Moyel	Teacher
Kristin Minch	Parent
Lisa Kronhaus	Parent
Maria Marinas	Education Support Employee
Marlo Scott	Parent
Nancy Datlof	Business/Community
Odemaris Fernandez-Rivera	Parent
Sharron Logsdon	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

The School Advisory Council (SAC) reviews and continually discusses the progress of students and the school in meeting the goals set each year. Strategies and support required of the strategies is reviewed at the monthly SAC meetings.

Development of this school improvement plan

SAC discusses the SIP, provides input regarding goals and strategies included in the SIP and they approve the final SIP. They also support teachers and students throughout the year in their effort to maintain high levels of achievement on all assessments. As a Five Star School, our new initiative for FY15 is to apply for the "Green Schools" program.

Preparation of the school's annual budget and plan

The SAC reviews the submitted budget for the SIP. The priorities of the budget include the following: payment for tutorial programs for students in the intermediate grades based upon standardized test results, a stipend of $500 for the School Based Team Coordinator, substitute coverage so teachers may attend professional development activities.

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

No funds were allocated to schools by the state last year. Any funds that were in the account provided a stipend of $500 for the SBT coordinator. Funding was available for tutorial pay for teachers of identified intermediate students in preparation for FCAT. However, other funds were utilized in order to keep the account for emergency use. The tutorial program did cost $2,636.76 and

was paid by a grant and lease (Grant = $1226.40 and Lease = $1410.36).
The FY15 budget is $8954.00.

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
Moretto, Bobbi	Principal
DiPietro, Toni	Assistant Principal
Zukoski, Wendi	Teacher, K-12
Jabcuga, Krista	Teacher, K-12
Ostrowski, Kelly	Teacher, K-12
Rogers, Andrea	Teacher, K-12
Mohammed, Melanie	Teacher, K-12
Matteodo, Jennifer	Instructional Media
King, Kelly	Teacher, K-12
Balassone, Amy	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT consists of: Bobbi Moretto, Principal, Toni DiPietro, Assistant Principal, Wendi Zukoski, Krista Jabcuga, Kelly Ostrowski, Andrea Rogers, Melanie Mohammed, Kelly King, Jennifer Matteodo and Amy Balassone. The K-5 assessment data and FCAT 2.0 results will be used to set reading goals for the school. The District roll-out of the Scholastic Balanced Literacy Program will continue this year. Additionally, the following programs will be used to provide incentives for students to read: Sunshine State Readers Program (3-5), The Florida Reading Association (FRA) (K-2), Book Clubs, Scholastic Summer Challenge Reading for the World Record, and the Reading Counts program.

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

Learning Team meetings are scheduled twice per month per team. During Learning Team meetings teachers share specific strategies that have proven to improve student growth. They also share best practices learned at workshops they have attended focusing on various content areas. Teachers also have one day per week to collaboratively plan lessons with colleagues.

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

Regular meetings of new teachers with principal, partnering new teachers with veteran staff, soliciting referrals from current employees and attend district job fairs.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
Every new teacher is mentored by a clinical education trained teacher on the same or similar grade level/ department. In addition to the clinical education mentor, a buddy is assigned for added support. This enables new faculty members to have more than one person to receive support from throughout the year.

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

Coral Reef creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

The Leveled Literacy Intervention (LLI) system provides explicit intensive supplementary daily lessons with a low teacher student ratio. The teacher is well trained and communicates with the regular classroom teacher and parent(s) on a regular, consistent basis. Students work on comprehension, fluency and vocabulary development. In addition, meetings are held on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards for their grade level. Teacher schedules are created by administration with an uninterrupted 90 minute reading block and provide time for iii instruction based on the students' needs. Student progress is monitored for their class and grade level during Learning Team Meetings. Teachers conduct data chats with their students and choose methods of instruction based on the needs of their students.

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: After School Program
Minutes added to school year: 0

Students are provided the opportunity to participate in many after school enrichment activities such as, Music Club, Chess Club, Chorus, Debate Club, Drama Club, Book Club and Mind Games.

Strategy Rationale

Participation in these enrichment activities stimulates the verbal/linguistic, musical/rhythmic and Interpersonal & Intrapersonal intelligence of our students in order to foster development of the whole person.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Moretto, Bobbi, bobbi.moretto@palmbeachschools.org

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

N/A

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

Coral Reef has a staggered start for incoming Kindergarten students. Parents are encouraged to bring children to Coral Reef before school starts for a tour and for a brief academic assessment.

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

Coral Reef has a school-wide Career Week planned and implemented by the Guidance Committee. All grade levels K-5 participate in Career Education classroom lessons and listen to speakers from the community and local businesses as they share information about specific careers throughout the week. On-line, grade level specific activities are provided to teachers to utilize in the classroom to promote and reinforce career awareness.

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.   Increase FY15 reading proficiency to 78% from 73% in FY14.

G2.   Increase FY15 math proficiency to 82% from 77% in FY14.

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. Increase FY15 reading proficiency to 78% from 73% in FY14. `1a`

Targets Supported `1b`

🔍 G036734

Indicator	Annual Target
	78.0

Resources Available to Support the Goal `2`

- Scholastic Reading Program

- Remediation Programs: Wilson, Fundations, A to Z Reading Program, Leveled Literacy Instruction (LLI)

- Primary and Intermediate Literacy Coaches

- Supplemental Academic Instruction (SAI) Teacher

Targeted Barriers to Achieving the Goal `3`

- Unpacking New State Standards

- Student Accountability for Learning

Plan to Monitor Progress Toward G1. `8`

Standardized report cards, diagnostics, Performance Matters Data and chapter/unit assessments will be reviewed at collaborative team meetings and LTMs.

Person Responsible

Bobbi Moretto

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

LTM Summary Forms with Student Work Samples and Identified Standards Included

G2. Increase FY15 math proficiency to 82% from 77% in FY14. `1a`

Targets Supported `1b`

🔍 G036735

Indicator	Annual Target
	82.0

Resources Available to Support the Goal `2`

- CCSS Go Math Series

- Florida State Standards

- District provided resources

Targeted Barriers to Achieving the Goal `3`

- Implementing the FL Math standards

Plan to Monitor Progress Toward G2. `8`

LTM data discussions including Student Data Notebooks, Student Portfolios maintained by teachers and Team Collaboration utilizing Common Assessments/Assignments with Standards Noted

Person Responsible

Schedule
Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion
LTM Summary Forms with Student Work Sample and Identified Standards Included, Performance Matters Data Reports

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. Increase FY15 reading proficiency to 78% from 73% in FY14. `1`

🔍 G036734

G1.B1 Unpacking New State Standards `2`

🔍 B088003

G1.B1.S1 Differentiated professional development for all teachers with coaching from administration. `4`

🔍 S098721

Strategy Rationale

Collaboration and unpacking of standards will be used to assist teachers in developing and implementing scales with clear targets.

Action Step 1 `5`

Professional Development will be provided to unpack new state standards.

Person Responsible

Bobbi Moretto

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Professional Development Agendas from LTMs and Trainings

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

Teacher tracking of specific students benchmark progress

Person Responsible

Bobbi Moretto

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Classroom observations informally and in iObservation and individual teacher deliberate practice plans

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

Teacher benchmark tracking through student portfolios and standards based report card

Person Responsible

Bobbi Moretto

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Classroom assignments/assessments including teacher made and district provided Multiple and Individual Standards, ex: Performance Matters, Diagnostics, Chapter and Unit Tests

G1.B1.S2 Provide small group reading remediation for targeted intermediate students. 4

🔍 S111874

Strategy Rationale

Small group instruction after school will provide more time for identified students to master reading concepts.

Action Step 1 5

Intermediate students will participate in additional after school reading instruction.

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 1/12/2015 to 3/13/2015

Evidence of Completion

Scholastic Reading Inventory (SRI) Post Assessments will demonstrate growth in reading proficiency.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teachers will provide small group reading instruction for students.

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 12/15/2014 to 3/13/2015

Evidence of Completion

Teacher lesson plans, student attendance and pre/post SRI scores will be used to monitor the program.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Formative assessments will be administered weekly by the teacher.

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 12/15/2014 to 3/13/2015

Evidence of Completion

Administrative review of the Formative assessment progress.

G1.B2 Student Accountability for Learning `2`

🔑 B088004

G1.B2.S1 K-5 Students will maintain data notebooks and set academic goals K-5 `4`

🔑 S098722

Strategy Rationale

Per John Hattie, goal setting and metacognition skills are statistically significant strategies proven to have visible impacts on student growth as each strategy helps them to have an awareness and understanding of their own thought processes.

Action Step 1 `5`

Students will write academic goals each trimester and students will reflect upon what they have learned or changed their thinking about at least once per week related to an academic subject.

Person Responsible

Bobbi Moretto

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Individual SPLASH Folders with Goal Sheet and Reflections

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

SPLASH Notebooks will be reviewed with students during walkthroughs.

Person Responsible

Bobbi Moretto

Schedule

Biweekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Checklist of SPLASH Notebooks reviewed during walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

SPLASH Notebooks will be reviewed with teachers at LTMs

Person Responsible

Bobbi Moretto

Schedule

Every 2 Months, from 10/1/2014 to 6/5/2015

Evidence of Completion

LTM discussions with teachers and meetings notes for positives and next steps each time shared back with the faculty.

G2. Increase FY15 math proficiency to 82% from 77% in FY14. [1]

G036735

G2.B1 Implementing the FL Math standards [2]

B099055

G2.B1.S1 Differentiated District provided professional development for all teachers with coaching from Administration. [4]

S110416

Strategy Rationale

Student mastery of standards

Action Step 1 [5]

Teachers will participate in ongoing Professional Development throughout the school year.

Person Responsible

Bobbi Moretto

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Schedule and calendars of Professional Development and student mastery of standards

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

Schedules and calendars of professional development.

Person Responsible

Bobbi Moretto

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Standards tracking result of mastery

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

Schedules, calendars, data notebooks and portfolios

Person Responsible

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Individual teacher standards tracking

G2.B1.S2 Tracking individual progress per standard `4`

🔑 S110539

Strategy Rationale

To ensure learning growth

Action Step 1 `5`

Tracking student progress and learning growth per standard in Math

Person Responsible

Bobbi Moretto

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Standards based Report Card and student portfolios

<div style="background:#C9A227">**Plan to Monitor Fidelity of Implementation of G2.B1.S2** `6`</div>

LTM data discussions will occur monthly,Math Logs, and Team Collaboration weekly to discuss best practices for Common Assessments/Assignments and ways to collect evidence for the standards

Person Responsible

Bobbi Moretto

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

Individual teacher standards tracking, student work samples, Performance Matters data reports, and standards based report cards

<div style="background:#C9A227">**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** `7`</div>

LTM's, walk-throughs, corrective feedback, coaching, diagnostics, EDW/Performance Matters Data

Person Responsible

Bobbi Moretto

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

LTM discussions about alignment of portfolio work with diagnostic results and report cards as a topic with teacher groups.

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	Professional Development will be provided to unpack new state standards.	Moretto, Bobbi	9/15/2014	Professional Development Agendas from LTMs and Trainings	6/5/2015 monthly
G1.B2.S1.A1	Students will write academic goals each trimester and students will reflect upon what they have learned or changed their thinking about at least once per week related to an academic subject.	Moretto, Bobbi	9/15/2014	Individual SPLASH Folders with Goal Sheet and Reflections	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Teachers will participate in ongoing Professional Development throughout the school year.	Moretto, Bobbi	9/15/2014	Schedule and calendars of Professional Development and student mastery of standards	6/5/2015 every-2-months
G2.B1.S2.A1	Tracking student progress and learning growth per standard in Math	Moretto, Bobbi	9/15/2014	Standards based Report Card and student portfolios	6/5/2015 every-2-months
G1.B1.S2.A1	Intermediate students will participate in additional after school reading instruction.	Moretto, Bobbi	1/12/2015	Scholastic Reading Inventory (SRI) Post Assessments will demonstrate growth in reading proficiency.	3/13/2015 weekly
G1.MA1	Standardized report cards, diagnostics, Performance Matters Data and chapter/unit assessments will be reviewed at collaborative team meetings and LTMs.	Moretto, Bobbi	9/1/2014	LTM Summary Forms with Student Work Samples and Identified Standards Included	6/5/2015 biweekly
G1.B1.S1.MA1	Teacher benchmark tracking through student portfolios and standards based report card	Moretto, Bobbi	9/15/2014	Classroom assignments/assessments including teacher made and district provided Multiple and Individual Standards, ex: Performance Matters, Diagnostics, Chapter and Unit Tests	6/5/2015 biweekly
G1.B1.S1.MA1	Teacher tracking of specific students benchmark progress	Moretto, Bobbi	9/15/2014	Classroom observations informally and in iObservation and individual teacher deliberate practice plans	6/5/2015 biweekly
G1.B2.S1.MA1	SPLASH Notebooks will be reviewed with teachers at LTMs	Moretto, Bobbi	10/1/2014	LTM discussions with teachers and meetings notes for positives and next steps each time shared back with the faculty.	6/5/2015 every-2-months
G1.B2.S1.MA1	SPLASH Notebooks will be reviewed with students during walkthroughs.	Moretto, Bobbi	10/1/2014	Checklist of SPLASH Notebooks reviewed during walkthroughs.	6/5/2015 biweekly
G1.B1.S2.MA1	Formative assessments will be administered weekly by the teacher.	Moretto, Bobbi	12/15/2014	Administrative review of the Formative assessment progress.	3/13/2015 weekly
G1.B1.S2.MA1	Teachers will provide small group reading instruction for students.	Moretto, Bobbi	12/15/2014	Teacher lesson plans, student attendance and pre/post SRI scores will be used to monitor the program.	3/13/2015 weekly
G2.MA1	LTM data discussions including Student Data Notebooks, Student Portfolios maintained by teachers and Team Collaboration utilizing Common Assessments/Assignments with Standards Noted		9/15/2014	LTM Summary Forms with Student Work Sample and Identified Standards Included, Performance Matters Data Reports	6/5/2015 every-2-months
G2.B1.S1.MA1	Schedules, calendars, data notebooks and portfolios		9/15/2014	Individual teacher standards tracking	6/5/2015 every-2-months
G2.B1.S1.MA1	Schedules and calendars of professional development.	Moretto, Bobbi	9/15/2014	Standards tracking result of mastery	6/5/2015 every-2-months
G2.B1.S2.MA1	LTM's, walk-throughs, corrective feedback, coaching, diagnostics, EDW/Performance Matters Data	Moretto, Bobbi	9/15/2014	LTM discussions about alignment of portfolio work with diagnostic results and report cards as a topic with teacher groups.	6/5/2015 every-2-months
G2.B1.S2.MA1	LTM data discussions will occur monthly,Math Logs, and Team Collaboration weekly to discuss best practices for Common Assessments/ Assignments and ways to collect evidence for the standards	Moretto, Bobbi	9/15/2014	Individual teacher standards tracking, student work samples, Performance Matters data reports, and standards based report cards	6/5/2015 every-2-months

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 Opportuntities

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

G1. Increase FY15 reading proficiency to 78% from 73% in FY14.

G1.B1 Unpacking New State Standards

G1.B1.S1 Differentiated professional development for all teachers with coaching from administration.

PD Opportunity 1

Professional Development will be provided to unpack new state standards.

Facilitator

Administration and Literacy Coaches

Participants

Administration and Classroom Teachers

Schedule

Monthly, from 9/15/2014 to 6/5/2015

G1.B2 Student Accountability for Learning

G1.B2.S1 K-5 Students will maintain data notebooks and set academic goals K-5

PD Opportunity 1

Students will write academic goals each trimester and students will reflect upon what they have learned or changed their thinking about at least once per week related to an academic subject.

Facilitator

Principal and Assistant Principal

Participants

Teachers at LTMs and Students at Grade Level Assemblies

Schedule

Weekly, from 9/15/2014 to 6/5/2015

G2. Increase FY15 math proficiency to 82% from 77% in FY14.

G2.B1 Implementing the FL Math standards

G2.B1.S1 Differentiated District provided professional development for all teachers with coaching from Administration.

PD Opportunity 1

Teachers will participate in ongoing Professional Development throughout the school year.

Facilitator

School District personnel and Administration

Participants

Teachers and Administration

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

G2.B1.S2 Tracking individual progress per standard

PD Opportunity 1

Tracking student progress and learning growth per standard in Math

Facilitator

School District personnel and administration

Participants

Teachers and Administration

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase FY15 reading proficiency to 78% from 73% in FY14.	3,500
Goal 2: Increase FY15 math proficiency to 82% from 77% in FY14.	3,500
Grand Total	**7,000**

Goal 1: Increase FY15 reading proficiency to 78% from 73% in FY14.		
Description	**Source**	**Total**
B1.S1.A1 - Substitute Coverage for professional development opportunities	School Improvement Funds	1,000
B1.S1.A1 - Annual School Based Team Stipend for Coordinator.	School Improvement Funds	500
B1.S2.A1 - After school reading tutorial for intermediate students.	School Improvement Funds	1,500
B2.S1.A1 - Copy Paper	School Improvement Funds	500
Total Goal 1		**3,500**

Goal 2: Increase FY15 math proficiency to 82% from 77% in FY14.		
Description	**Source**	**Total**
B1.S1.A1 - Substitute coverage for PD	School Improvement Funds	1,000
B1.S2.A1 - Substitute coverage as needed for PD	School Improvement Funds	1,000
B1.S2.A1 - Tutoring payment for after school small group math instruction per standard for identified intermediate students.	School Improvement Funds	1,500
Total Goal 2		**3,500**