

Greenacres Elementary School

405 JACKSON AVE, Greenacres, FL 33463

www.edline.net/pages/greenacres_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

In a child-centered school program, our mission is to develop students' intellectual, social, physical and moral growth in order to provide society with literate, productive and responsible citizens.

Provide the school's vision statement

At Greenacres Elementary, Bulldogs B.A.R.K. to provide each child with individualized strong academic fundamentals while prioritizing their safety and well being:

- *staff and students are taught to Be safe
- *staff and students focus on Achieving
- *staff and students are Responsible
- *staff and students are Kind

School Environment

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

At Greenacres Elementary the teachers infuse the following content required by Florida Statue 1003.42(2) and S.B. Policy 2.09(8)(b):

- *History of the Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

Greenacres Elementary has been endorsed as an International Spanish Academy. This endorsement facilitates the school's participation in a teacher exchange program from Spain. This practice contributes to the continuing learning about our students' cultural backgrounds.

On campus "relationship experts" (SBT, 'Who Squad', counselors, Mentoring Committee) implement and support staff on evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice or equity gaps.

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

Greenacres Elementary's SwPBS Team provides all stakeholders (staff, students, parents) with professional development on the B.A.R.K. (Be Safe; Achieve; Respectful; Kind) shared values. The purpose of our B.A.R.K. values is to provide all stakeholders with a matrix of expectations and behaviors while in the classroom, hallways, and cafeteria. Learning strategies, social behaviors, and self management skills are emphasized school wide on a daily basis . B.A.R.K. is also used in the after school program and 21st Century.

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

Greenacres Elementary's B.A.R.K. (Be Safe; Achieve; Respectful; Kind) guidelines provide students and teachers with a list of expectations and behaviors while in the classrooms, hallway, and cafeteria. The behavior guidelines are explicitly taught to teachers and students at the beginning of the school year. Whenever a student is being redirected or provided with positive feedback, staff members are expected to remind students of the B.A.R.K. guidelines that apply to the situation. Posters and visual aids are posted throughout the school to remind teachers and students of the expected behaviors. The SwPBS Team provides support to the classrooms as needed throughout the school year.

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

Greenacres Elementary's School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Team Liaisons facilitate the communication between SBT and the teachers. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support.

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

*EDW is utilized to identify students who have attendance, behavioral or academic concerns
*Students earning 5 excused or unexcused absences are monitored for potential truancy. The school has identified a series of interventions to assist the student and the parent from missing instructional time. If the problem persists, the School Based Team follows through with more intensive interventions and/or refers the case to the Area Office.

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	19	24	19	16	12	17	107
One or more suspensions	0	1	2	2	10	6	21
Course failure in ELA or Math	31	65	59	61	56	47	319
Level 1 on statewide assessment	40	32	26	0	0	0	98
	0	0	0	0	0	0	

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	10	11	18	42	33	29	143

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

- *Common Planning
- *Reading Plus;SAI; iii; LLI in English and Spanish; Foundations; Wilson
- *Learning Team Meetings
- *Data Chats/Discussions
- *Extended School Day
- *Notification procedures to parents
- *Implementing and developing a counseling plan

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

- *GES solicits feedback from parents through the Parent Involvement Plan, Meet The Teacher, Curriculum Night, and Title 1 Parent Night.
- *Teachers and administration are introduced to families through Meet The Teacher, Curriculum Night, Title 1 Parent Night, and multiple grade level activities that involve family participation.
- *GES offers parent training once a month. During these sessions parents receive information on how to support their students' education.
- *GES informs parents of their students' academic progress by adhering to the district's reporting calendar, parent phone calls, and parent-teacher conferences.
- *GES has partnered with the Adult & Community Education offices to provide parents with a family literacy program. The program provides educational services to the family adult and preschool age children.
- *GES fosters positive communication and services between parents and staff.

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

- *GES has partnered with the Adult & Community Education office to provide parents with a family literacy program. The program provides educational services to both the adult and preschool age children.
- *GES builds strong partnerships with business partners. GES has a recognition system that consistently builds and sustains these relationships.

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
Patterson, Melissa	Principal
PEREZ, DIANA	Assistant Principal

Duties

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

A. Principal

1. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other district goals.
2. Provides proactive, comprehensive and facilitative leadership for the school in the planning and implementation of school improvement initiatives, including implementing a challenging curriculum.
3. Oversees from an administrative point of view the daily operation of the school.
4. Observes teacher performance and provides assistance to individual teachers in an effort to improve classroom instruction and student performance.
5. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.
6. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
7. Enhances the decision-making capabilities of all school-based personnel through involvement of staff and faculty. Develops new skills and approaches to implement the school improvement and accountability.
8. Encourages increased involvement by parents, businesses and other community interests through partnerships designed to achieve both management and academic improvement and accountability.
9. Gathers, analyzes and uses data from varied and multiple sources to form concepts and hypotheses, and to consider alternatives.
10. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.
11. Supervises the school's food, transportation, maintenance, facility and support services.
12. Provides a clean, safe and nurturing school environment.
13. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
14. Coordinates community activities relevant to the school within the school area.
15. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
16. Emphasizes increased literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages.
17. Focuses on improved achievement for all students at the school center, with emphasis on quartile one students.

B. Assistant Principal:

1. The Assistant Principal assists the Principal in planning, organizing and administering all functions essential to the operation of a responsive, effective and efficient instructional environment that provides maximum opportunity for student growth and achievement.
2. Assists in the development of a meaningful School Improvement Plan which incorporates new skills and approaches to implement the school improvement process.
3. Provides proactive, comprehensive and facilitative leadership for the school in the planning and

implementation of school improvement initiatives.

4. Works collaboratively with the Principal, School Advisory Council, teachers, department heads and other administrators to achieve district goals and objectives.

5. Assists the Principal in the assignment, training, supervision and evaluation of school-based personnel.

6. Gathers, analyzes and uses data from varied and multiple sources to form concepts and hypotheses and to consider alternatives.

7. Provides effective communication with and seeks input from parents, teachers, students and the community.

8. Encourages increased involvement by parents, businesses and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

9. Assists the Principal in planning and preparing the school's budget.

10. Assists in providing a clean, safe and nurturing school environment.

11. Assists in coordinating community activities relevant to the school within the school area.

12. Keeps abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.

13. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.

14. Emphasizes increased literacy in reading, writing, and mathematics for all students, including students in Exceptional Student Education and English for Speakers of Other Languages.

15. Focuses on improved achievement for all students at the school center with emphasis on quartile one students.

C. ESE Contact/ SBT Chair

-schedules SBT meetings

- collects initial referrals from staff/ parents/ agencies

-collects data

-coordinates case liaison rosters

- facilitates MTSS/Rtl plan development

-supports case liaisons in accessing materials needed to monitor fidelity of intervention

- maintains documentation

- leads team in analysis of individual cases.

-facilitates IEP meetings

D. ELL contact, school psychologist, classroom teachers,reading/math coaches, and school counselors are

additional members of the School Based Team (SBT) who assist in implementing Rtl processes, and conducting an assessment of Rtl student progress and of skills of school staff.

E. The school-based MTSS/ Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help

develop the SIP. Utilizing the previous year's data,information on Tier 1,Tier 2, and Tier 3 targets and focus attention on deficient areas to be discussed. Topics of discussion include but are not limited to are

subgroups, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services.

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 Rtl Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 core instruction is in place, the team will identify students who are not

meeting identified academic targets. The identified students will be referred to the School-based Leadership Team.

The School Based Team (SBT) will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284A) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the Interventionist (e.g. teacher, RtI/Inclusion Facilitator, School Counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed.
4. Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. Specifically, the state legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Title I

The use of Title I funds are focused on needs at the school level within general guidelines from the State

and District level. Title I funds are dedicated to improving the educational opportunities for all students by helping them:

- *succeed in the regular program;
- *attain grade-level proficiency;
- *improve academic achievement

GES uses Title 1 funds to purchase materials for students, materials for staff for professional development, and classroom supplies. GES also invests these funds for the salaries of the following supplemental positions: Literacy Coach, Math Coach, Literacy Resource Teacher. Title 1 funds provide students with academic deficiencies in Literacy and Mathematics through a modified extension of the instructional day.

School administration coordinates the investment processes of Title I funds in collaboration with the Area Office (as needed), the district office (once a month), the Instructional Team (weekly), the Team Leaders (once a month), and the parents (once a month). TITLE I, Part A

Literacy Resource Teacher

0.5 Literacy Resource Teacher

Math Resource Teacher

Supplemental instructional resources

Extended learning opportunities

Parental involvement resources to improve parent communication and build capacity

Professional development opportunities

District Support through Title I, Parts A

Area support teams

MTSS

Reading Coach

Reading Interventionist/LLI

Literacy cohort support

Second Grade Academy

Pre-K units

UF STEM partnership

District Support through Title I, Part C

Services for migrant students

District Support through Title II Funding

Area support teams

Curriculum support

Reading Interventionist/LLI

Literacy cohort training

Marzano training and online support

Leadership development through Aspiring Leader's Academy

Alternative Certification Program

MTSS professional development

TITLE X

Services of a district-wide Pre-K to grade 12 Homeless Education Assistance Resource Team (HEART) to

- Inform parents, guardians, or youth of educational rights
- Link homeless students with educational and other services, which can include preschool, health, medical, dental, mental health, and substance abuse
- Alert parents/guardians/or youth of academic tutoring opportunities when available and needed
- Provide school supplies and, if needed, school uniforms and toiletries
- Coordinate District Transportation services to maintain home school stability when requested and feasible
- Ensure Free School Meals (free breakfast and lunch)
- Attend School-Based Team meetings to garner additional student supports
- Provide outreach services to students living in shelters, motels, and other temporary residences
- Assist with summer camp and summer enrichment opportunities
- Facilitate parental involvement specifically oriented to reaching out to parents of homeless students
- Collaborate with other District programs and community agencies to meet additional individual needs of homeless children and youth

Adult Education

Family Impact – Teaching English to non-native English speakers with Pre-K program

Safe Schools

SWPB Support

Nutrition Programs – free breakfast for all students

SAI funds provide a teacher to work with the lowest 25% of students in grades 2-4

ESOL – SESOL Teacher provides LLI services to the lowest 25% of ESOL students

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melissa Patterson	Principal
Debra Harnois	Teacher
Diana Gonzalez	Education Support Employee
Deborah Bengtson	Teacher
Marangeli Delgado	Education Support Employee
Mellicia Hall	Parent
Argelia Uriostegui	Parent
Erlina Flores	Parent
Martha Ruiz	Parent
Hecilda Orellana	Parent
Flor Chavez	Parent
Debby Heger	Business/Community

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 staff will be presented with the data from last years School Improvement Plan during preschool. The School Advisory Council (SAC) will have the opportunity to evaluate last year's School Improvement Plan at the first SAC meeting of the current year. At both meetings, the SAC Chair and administration will share last year's goals and data where participants will be able to analyze data from programs in place from the previous year, determine the effectiveness of these programs and staff development and compare data from state assessments.

Development of this school improvement plan

The School Improvement Plan will be presented to the staff and School Advisory Council for input. Participants will have an opportunity to review and offer suggestions for improvement based on the needs of the school.

Preparation of the school's annual budget and plan

The annual budget will be presented at a faculty meeting and at the first SAC meeting of the current year. The principal and assistant principal together with the Leadership Team will discuss the best use of funds to meet the needs of all of the students at Greenacres.

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

The use of SAC funds(\$4,126.00) allocated for FY 14 was used for a \$500 stipend for the SBT/Rtl Facilitator and the purchase of a math computer program called iXL, \$2,800 for grades 1-5. The balance was used as determined by SAC for student achievement, i.e. student recognition.

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
Patterson, Melissa	Principal
PEREZ, DIANA	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

GES' LLT includes two Literacy Coaches/Resource Teachers, one Resource Teacher, an SAI Teacher, an ESE Coordinator, an ESOL Coordinator, and school administrators. The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers and writers, both at school and at home. This is a continuous process throughout the entire school year. The major initiatives will be to address the learning gains for the lowest 25% in reading in grades 3-5, increase the number of proficient students in writing in grades K-5, support reading and writing teachers in grades K-5, and building vocabulary strategies in grades 3-5.

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 (LTM) and Common Planning Sessions are two various venues used at GES to encourage positive working relationships among teachers. This year's Title 1 budget has been designed to support Common Planning Sessions for grades K-5 throughout the school year. The master board has been designed to support weekly LTMs. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Utilize the Department of Recruitment and Retention guidance on all hiring and placement procedures
2. Hiring highly qualified teachers and certified-in-field teachers as required for every position
3. Supporting and providing professional development opportunities that improve the knowledge of teachers in one or more of the core academic subjects that the teachers teach
4. Supporting and providing professional development opportunities of all instructional personnel in the areas of:
 - a. effective instructional strategies, methods, and skills;
 - b. use of challenging state academic content standards and student academic achievement standards;
 - c. use of state assessments to improve teaching practices and student academic achievement
5. Supporting and participating in collaborative groups of teachers and administrators
6. Supporting and providing training opportunities on how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs

- (including students who are gifted and talented), and students with limited English proficiency
7. Supporting and providing training opportunities in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles
 8. Implementing and participating in teacher recognition programs at the school, district, and state level
 9. Supporting and implementing a 'buddy' system and the district's mentoring program for all new hires
 10. Supporting and implementing a school buddy system for any teacher in need of assistance in the following areas: academic, discipline, parent involvement, professional development
 11. Providing all teachers with access to school and district academic coaches on a daily basis
- Person Responsible: Administration

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

All new educators that meet district criteria for the Educator Support Program (ESP) are assigned a mentor and buddy teacher. Each new educator is paired with a teacher who has the same or similar teaching assignments. The mentor assists the new educator with the preparation of lesson plans, demonstrating or modeling lessons as needed, coaching, feedback and the Marzano Educator Observation and Evaluation System. The new educators have the opportunity to observe in other classrooms and participate in district and school based professional development and meet with the Assistant Principal monthly or as needed to discuss effective teaching strategies, management, organizational skills and any other concerns they may have.

Teachers new to the school and not in the Educator Support Program are also assigned a mentor to assist with policies, procedures, effective teaching strategies, management, organizational skills and any other concerns they may have.

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

GES' instructional programs and materials have been adopted or reviewed by district instructional staff to ensure alignment with the state standards. GES faculty also participates in ongoing Learning Team Meetings, grade level meetings, and professional development opportunities to unpack the state standards and uses Learning Village for the literacy Units of Study, math, science, and social studies. Additionally, GES faculty participates in ongoing professional development on how to implement best teaching practices.

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

GES uses academic or behavioral data to refer students to the School Based Team for consideration of specific services that would best address the learning needs of the student. The School Based Team monitors and supports the student, parents, and teachers on approved instructional services. Additionally, teachers receive training and support on differentiated instruction for students who are considerably below grade level, approaching or meeting grade level expectations, and above grade level. It is GES mission to support all students no matter what their academic or proficiency level is. The following are examples of how instruction is supplemented to assist students at various levels of

proficiency as measured by the state assessments:

*LTMs are scheduled on a weekly basis to discuss literacy instruction and math instruction in grades K-5. Students data is analyzed and best teaching practices are discussed.

*All teachers use the balanced literacy approach during whole group instruction and small group instruction.

*Students participate in iii based on their needs.

*Students participate in enrichment activities and instruction based on their needs.

*Assessments are benchmark focused.

*Students are regularly monitored for mastery of standards.

*ESE and ESOL students receive instruction through push-in model to ensure the delivery of instruction in the least restrictive environment while maintaining instructional momentum.

*Methods of instruction is chosen based on student needs.

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: 48,600

STEAM (Science, Technology, Engineering, Arts, Math): Grades K-5

The strategy is to

- *use 5E Learning Cycle (engage, explore, explain, elaborate, evaluate)
- *align with District Scope and Sequence as well as Common Core Standards
- *explore in a cooperative learning environment
- *provide daily hands on activities and experiments

Explore Literacy K-3 is to

- *aligned lessons with Florida Standards for Reading.
- *incorporate engaging fiction and non-fiction read alouds that build on prior knowledge.
- *build fluency using age appropriate Reader's Theater.
- *provide students with daily hands on activities and projects.
- *supplement lessons with technology extensions for further understanding.

Give Em A Boost K-5 is to

- *utilize SPARK Physical Education, Camp Boost and Food Explorations.
- *increase physical activities, maintain physical fitness and develop social skills.
- *develop skills and attitudes needed to lead healthier lives.
- *focus on nutrition education.

21st CCLC

The strategy is to

- *differentiate instruction to accommodate various learning styles
- *use daily hands on activities and project-based instruction
- *provide real world experiences
- *incorporate multidisciplinary approach

After School Tutoring

The strategy is to

- *differentiate instruction to accommodate various learning styles
- *identify homogeneous groups of instruction in the areas of reading, writing, math, and science

Strategy Rationale

- *Core academic instruction
- *Enrichment
- *Teacher collaboration, planning, and professional development

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Patterson, Melissa, melissa.patterson@palmbeachschools.org

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

- Student work samples
- Classroom observations through walkthroughs

- Teacher feedback
- Benchmark assessments

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

The school offers an onsite VPK program in which the VPK and kindergarten teacher collaborate on readiness skills to assist VPK students with the transition to kindergarten. This year the Adult Education Center is sponsoring a program called Family Impact which also has a VPK component. All kindergarten students will transition into kindergarten using a staggered start. Florida Kindergarten Readiness Screener (FLKRS):

At the beginning of the school year all kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) to gather information on a child's overall development and to specifically address the readiness of each student for kindergarten based on VPK Education Standards. It is also used to calculate the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based on Florida's VPK Education Standards.

FLKRS includes Florida Assessments for Instruction in Reading (FAIR). This broad screening includes measures of letter naming and phonemic awareness which are included in the VPK Education Standards. This data is used to calculate a student's probability of success in reading score.

Fountas & Pinnell Literacy Assessment System:

The school uses Fountas & Pinnell Literacy Assessment System to assess early literacy behaviors and oral language in students. Through these assessments, data will be used to plan academic instruction for all students, groups of students or individual students who may need intervention beyond the core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and social emotional skills identified by screening the data. The Fountas & Pinnell Literacy Assessment System will be used on-going throughout the school year in order to determine learning gains and the need for changes to the instructional and interventions programs.

Kindergarten Round-Up:

Kindergarten Round-Up is provided once a year. Parents/Guardians are provided with a short training on Partners in Print. This is a program that guides parents on how to help your reader's at home. A review of the the readiness skills and assessments given during the first days of school are presented. Information of what kindergartners should know and do is also shared during the main presentation. The students are given the opportunity to visit with and spend time with a kindergarten class. The school also has a Family Resource Center for parent training that includes education for parents as well as early childhood education for the children. The parents and children who attend are within our SAC boundaries and transition into our kindergarten classes when they turn five and ready to start kindergarten. The school will visit with local preschools to discuss readiness for transitioning students.

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

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

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

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

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.** In grades 3-5, 72% of the students will show reading gains as measured by the 2015 Florida Standard Assessments.
- G2.** In grades 4-5, 70% of the students will earned a proficient score in the Writing state assessment.
- G3.** In grades 3-5, 73% of the students will show math gains as measured by the 2015 Florida Standard Assessments.

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. In grades 3-5, 72% of the students will show reading gains as measured by the 2015 Florida Standard Assessments. **1a**

G037466

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Reading - African American	55.0
AMO Reading - ED	58.0
AMO Reading - ELL	52.0
AMO Reading - Hispanic	59.0
AMO Reading - SWD	45.0
AMO Reading - White	59.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal **2**

- Primary Literacy Coach; Intermediate Literacy Resource Teacher; Literacy Resource Teacher; Teachers College Professional Developer; Area Literacy Support; District Literacy Support; classroom libraries in grades K-5; Reading Plus for grades 2-5; Imagine Learning for grades K-5; two ELL resource teachers; SAI Teacher; extended day 75% of the school year; reading tutoring; LLI materials and student reading backpacks; classroom supplies directly related to instruction (composition notebooks, highlighters, post it notes, chart paper); on grade level assessments; professional development literature and materials

Targeted Barriers to Achieving the Goal **3**

- The rigor of daily classroom instruction aligns to the FSA Item Specs
- The volume of low performing students affects how teachers differentiate their lessons

Plan to Monitor Progress Toward G1. **8**

Common assessments; RRRs; Reading Plus Reports will serve as indicators to monitor student reading gains.

Person Responsible

Melissa Patterson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common assessments; RRRs; Reading Plus Reports; reading notebooks; classroom observations

G2. In grades 4-5, 70% of the students will earned a proficient score in the Writing state assessment. 1a

G037467

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	30.0

Resources Available to Support the Goal 2

- Literacy Coaches; Literacy Support Teacher; content area notebooks; Literacy Cohorts; District Support Personnel

Targeted Barriers to Achieving the Goal 3

- Teacher capacity needs improvement
- Consistency of feedback among teachers

Plan to Monitor Progress Toward G2. 8

Students will demonstrate competence in their writing while following the district's unit lesson plans and the Writer's Workshop.

Person Responsible

Melissa Patterson

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

District diagnostic assessments; student notebooks; observations

G3. In grades 3-5, 73% of the students will show math gains as measured by the 2015 Florida Standard Assessments. **1a**

G037468

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Math - African American	57.0
AMO Math - ED	67.0
AMO Math - ELL	62.0
AMO Math - Hispanic	69.0
AMO Math - SWD	55.0
AMO Math - White	68.0
Math Gains	73.0
Math Lowest 25% Gains	78.0

Resources Available to Support the Goal **2**

- Math Resource Teacher; District Support Personnel; Florida Council of Teachers Mathematics (FCTM) Annual Conference; IXL Math Program; Think Central; Fast Math; Manipulatives and Hands-on-Activities from Math resource room; Versatiles

Targeted Barriers to Achieving the Goal **3**

- The rigor of daily classroom instruction aligns to the FSA Item Specs

Plan to Monitor Progress Toward G3. **8**

Diagnostic assessments, teacher made assessments will reflect student math gains.

Person Responsible

Melissa Patterson

Schedule

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

Evidence of Completion

Unit assessments, weekly assessments, diagnostics, student sample work

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. In grades 3-5, 72% of the students will show reading gains as measured by the 2015 Florida Standard Assessments. **1**

 G037466

G1.B2 The rigor of daily classroom instruction aligns to the FSA Item Specs **2**

 B092379

G1.B2.S1 Teachers will participate in common planning sessions. Each common planning session will focus on a unit of study as outlined by the district. **4**

 S103300

Strategy Rationale

The planning process will include a detailed discussion on the item specs that correspond to the unit of study benchmarks. As a result, teachers should be familiar with the question stems and question types that would best assess student mastery of the benchmarks.

Action Step 1 **5**

Common planning sessions by grade level will be regularly scheduled to match the districts unit of study professional development.

Person Responsible

Melissa Patterson

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Focus calendars; classroom observations; sign in sheets; agendas; common planning calendar

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

Administration will develop a common planning calendar and will follow up with classroom observations to monitor for implementation. Administration and support staff will facilitate each planning session with teacher input.

Person Responsible

Melissa Patterson

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common planning calendar; common assessments; agendas; RRRs; instructional focus calendars; teacher observations; teacher informal and formal feedback; student reading notebooks

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

Administration and support staff will facilitate all common planning sessions. Administration will observe classrooms to monitor implementation and follow up with data chats.

Person Responsible

Melissa Patterson

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Common planning calendar; common assessments; agendas; RRRs; instructional focus calendars; teacher observations; teacher informal and formal feedback; reading notebooks

G1.B3 The volume of low performing students affects how teachers differentiate their lessons **2**

 B092380

G1.B3.S1 Increase reading proficiency by providing supplemental reading support with literacy resource teachers, extended learning opportunities, Reading Plus and supplemental instructional materials. Low performing students will receive an additional hour of instruction 60% of the school year. This additional time will provide the teacher with opportunities to continue to differentiate instruction according to the students' needs. **4**

 S103937

Strategy Rationale

Additional instructional time will provide low performing students with the opportunity to participate in daily small group instruction focused on their individual needs.

Action Step 1 **5**

Identify the classrooms with the highest number of low performing students in reading for extended learning opportunities.

Person Responsible

Melissa Patterson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student attendance roster; RRRs; Reading Plus reports; reading notebooks; common assessments

Action Step 2 **5**

Literacy resource teachers will provide small group differentiated group instruction using data from Reading Plus Reports and RRR.

Person Responsible

Melissa Patterson

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Literacy resource teacher schedule, student data, Reading Plus Reports, RRR, teacher observations

Action Step 3 5

Staff developers from Teachers College will provide onsite professional developments for reading teachers.

Person Responsible

Melissa Patterson

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student attendance roster; RRRs; Reading Plus reports; reading notebooks; common assessments

Action Step 4 5

Ongoing parent trainings will be provided throughout the school year by the parent liaison, Coaches and Resource Teachers to inform parents of resources and strategies to assist their student at home.

Person Responsible

Melissa Patterson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student attendance roster; RRRs; Reading Plus reports; reading notebooks; common assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will utilize the additional instructional time to add two to three additional reading rotations to their small group instructional plan. Each rotation will provide the students with strategies and skills align to the benchmarks.

Person Responsible

Melissa Patterson

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observations; focus calendar; small group instruction rosters/rotations; faculty time sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will organize students into groups based on their academic needs. Teachers will plan for each rotation based on the student needs and the benchmark. As a result, students will demonstrate gains in reading.

Person Responsible

Melissa Patterson

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data chats; LTMs; observations; reading notebooks; RRRs; Reading Plus reports

G2. In grades 4-5, 70% of the students will earned a proficient score in the Writing state assessment. 1

 G037467

G2.B1 Teacher capacity needs improvement 2

 B090024

G2.B1.S1 Coaches and Literacy Resource Teachers will demonstrate, coach-in, and support teachers in the implementation of strategy groups and use classroom resources to support student instruction. 4

 S100769

Strategy Rationale

Teacher capacity will improve if they are provided with the appropriate support. As a result, the quality of instruction will improve and will align to the state benchmarks.

Action Step 1 5

Literacy Coaches and Resource Teachers will push into classrooms to assist with small group instruction and provide feedback to classroom teachers.

Person Responsible

Melissa Patterson

Schedule

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

Evidence of Completion

Palm Beach Performance Assessments, student writing notebooks accross curriculum, data chats with teachers and students, iObservation, Literacy Coaches and Resource Teachers' schedules

Action Step 2 5

All teachers will participate in Writing professional development offered by the district and school based support staff.

Person Responsible

Melissa Patterson

Schedule

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

Evidence of Completion

Palm Beach Performance Assessments, student writing notebooks, data chats with teachers and students, iObservation, Literacy Coaches and Resource Teachers' schedules

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

Administration and district support staff will meet with the school based support staff regularly for monitoring purposes.

Person Responsible

Melissa Patterson

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Data chats; weekly agendas

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

Administration will monitor the school based support staff schedules based on teacher needs.

Person Responsible

Melissa Patterson

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Observations; support staff schedules; weekly meeting debriefing sessions

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

Level of teacher and student competence in the classrooms will increase.

Person Responsible

Melissa Patterson

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student notebooks; district diagnostic assessments; data chats; observations

G2.B2 Consistency of feedback among teachers 2

 B090025

G2.B2.S1 Teachers will double score student Palm Beach Performance Assessment 4

 S100770

Strategy Rationale

Double scoring will facilitate in depth discussion on how to apply the state rubric

Action Step 1 5

GOAL #2 Teachers will collaborate during common planning and learning team meetings to create prescriptive feedback formula and attend school based and district professional development.

Person Responsible

Schedule

Evidence of Completion

Teacher feedback on student assessments and student journals, student data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Prescriptive feedback formula tool developed by each grade level

Person Responsible

Schedule

On 6/4/2015

Evidence of Completion

Prescriptive feedback formula tool developed by each grade level

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Prescriptive feedback formula tool developed by each grade level

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

Palm Beach Performance Assessments, Palm Beach Writes, FCAT Writes 2.0 (4th grade), teacher-made assessments, student journals, data chats with teachers and students, iObservation, Resource teacher's schedules

G3. In grades 3-5, 73% of the students will show math gains as measured by the 2015 Florida Standard Assessments. **1**

 G037468

G3.B1 The rigor of daily classroom instruction aligns to the FSA Item Specs **2**

 B090027

G3.B1.S1 Teachers will participate in guided common planning sessions. **4**

 S100771

Strategy Rationale

Guided common planning sessions will provide opportunities for the teachers to discuss the upcoming benchmarks, best teaching strategies, and the item specs.

Action Step 1 **5**

Administration and Math Resource Teacher coordinate regular common planning sessions.

Person Responsible

Melissa Patterson

Schedule

Every 6 Weeks, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson plans; resource teacher schedule; student notebooks; common planning sessions agendas

Action Step 2 **5**

Math resource teacher will provide small group differentiated group instruction using data.

Person Responsible

Melissa Patterson

Schedule

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

Evidence of Completion

Student notebooks, data chats, common assessments, diagnostics, LTM, common planning

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

Increase effective strategies during whole and small group instruction

Person Responsible

Melissa Patterson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, unit assessments, weekly assessments, diagnostics, student sample work

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

Teachers will plans and methods of instructions will reflect knowledge of the state benchmarks and item specs.

Person Responsible

Melissa Patterson

Schedule

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

Evidence of Completion

Unit assessments, weekly assessments, diagnostics, student sample work

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
G2.B1.S1.A1	Literacy Coaches and Resource Teachers will push into classrooms to assist with small group instruction and provide feedback to classroom teachers.	Patterson, Melissa	8/25/2014	Palm Beach Performance Assessments, student writing notebooks across curriculum, data chats with teachers and students, iObservation, Literacy Coaches and Resource Teachers' schedules	5/29/2015 weekly
G2.B2.S1.A1	GOAL #2 Teachers will collaborate during common planning and learning team meetings to create prescriptive feedback formula and attend school based and district professional development.		Teacher feedback on student assessments and student journals, student data	one-time	
G3.B1.S1.A1	Administration and Math Resource Teacher coordinate regular common planning sessions.	Patterson, Melissa	8/25/2014	Lesson plans; resource teacher schedule; student notebooks; common planning sessions agendas	5/29/2015 every-6-weeks

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Greenacres Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Common planning sessions by grade level will be regularly scheduled to match the districts unit of study professional development.	Patterson, Melissa	8/18/2014	Focus calendars; classroom observations; sign in sheets; agendas; common planning calendar	5/29/2015 every-6-weeks
G1.B3.S1.A1	Identify the classrooms with the highest number of low performing students in reading for extended learning opportunities.	Patterson, Melissa	8/18/2014	Student attendance roster; RRRs; Reading Plus reports; reading notebooks; common assessments	5/29/2015 monthly
G2.B1.S1.A2	All teachers will participate in Writing professional development offered by the district and school based support staff.	Patterson, Melissa	8/25/2014	Palm Beach Performance Assessments, student writing notebooks, data chats with teachers and students, iObservation, Literacy Coaches and Resource Teachers' schedules	5/29/2015 monthly
G1.B3.S1.A2	Literacy resource teachers will provide small group differentiated group instruction using data from Reading Plus Reports and RRR.	Patterson, Melissa	8/18/2014	Literacy resource teacher schedule, student data, Reading Plus Reports, RRR, teacher observations	5/29/2015 daily
G3.B1.S1.A2	Math resource teacher will provide small group differentiated group instruction using data.	Patterson, Melissa	8/25/2014	Student notebooks, data chats, common assessments, diagnostics, LTM, common planning	5/29/2015 daily
G1.B3.S1.A3	Staff developers from Teachers College will provide onsite professional developments for reading teachers.	Patterson, Melissa	8/18/2014	Student attendance roster; RRRs; Reading Plus reports; reading notebooks; common assessments	5/29/2015 every-6-weeks
G1.B3.S1.A4	Ongoing parent trainings will be provided throughout the school year by the parent liaison, Coaches and Resource Teachers to inform parents of resources and strategies to assist their student at home.	Patterson, Melissa	8/18/2014	Student attendance roster; RRRs; Reading Plus reports; reading notebooks; common assessments	5/29/2015 monthly
G1.MA1	Common assessments; RRRs; Reading Plus Reports will serve as indicators to monitor student reading gains.	Patterson, Melissa	8/18/2014	Common assessments; RRRs; Reading Plus Reports; reading notebooks; classroom observations	5/29/2015 monthly
G1.B2.S1.MA1	Administration and support staff will facilitate all common planning sessions. Administration will observe classrooms to monitor implementation and follow up with data chats.	Patterson, Melissa	8/18/2014	Common planning calendar; common assessments; agendas; RRRs; instructional focus calendars; teacher observations; teacher informal and formal feedback; reading notebooks	5/29/2015 every-6-weeks
G1.B2.S1.MA1	Administration will develop a common planning calendar and will follow up with classroom observations to monitor for implementation. Administration and support staff will facilitate each planning session with teacher input.	Patterson, Melissa	8/18/2014	Common planning calendar; common assessments; agendas; RRRs; instructional focus calendars; teacher observations; teacher informal and formal feedback; student reading notebooks	5/29/2015 every-6-weeks
G1.B3.S1.MA1	Teachers will organize students into groups based on their academic needs. Teachers will plan for each rotation based on the student needs and the benchmark. As a result, students will demonstrate gains in reading.	Patterson, Melissa	8/18/2014	Data chats; LTMs; observations; reading notebooks; RRRs; Reading Plus reports	5/29/2015 biweekly
G1.B3.S1.MA1	Teachers will utilize the additional instructional time to add two to three additional reading rotations to their small group instructional plan. Each rotation will provide the students with strategies and skills align to the benchmarks.	Patterson, Melissa	8/18/2014	Observations; focus calendar; small group instruction rosters/rotations; faculty time sheets	5/29/2015 daily
G2.MA1	Students will demonstrate competence in their writing while following the district's unit lesson plans and the Writer's Workshop.	Patterson, Melissa	8/18/2014	District diagnostic assessments; student notebooks; observations	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Level of teacher and student competence in the classrooms will increase.	Patterson, Melissa	8/11/2014	Student notebooks; district diagnostic assessments; data chats; observations	5/29/2015 weekly
G2.B1.S1.MA1	Administration and district support staff will meet with the school based support staff regularly for monitoring purposes.	Patterson, Melissa	8/11/2014	Data chats; weekly agendas	5/29/2015 weekly
G2.B1.S1.MA3	Administration will monitor the school based support staff schedules based on teacher needs.	Patterson, Melissa	8/11/2014	Observations; support staff schedules; weekly meeting debriefing sessions	5/29/2015 weekly
G2.B2.S1.MA1	Prescriptive feedback formula tool developed by each grade level		8/25/2014	Palm Beach Performance Assessments, Palm Beach Writes, FCAT Writes 2.0 (4th grade), teacher-made assessments, student journals, data chats with teachers and students, iObservation, Resource teacher's schedules	5/29/2015 one-time
G2.B2.S1.MA1	Prescriptive feedback formula tool developed by each grade level		8/18/2014	Prescriptive feedback formula tool developed by each grade level	6/4/2015 one-time
G3.MA1	Diagnostic assessments, teacher made assessments will reflect student math gains.	Patterson, Melissa	8/25/2014	Unit assessments, weekly assessments, diagnostics, student sample work	5/29/2015 biweekly
G3.B1.S1.MA1	Teachers will plans and methods of instructions will reflect knowledge of the state benchmarks and item specs.	Patterson, Melissa	8/25/2014	Unit assessments, weekly assessments, diagnostics, student sample work	5/29/2015 daily
G3.B1.S1.MA1	Increase effective strategies during whole and small group instruction	Patterson, Melissa	8/18/2014	Lesson plans, unit assessments, weekly assessments, diagnostics, student sample work	5/29/2015 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. In grades 3-5, 72% of the students will show reading gains as measured by the 2015 Florida Standard Assessments.

G1.B2 The rigor of daily classroom instruction aligns to the FSA Item Specs

G1.B2.S1 Teachers will participate in common planning sessions. Each common planning session will focus on a unit of study as outlined by the district.

PD Opportunity 1

Common planning sessions by grade level will be regularly scheduled to match the districts unit of study professional development.

Facilitator

Literacy coaches; area and district support staff

Participants

Literacy teachers in grades K-5

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

G1.B3 The volume of low performing students affects how teachers differentiate their lessons

G1.B3.S1 Increase reading proficiency by providing supplemental reading support with literacy resource teachers, extended learning opportunities, Reading Plus and supplemental instructional materials. Low performing students will receive an additional hour of instruction 60% of the school year. This additional time will provide the teacher with opportunities to continue to differentiate instruction according to the students' needs.

PD Opportunity 1

Staff developers from Teachers College will provide onsite professional developments for reading teachers.

Facilitator

TC Staff Developer

Participants

Reading Teachers

Schedule

Every 6 Weeks, from 8/18/2014 to 5/29/2015

G2. In grades 4-5, 70% of the students will earned a proficient score in the Writing state assessment.

G2.B1 Teacher capacity needs improvement

G2.B1.S1 Coaches and Literacy Resource Teachers will demonstrate, coach-in, and support teachers in the implementation of strategy groups and use classroom resources to support student instruction.

PD Opportunity 1

All teachers will participate in Writing professional development offered by the district and school based support staff.

Facilitator

District support staff and school based support staff

Participants

Teachers in grade 3-5, Literacy Coaches and Resource Teachers

Schedule

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

G2.B2 Consistency of feedback among teachers

G2.B2.S1 Teachers will double score student Palm Beach Performance Assessment

PD Opportunity 1

GOAL #2 Teachers will collaborate during common planning and learning team meetings to create prescriptive feedback formula and attend school based and district professional development.

Facilitator

Learning Team Facilitator, Reading Coaches, Writing Resource Teacher

Participants

K-5 Teachers, Resource Teachers, ESOL Teachers, ESE Teachers

Schedule

Budget Rollup

Summary	
Description	Total
Goal 1: In grades 3-5, 72% of the students will show reading gains as measured by the 2015 Florida Standard Assessments.	184,575
Goal 2: In grades 4-5, 70% of the students will earned a proficient score in the Writing state assessment.	0
Goal 3: In grades 3-5, 73% of the students will show math gains as measured by the 2015 Florida Standard Assessments.	67,973
Grand Total	252,548

Goal 1: In grades 3-5, 72% of the students will show reading gains as measured by the 2015 Florida Standard Assessments.

Description	Source	Total
B2.S1.A1 - Substitutes for common planning	Title I Part A	6,721
B2.S1.A1 - Professional development supplies to include paper and ink for EDW reports, Fountas and Pinnell Prompting Guides, chart paper, highlighters, post it notes, folders, binders, professional development books-What Great Teachers Do Differently	Title I Part A	1,410
B3.S1.A1 - Salary and benefits for tutorial	Title I Part A	46,663
B3.S1.A1 - Tutorial supplies to include paper, ink, pencils, expo markers, folders, LLI supplemental materials.	Title I Part A	4,060
B3.S1.A2 - Literacy Resource Teacher	Title I Part A	65,973
B3.S1.A2 - 0.5 Literacy Resource Teacher	Title I Part A	32,986
B3.S1.A2 - Reading Plus Online Subscriptions	Title I Part A	6,000
B3.S1.A3 - Consultants from Teachers College	Title I Part A	10,000
B3.S1.A3 - Substitutes for Teacher College PD	Title I Part A	6,721
B3.S1.A4 - Parent Training materials to include writing utensils, chart paper, markers, folders and books for home use. The training sessions will include refreshments.	Title I Part A	1,041
B3.S1.A4 - Paper and ink for parent communication	Title I Part A	3,000
Total Goal 1		184,575

Goal 2: In grades 4-5, 70% of the students will earned a proficient score in the Writing state assessment.

Description	Source	Total
B1.S1.A1		0
Total Goal 2		0

Goal 3: In grades 3-5, 73% of the students will show math gains as measured by the 2015 Florida Standard Assessments.

Description	Source	Total
B1.S1.A2 - Math Resource Teacher	Title I Part A	65,973
B1.S1.A2 - Supplemental math instructional materials to include composition notebooks, paper and ink for classroom use, math manipulatives, pencils	Title I Part A	2,000
Total Goal 3		67,973