

Del Prado Elementary School



2014-15 School Improvement Plan

Del Prado Elementary School

7900 DEL PRADO CIR N, Boca Raton, FL 33433

www.edline.net/pages/del_prado_elementary

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

29%

Alternative/ESE Center

No

Charter School

No

Minority

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	48
Appendix 2: Professional Development and Technical Assistance Outlines	51
Professional Development Opportunities	52
Technical Assistance Items	54
Appendix 3: Budget to Support Goals	55

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

Del Prado Elementary School will educate our students to be caring, self-motivated, resourceful, and creative. Our students will attain individual excellence and skills mastery enabling them to adapt and meet the demands to succeed throughout their educational career and beyond.

Provide the school's vision statement

The Del Prado teachers and parents, in cooperative partnership, are committed to fostering and enhancing our children's unique talents and creativity to develop involved citizens in a lifelong learning process. We have the courage to be different, the willingness to adapt, and the ability to be creative in the pursuit of excellence. Del Prado sets the standards for excellence in elementary education for forging partnerships based on trust and understanding.

School Environment

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

The Del Prado Elementary community embraces diversity and takes pride in acknowledging the various cultures that make up our student body. Our school's Multicultural Committee meets monthly to develop programs and activities that highlight the traditions and contributions of the various cultures within our school. School initiatives include:

- * Morning announcements in various languages in addition to English
- * Bulletin Boards celebrating diversity
- * Student projects
- * Guest speakers, dancers, and music
- * World Fest
- * Media Center displays
- * Videos for Edline and Facebook celebrating the 25 languages on campus
- * Robocalls and parents notices in other languages

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

Del Prado prides itself on safety first. Emergency drills are conducted regularly and meet district criteria.

We have in place a Crisis Intervention Team, as well as a Safety and Discipline Committee, both which address the safety needs of our student body. We enforce the "No bullying" policy and follow a single school culture matrix to assure guidelines and expectations are followed across grade levels and throughout the campus. The following initiatives are in place:

- * Panther Pals (Mentors for students experiencing emotional and social difficulties)
- * Problem Solving Room (Alternative to disciplinary action where students can talk through conflict with an adult)
- * Friendship Club
- * Helping Hands (Self-Esteem and community involvement)
- * Guided Lessons conducted by school guidance counselor (Bullying, self-esteem and Choices)
- * Adult supervision (before, during and after school)
- * Police Officer assigned to our campus

- * Robocalls, flyers, Facebook, Edline and handbook provide ongoing communication with parents and students to ensure their support in the single school culture approach
- * Open door policy with administration for parents, students, and teachers
- * Bully box and bully hotline
- * Peer Mediation
- * Check in/Check out for specific students in need
- * Student of the Month assemblies
- * Academic celebrations, such as FCAT breakfasts, demonstrate respect for their academic successes

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

Del Prado has in place a committee (Peace Zone Team) which developed our single school positive behavior plan to meet the needs of our school community. The positive behavior plan assures that a universal policy is in place with expectations are followed across the school day. The committee meets monthly to monitor that policies and expectations are being followed, as well as to collaboratively address any ongoing concerns. Teachers are instructed to use progressive discipline and the Corrective Behavior Report to track interventions/corrections prior to involving administration in disciplinary action.

- * Problem Solving Room to provide one-one student support
- * Peer Mediation
- * Student of the month character recognition
- * School-wide incentives (golden pencils, panther pride tickets, lunchroom lottery tickets)
- * Lunch buddies (teacher and administration)
- * School council
- * Expectation reminds around campus (classroom, hallways and cafeteria)

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

Our school counselor addresses the social and emotional needs of our students in the following ways:

- * Changing Families (Divorce/Separation/Loss)
- * Friendship Club (Social needs)
- * Classroom accommodations students (504 plan)
- * Grief Counseling (Family loss)
- * Family support (Boca Helping Hands backpacks, school supplies, field trip funding, uniforms provided for those in need)
- * Counseling referrals to outside agencies
- * Mediation (teacher, students, parents)
- * Panther Pals (Mentors for students experiencing emotional and social difficulties)
- * Attendance/Truancy monitoring

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

Administration works collaboratively with PTA leadership to ensure that parents and guardians are involved in a transparent and strong relationship with school staff. PTA works diligently to involve families in all school events.

Parents volunteers provide support in and outside the classroom. Parent/Teacher conferences are scheduled three times per school year (once per trimester) and as needed. Progress reports are sent home per the district schedule. Parent meetings are held during Open House, Curriculum Night, Patrol Trip, PTA, SAC, etc. We use Facebook, Edline, the marquee, and sandwich boards to advertise these events as well as to keep parents informed about other happenings around school. Monthly newsletters are written by administration, and robocalls are frequently sent by administration and PTA in both English and Spanish. All new families to Del Prado received a personal, handwritten note from administration welcoming them to Del Prado. This year, we developed a survey on Edline in order to compile a community directory so that all families can share and utilize expertise and resources within our community.

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

Our school works closely with the surrounding community, and we currently have 19 business partners who are involved in assisting us financially and by providing services when needed. This includes funding and assistance with after school activities, classroom presentations, supplies, academic support, and volunteer hours.

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
Goode, Carol	Principal
Newson, Lauren	Assistant Principal
Goldfinger, Lori	Other
Rambusch, Susan	Guidance Counselor
Urbano, Kelly	Teacher, ESE
Schmidt, Kathryn	Teacher, K-12
Frazier, Mary	Teacher, K-12
duboff, michele	Teacher, K-12
Giraldo, Sandra	Teacher, K-12
Diamond, Lauren	Teacher, K-12
Higgins, Madalyn	Teacher, K-12
Peck, Patti	Teacher, K-12

Duties

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

The SBT (School Based Team) is comprised of the Principal, Guidance Counselor, ESE Coordinator, School Psychologist, Speech Pathologist (as needed), Classroom Teacher, School Nurse (as needed), and other district support staff (as needed). Each member contributes to the development of an effective academic and/or behavioral plan. Generally, the Classroom Teacher collects data on the child after the team determines what specific type of measurable data is necessary to track the student's progress and weaknesses. The School Psychologist analyzes and graphs the data, and the team reaches consensus regarding what the best course of action is. Data is reviewed often and action plans are revised accordingly. ESE Coordinator, Guidance Counselor, and teacher have the responsibility of inviting the parent/guardian to the meeting. Teacher responsibility is to keep the parents informed.

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

The School Based Team meets weekly to identify students who need assistance beyond core instruction. Through this team, data is collected and analyzed and strategies are implemented in order to facilitate effective remediation strategies for behavior and/or academics. The goal is to have noted improvement in either or both areas, depending on the student's needs. The implementation of strategies is monitored regularly by the team, which revisits the cases on an ongoing basis. The administration, ESE Coordinator and Guidance Counselor provide support to the classroom teacher in using the district intervention process. Strategies developed and outlined in the SIP are directly tied to what is implemented in the classroom. Parents and guardians are included in meetings. Teachers inform parents of strategies being implemented.

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 Peace Zone Team meetings. We instill an appreciation for multicultural diversity, through our anti bullying campaign, structured lessons, and implementation

of SwPBS programs.

We have a bully hot line and bully boxes at the school for anonymous reporting of bullying incidences. Our guidance counselor addresses bullying and empowerment strategies with students through classroom lessons. She also runs a Peer Mediation program, a Problem Solving Room, and involves administration whenever necessary.

Del Prado also works in conjunction with the following programs and services: HEART; Boca Helping Hands (BHH); Supplemental Academic Intervention (SAI); In Jacob's Shoes; and Whole Foods. Boca Helping Hands: BHH provides weekend meals for students who are in need. We are currently identifying students for this year. We invite those who are on Free and Reduced Lunch Plans, as well as through Guidance and teacher referrals. Coordinators come on campus once a week to refill backpacks that go home on Friday and come back on Monday. Last year we served 12 students. We also do food drives for BHH, and our students visit their facilities during holiday seasons to distribute the food collected.

SAI: Services are provided for 2nd and 3rd grade students through 2 part-time SAI teachers at our school. Students are selected to participate in the program based on Reading Running Record levels being 6 months or below the grade level expectation. Students meet with the teachers daily to receive 150 minutes of additional support and instruction weekly (30 minutes per day).

In Jacob's Shoes: We work with this organization to collect new and gently used shoes that can be repurposed for those in need.

We have a partnership with Forest Hill Elementary through which we collect school supplies and donate them to students in need at that location.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sandra Giraldo	Teacher
Gina Cannavale	Teacher
Lauren Diamond	Teacher
Colleen Saitz	Teacher
Virginia Root	Teacher
Maria Leggio	Education Support Employee
Carol Goode	Principal
Marci Kitt	Parent
Nancy Rhodes	Parent
Elain Austin	Parent
Sandy Roth	Parent
Piper Fults	Parent
Mark Halpert	Business/Community
Christy Tyler	Parent

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 SAC committee reviewed and discussed school performance data in the first meeting of the school year. After discussion, SAC assisted our school in setting goals for the new academic year. The SAC found that the strategies implemented in FY14 were effective, as we had a 96 point gain in school grade.

Development of this school improvement plan

The SAC members offer contributions, suggestions, and edits to the plan. They review and approve each copy and its revisions. Based on the success of the previous year's plan, the SAC's goal is to continue to implement those strategies that were successful and incorporate similar strategies when establishing this year's goals.

Preparation of the school's annual budget and plan

School improvement funding is allocated by SAC committee and administration based on academic needs. We plan to continue with the after school remediation programs and hope to use SAC funds to offset these costs.

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

We had \$4912 in SAC funds.

~\$400 for 10 F & P Continuum of Literacy Guides

~\$4000 After school tutorial- Enrichment/ Remediation, Reading & Math Grades 3-5; Writing Grade 4; Science Grade 5

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
wells, renae	Teacher, K-12
young, barbara	Teacher, K-12
O'Brien, Eileen	Teacher, K-12
Lapin, Molly	Teacher, K-12
Magnus, Paige	Teacher, K-12
rey, maria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for this year is to promote a joy of reading among our student body. We are also looking into how to raise the reading levels of all students, in order to improve academic performance and have students experience greater success levels. Students will be motivated to read with incentives for using Reading Counts, WPAW News daily "Wow Words", Word of the Day, Author studies, support book clubs, and writing initiatives. A student in 3rd grade has also spearheaded an

initiative where students all read the same book and then make recommendations to the student body regarding the next selection. This year, for our fall celebration, we will be having students dress up as their favorite literary character and participate in a parade.

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

Del Prado's administration and staff values the power of collaboration. This is encouraged through bi-monthly team planning with an academic focus to unpack the Florida Standards and develop instructional strategies. Learning Team Meetings are conducted twice per month to create assessments aligned to standards, analyze assessment data in an effort to meet individual student needs and to plan instruction with fidelity. Weekly newsletters highlight a different staff member each time, as well as give kudos to teachers for personal and professional achievements. Teachers are encouraged to "fill one another's bucket" by writing "drops" to recognize acts of kindness. Those drops are shared at our faculty meetings and anyone who receives a drop is eligible to win a prize. The office bulletin board recognizes birthdays, as do the school's 5th grade singing telegram kids, who surprise teachers with a song. The hospitality committee organizes celebrations to recognize milestones in staff members' lives, as well as staff gatherings outside of school. The most telling sign of our positive relationship and environment is in the fact that teachers bring their own children here to be educated, retirees spend their time helping at the school, and many teachers have been here for the 25 years the school has been open.

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

Del Prado follows the district recruitment process and interviews qualified candidates when positions arise. Del Prado historically retains its existing HQ teachers and continues to hire teachers who have held interim positions or student teaching assignments at this school. In addition, those teachers who come highly recommended from our HR department are generally granted interviews. Once hired, we work hard to provide support through mentorship, the ESP program, an Open Door policy, and an encouragement of team collaboration. Generally speaking, teachers leave Del Prado when it's time for them to retire. Many have been here since the school first opened in 1989.

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

New teachers are paired with expert teachers during their ESP program. We try to pair teachers by grade level, so that they may collaborate more easily and have common experiences. Teachers meet regularly, observe one another, confer about challenging situations, plan together, video tape themselves for reflection purposes, and share effective instructional strategies. Teachers are required to document these interactions, whether for ESP or for evaluative evidence through Marzano.

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

Each grade level meets bi-weekly for collaborative planning and monthly for Learning Team Meetings (LTMs). To ensure instructional alignment, standards are "unpacked," and teachers work together to determine what students need to understand and be able to do and to ensure appropriate materials, resources, and instructional strategies are in place. Our district also supports instructional practices by providing an instructional "scope and sequence" in all content areas. Classroom instruction is also closely monitored by reviewing lesson plan books, classroom observations, and district assessment data. We encourage our staff to fully take advantage of all of the resources provided by the district through Learning Village. We hold the teachers to the expectation that they follow the instructional model outlined by the district.

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

Data is the basis of all academic decisions in determining which students are below, on, or above proficiency.

The methods used to monitor student performance include:

- * Diagnostic results
- * Fountas and Pinnell Reading Running Record
- * SRI
- * Formative and Summative Classroom assessments

Examples of how Differentiated Instruction takes place:

- * Differentiated Web-Base Programs (IXL, Reading Plus, ThinkCentral)
- * Facilitative Support is available for certain IEP students, as is a pull-out model for instruction
- * Flexible skill groups
- * Homework assignments
- * Modifications and Accommodations from 504 Plans and IEPs

This year's diagnostic results will be used to determine which students will participate in the after school tutorial.

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:

Tutoring is provided to students in 3rd - 5th grades who have demonstrated lack of proficiency in reading, math, writing, and science.

Strategy Rationale

Tutoring support helps students who have been identified as level 1 or 2 on diagnostics or through teacher selection, to build skills toward mastery of content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Newson, Lauren, lauren.newson@palmbeachschools.org

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

Students will be given a pre- and post-assessment to determine effectiveness of the program.

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 counselor provides biweekly tours starting in January for incoming students. Most of these prospective parents have incoming Kindergarten students. As part of the tour, academic and SWPBS expectations and benchmarks are discussed. Given that SWPBS sets universal guidelines and expectations for student behavior across all school settings, reviewing the guidelines helps to smooth the transition to Elementary School. We also hold a Kindergarten Orientation ("Round Up") in May for the families who will be attending Del Prado the following fall, during which students and parents are given tours of the school, a review of CCSS and student expectations, and have an opportunity to meet the key members of the staff (i.e. Counselor, Administration, SACC Director, ESE Coordinator) and PTA.

The student/parent handbook is posted on our Edline page so that parents can familiarize themselves with our policies early on. Updates, flyers, and important information is also posted on Edline and Facebook.

Middle school visits and tours are arranged by the Guidance Counselor in the spring.

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.** During the 2014-2015 school year all teachers will participate in focused, targeted, collaborative sessions that will result in teachers using unified strategies and lessons that will increase student performance.
- G2.** By June, 2015, percentage of students achieving math proficiency will increase by 2%.
- G3.** Students achieving proficiency (Level 3) in Science will increase by 14% as measured on the 2015 assessment.

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. During the 2014-2015 school year all teachers will participate in focused, targeted, collaborative sessions that will result in teachers using unified strategies and lessons that will increase student performance. 1a

G043415

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0

Resources Available to Support the Goal 2

- Faculty Meetings
- Professional Development Days
- Performance Matters (District Assessment Platform)
- LTMS, PLCS, Collaborative Bi-Monthly Planning

Targeted Barriers to Achieving the Goal 3

- Meetings lack focus and participants are unprepared for productive contributions
- Scheduling conflicts and missing team members during meetings
- Focus is on problems and not on providing solutions

Plan to Monitor Progress Toward G1. 8

Administrator will conduct observations, check lesson plans, and attend meetings

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observations, and minutes of meetings

G2. By June, 2015, percentage of students achieving math proficiency will increase by 2%. 1a

G043414

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	87.0

Resources Available to Support the Goal 2

- District Textbook
- District Websites
- IXL
- Prerequisite/Unit Assessment Data Analysis Template
- Teacher created assessments through Performance Matters

Targeted Barriers to Achieving the Goal 3

- Strategies and interventions lack consistency for students across grade levels.
- Students are unable to effectively apply mathematical strategies and define mathematical terms (vocabulary).
- Students' individual/small group needs are not being met

Plan to Monitor Progress Toward G2. 8

Assessment data will be analyzed during LTMs

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Data results

G3. Students achieving proficiency (Level 3) in Science will increase by 14% as measured on the 2015 assessment. 1a

G043412

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	87.0

Resources Available to Support the Goal 2

- Virtual Labs/In-House Field Trips
- Campus Science Lab
- Learning Village/Scope & Sequence
- Science Nights: South Florida Science Center and Aquarium
- Science Expo

Targeted Barriers to Achieving the Goal 3

- Scheduling
- Lack of resources
- Science lab not being utilize for hands-on activities

Plan to Monitor Progress Toward G3. 8

Unit assessments, Diagnostic assessments, Performance Matters

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Unit assessments, Diagnostic assessments, Performance Matters

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. During the 2014-2015 school year all teachers will participate in focused, targeted, collaborative sessions that will result in teachers using unified strategies and lessons that will increase student performance. **1**

 G043415

G1.B1 Meetings lack focus and participants are unprepared for productive contributions **2**

 B106385

G1.B1.S1 A template for team meetings/planning will be provided **4**

 S117763

Strategy Rationale

Having a template will assist with meeting focus and provides necessary structure

Action Step 1 **5**

A template will be created to provide structure for meetings

Person Responsible

Lauren Newson

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Attendance and meeting minutes

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

Meeting minutes will be turn in to administration

Person Responsible

Carol Goode

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Team leaders will facilitate meetings, will collect minutes, and will submit documentation to administration

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

Administrator will attend meetings

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Meeting minutes, classroom observations, and lesson plans

G1.B1.S2 An agenda with the talking points will go out to team members prior to each meeting. 4

S117764

Strategy Rationale

This will allow participants to prepare accordingly

Action Step 1 5

Administrators and team leader will provide agendas and necessary materials prior to meeting

Person Responsible

Lauren Newson

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Agendas and template

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

Agendas and minutes will be reviewed by administrator

Person Responsible

Lauren Newson

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Agenda and minutes will be reviewed by administrator

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

Teacher surveys will be distributed to grade levels to determine meeting effectiveness

Person Responsible

Lauren Newson

Schedule

Every 2 Months, from 11/7/2014 to 5/29/2015

Evidence of Completion

Survey results

G1.B1.S3 Meeting Promises- Rules and Guidelines to be followed at meetings 4

 S117765

Strategy Rationale

Creating a more productive and respectful meeting environment

Action Step 1 5

Faculty will develop meeting promises to assure meeting expectations are met by all members

Person Responsible

Carol Goode

Schedule

On 5/29/2015

Evidence of Completion

Survey results

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Staff Survey and feedback

Person Responsible

Lauren Newson

Schedule

Every 2 Months, from 10/10/2014 to 5/29/2015

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Meetings are run with more focus, respect, and productivity

Person Responsible

Schedule

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

Evidence of Completion

Staff feedback through surveys

G1.B1.S4 Professional Learning Committees will meet 2 times each month for the specific purpose of examining, interpreting, and analyzing data to inform planning and instructional decisions. 4

 S117775

Strategy Rationale

To assure instructional practices have consistency, rigor, and fidelity.

Action Step 1 5

Each grade level will determine a learning focus based on assesment results and areas of improvement as determine by team members

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Agenda, minutes and student evidence

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will attend meetings

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administrators will attend meeting, review surveys, and provide support as needed

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Surveys, observations, and individual/group feedback. Increase in student performance.

G1.B2 Scheduling conflicts and missing team members during meetings 2

 B106482

G1.B2.S1 Team members will be given enough notice prior to meetings to limited absentees 4

 S117767

Strategy Rationale

If they are given advanced notice, they should be able to reschedule other appointments so that they can attend the meetings.

Action Step 1 5

A calendar will be created to provide notice of upcoming meetings

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Google calendar, weekly newsletters, email reminders, and agendas

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

Administration will supervise that meeting are taking place.

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

When possible, administration will attend meetings. Admin will also review meeting agendas, attendance, and minutes.

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

Administration will conduct surveys to determine efficiency of meetings

Person Responsible

Lauren Newson

Schedule

Every 6 Weeks, from 10/10/2014 to 5/29/2015

Evidence of Completion

Teacher feedback survey

G1.B2.S2 Scheduled collaborate teams meetings twice a month 4

 S117768

Strategy Rationale

Meeting on a regular and scheduled basis will allow teachers to anticipate and plan for these meetings.

Action Step 1 5

Collaborative Meetings are scheduled during which teachers plan for upcoming instruction

Person Responsible

Carol Goode

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, attendance, and minutes. Admin attendance at meetings.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Admin will ensure that meetings are taking place

Person Responsible

Lauren Newson

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Review of minutes, agendas, and attendance. Discussion with team members and team leaders.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Admin will verify that meetings are productive and meeting promises are being used

Person Responsible

Lauren Newson

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Discussion with team members, survey of team members, classroom observations that show unified planning is taking place.

G1.B3 Focus is on problems and not on providing solutions 2

 B106483

G1.B3.S1 Vertical planning opportunities will be incorporated in professional development. 4

 S117773

Strategy Rationale

Teachers can discuss the trend/patterns of strengths and weaknesses in student abilities from grade to grade over time.

Action Step 1 5

Vertical planning provides teachers the opportunities to discuss trends & patterns in student strengths/weaknesses from one grade to the next and develop solutions in addressing any needs.

Person Responsible

Lauren Newson

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Minutes, agendas, and instructional application

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

Review agendas and individual/group feedback

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Agendas, minutes, and instructional application

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

Grade levels will meet twice this school year.

Person Responsible

Carol Goode

Schedule

Semiannually, from 10/10/2014 to 5/29/2015

Evidence of Completion

Each grade level will create a handout of academic areas of strength and weaknesses that they see coming from the previous grade level.

G1.B3.S2 Teachers will be provided training in using Performance Matters. 4

S117774

Strategy Rationale

Teachers will be able to create assessments and collect data specific to individual student needs in order to monitor student performance and have collaborative meetings based on common assessments.

Action Step 1 5

Selected Professional Development team members will attend Performance Matters training

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

TDEs, Meeting notes and information

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Training will take place during PDD.

Person Responsible

Carol Goode

Schedule

On 10/20/2014

Evidence of Completion

Agendas, workshop handouts, attendance logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers will administer a test created in Performance Matters and discuss results during team meeting

Person Responsible

Carol Goode

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Test sample, item analysis, meeting minutes.

G2. By June, 2015, percentage of students achieving math proficiency will increase by 2%. 1

 G043414

G2.B1 Strategies and interventions lack consistency for students across grade levels. 2

 B106392

G2.B1.S1 Use Student Record Form to individualize instruction, Prerequisite Test from Learning Village and Item Analysis Form for whole class instruction 4

 S117693

Strategy Rationale

Consistent tools used to identify student strengths and weaknesses will allow for consistent remediation and strategies across classrooms

Action Step 1 5

Learning Team Meetings will focus on district data analysis resources to monitor math performance.

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Agendas, data, discussions

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

Administration will attend LTMs, as well as collecting minutes and agendas

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Agenda and Minutes will be submitted to administration

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

Student performance, teacher feedback

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 10/30/2014

Evidence of Completion

Exit tickets, increased assessment results, and student classroom performance

G2.B1.S2 Individualized IXL (Web-based math program) assignments to target student gaps and track individual student progress **4**

 S117694

Strategy Rationale

Meet individual student needs

Action Step 1 **5**

IXL technology will be utilized to build math fluency while in the classroom, in the lab, on laptops, during aftercare, and at home.

Person Responsible

Lauren Newson

Schedule

Weekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

IXL usage reports and mastery reports will be reviewed by administration and classroom teacher/lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

IXL usage will be monitored by each classroom teacher and administration

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

IXL reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data analysis of unit and performance matters assessments during LTMs.

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Unit and state assessments results

G2.B2 Students are unable to effectively apply mathematical strategies and define mathematical terms (vocabulary). 2

 B106394

G2.B2.S1 K-5 Math Interactive Notebooks and Math Foldables to integrate reading, writing and communication strategies. 4

 S117697

Strategy Rationale

Reading, writing, and talking about what you are learning deepens the level of understanding.

Action Step 1 5

Daily entries into math notebooks to summarize lesson/practice problem of the day

Person Responsible

Lauren Newson

Schedule

Daily, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students' math journals, classroom visits by administrator

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

Classroom observations by school administrators

Person Responsible

Carol Goode

Schedule

Weekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students work samples

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

Students' unit and state assessments

Person Responsible

Carol Goode

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students' exit tickets, assessments, or surveys to determine effectiveness of journal application

G2.B2.S2 Teacher will display the Mathematical Practice posters and anchor charts aligned to each math standard. 4

 S117754

Strategy Rationale

The mathematical posters and anchor charts provide visuals for students to reference during independent practice.

Action Step 1 5

Teacher will create anchor charts during the instruction of the lesson as the teacher models the lesson or strategy.

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Classroom walk-throughs and observations

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Anchor chart will be displayed to assist student understanding

Person Responsible

Carol Goode

Schedule

Daily, from 10/10/2014 to 5/29/2015

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Classroom observation and students assessments scores

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Anchor charts, assessment results, and classroom observations

G2.B2.S3 Teacher will implement the use of "stem" questions during class discussion and as exit tickets for formative assessments. 4

 S117755

Strategy Rationale

Stem questions challenge students' critical thinking skills and require them to apply what they have learned.

Action Step 1 5

Teacher will utilize Math Journals to encourage students to explain their mathematical thinking and vocabulary

Person Responsible

Lauren Newson

Schedule

Daily, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students' work samples

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Students journal will be checked to analyze students' understanding

Person Responsible

Lauren Newson

Schedule

Daily, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students journals, exit tickets, unit and state assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Classroom observations and walk-throughs to monitor practice

Person Responsible

Carol Goode

Schedule

Weekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students' work samples

G2.B3 Students' individual/small group needs are not being met **2**

 B106395

G2.B3.S1 Teachers will utilize appropriate cooperative structures/strategies that provide support for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. **4**

 S117698

Strategy Rationale

Requiring students to show and tell their reasoning meets students' individual needs.

Action Step 1 **5**

Teachers will provide students with cooperative learning opportunities to enhance mathematical comprehension.

Person Responsible

Lauren Newson

Schedule

Daily, from 10/10/2014 to 5/27/2016

Evidence of Completion

Students' work samples, math journals, and assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Classroom walk-throughs and observations

Person Responsible

Lauren Newson

Schedule

On 5/29/2015

Evidence of Completion

Students work samples, district and state assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Students' assessments results

Person Responsible

Lauren Newson

Schedule

Biweekly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Students' work samples, journals, and assessments results

G2.B3.S2 Teachers will use Math Interactive Journals and Foldable math activities to integrate reading, writing, and communication. 4

 S117702

Strategy Rationale

Students that can read, write, and talk about what they have learned have a deeper understanding.

Action Step 1 5

During collaborative planning, teachers will design activities for the journals and foldables

Person Responsible

Lauren Newson

Schedule

Biweekly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Lesson plans, instructional practices, student evidence

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Bring examples of journals/notebooks to meetings

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Student work, lesson plans, instructional strategies

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Student work/ assessment results

Person Responsible

Carol Goode

Schedule

Monthly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Student work, assessment results, instructional strategies

G3. Students achieving proficiency (Level 3) in Science will increase by 14% as measured on the 2015 assessment. **1**

 G043412

G3.B1 Scheduling **2**

 B106381

G3.B1.S1 To compensate for lack of enough dedicated time for science, it will be integrated during the reading, writing, and math blocks of instruction. Science related books, leveled readers, and other non-fiction literature will be used to expose students to science content. Other ways might include using non-fiction articles from magazines and newspapers for close reading. **4**

 S117692

Strategy Rationale

Students will deepen their understanding, make everyday connections, and develop an appreciation of science.

Action Step 1 **5**

Teachers will integrate science in reading, writing, and math.

Person Responsible

Carol Goode

Schedule

Every 2 Months, from 10/20/2014 to 5/29/2015

Evidence of Completion

Classroom observations, lesson plans, instructional strategies

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

Team Leaders will include science as a focus in collaborative planning.

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Classroom observations, agendas/minutes from planning sessions

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

Administration will monitor data from district assessments.

Person Responsible

Lauren Newson

Schedule

Quarterly, from 10/31/2014 to 12/12/2014

Evidence of Completion

Administration will determine a baseline from the fall & winter data as evidence.

G3.B2 Lack of resources 2

 B106400

G3.B2.S1 Teachers will use "concept maps" as a strategy to teach science skills. 4

 S117691

Strategy Rationale

Students become better writers and deepen their understanding of science concepts when using this approach.

Action Step 1 5

Teachers will use concept mapping strategies to teach science skills.

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Students science journal, classroom observations, bulletin boards

Action Step 2 5

LTM's will focus on developing assessments that are aligned to the science item specifications

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Data collection, agendas, discussions, focus of instruction

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Discussions during collaborative planning

Person Responsible

Carol Goode

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Bulletin boards, observations, agendas, science journals

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Students' state assessment results

Person Responsible

Carol Goode

Schedule

On 5/29/2015

Evidence of Completion

Increased performance on standardized testing

G3.B3 Science lab not being utilize for hands-on activities 2

 B106404

G3.B3.S1 Science lab will be reconfigured to facilitate experiments taking place on a regular basis 4

 S117685

Strategy Rationale

If the equipment and materials are already present and are easily accessible, teachers will be more likely to utilize the space

Action Step 1 5

Materials will be organized and inventoried to see what we have and need to perform experiments aligned to the standards

Person Responsible

Lauren Newson

Schedule

Monthly, from 10/10/2014 to 5/29/2015

Evidence of Completion

Physical inventories will be generated and shared with staff

Action Step 2 5

Resources will be categorized and shelved for easy access

Person Responsible

Lauren Newson

Schedule

Every 6 Weeks, from 10/20/2014 to 5/29/2015

Evidence of Completion

Teacher feedback

Action Step 3 5

PTA volunteers will be assigned to assist in organization of the science lab and the collection of science materials based on teacher input and standards alignment

Person Responsible

Carol Goode

Schedule

Every 6 Weeks, from 10/4/2014 to 5/8/2015

Evidence of Completion

Action plans, volunteer sign-up lists, available materials

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers provide lesson plans that outline experiments being conducted.

Person Responsible

Lauren Newson

Schedule

Every 6 Weeks, from 10/10/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observation, lab schedule

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increase in science scores due to more hands-on activities and experiments

Person Responsible

Carol Goode

Schedule

On 5/29/2015

Evidence of Completion

State assessment results

Appendix 1: Implementation Timeline

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

Palm Beach - 1741 - Del Prado Elementary School - 2014-15 SIP

Del Prado Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1	Materials will be organized and inventoried to see what we have and need to perform experiments aligned to the standards	Newson, Lauren	10/10/2014	Physical inventories will be generated and shared with staff	5/29/2015 monthly
G1.B1.S1.A1	A template will be created to provide structure for meetings	Newson, Lauren	11/7/2014	Attendance and meeting minutes	5/29/2015 monthly
G1.B1.S2.A1	Administrators and team leader will provide agendas and necessary materials prior to meeting	Newson, Lauren	11/7/2014	Agendas and template	5/29/2015 monthly
G1.B1.S3.A1	Faculty will develop meeting promises to assure meeting expectations are met by all members	Goode, Carol	9/18/2014	Survey results	5/29/2015 one-time
G1.B1.S4.A1	Each grade level will determine a learning focus based on assesment results and areas of improvement as determine by team members	Goode, Carol	10/10/2014	Agenda, minutes and student evidence	5/29/2015 monthly
G1.B3.S1.A1	Vertical planning provides teachers the opportunities to discuss trends & patterns in student strengths/weaknesses from one grade to the next and develop solutions in addressing any needs.	Newson, Lauren	11/7/2014	Minutes, agendas, and instructional application	5/29/2015 monthly
G1.B2.S1.A1	A calendar will be created to provide notice of upcoming meetings	Newson, Lauren	10/10/2014	Google calendar, weekly newsletters, email reminders, and agendas	5/29/2015 monthly
G1.B3.S2.A1	Selected Professional Development team members will attend Performance Matters training	Goode, Carol	10/10/2014	TDEs, Meeting notes and information	5/29/2015 monthly
G2.B1.S1.A1	Learning Team Meetings will focus on district data analysis resources to monitor math performance.	Goode, Carol	10/20/2014	Agendas, data, discussions	5/29/2015 biweekly
G2.B1.S2.A1	IXL technology will be utilized to build math fluency while in the classroom, in the lab, on laptops, during aftercare, and at home.	Newson, Lauren	10/10/2014	IXL usage reports and mastery reports will be reviewed by administration and classroom teacher/lesson plans	5/29/2015 weekly
G2.B2.S1.A1	Daily entries into math notebooks to summarize lesson/practice problem of the day	Newson, Lauren	10/10/2014	Students' math journals, classroom visits by administrator	5/29/2015 daily
G2.B2.S2.A1	Teacher will create anchor charts during the instruction of the lesson as the teacher models the lesson or strategy.	Goode, Carol	10/10/2014	Classroom walk-throughs and observations	5/29/2015 biweekly
G2.B2.S3.A1	Teacher will utilize Math Journals to encourage students to explain their mathematical thinking and vocabulary	Newson, Lauren	10/10/2014	Students' work samples	5/29/2015 daily
G3.B2.S1.A1	Teachers will use concept mapping strategies to teach science skills.	Newson, Lauren	10/20/2014	Students science journal, classroom observations, bulletin boards	5/29/2015 monthly
G2.B3.S1.A1	Teachers will provide students with cooperative learning opportunities to enhance mathematical comprehension.	Newson, Lauren	10/10/2014	Students' work samples, math journals, and assessments	5/27/2016 daily
G3.B1.S1.A1	Teachers will integrate science in reading, writing, and math.	Goode, Carol	10/20/2014	Classroom observations, lesson plans, instructional strategies	5/29/2015 every-2-months
G2.B3.S2.A1	During collaborative planning, teachers will design activities for the journals and foldables	Newson, Lauren	10/20/2014	Lesson plans, instructional practices, student evidence	5/22/2015 biweekly
G1.B2.S2.A1	Collaborative Meetings are scheduled during which teachers plan for upcoming instruction	Goode, Carol	9/1/2014	Meeting agendas, attendance, and minutes. Admin attendance at meetings.	5/29/2015 biweekly
G3.B3.S1.A2	Resources will be categorized and shelved for easy access	Newson, Lauren	10/20/2014	Teacher feedback	5/29/2015 every-6-weeks

Palm Beach - 1741 - Del Prado Elementary School - 2014-15 SIP

Del Prado Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A2	LTM's will focus on developing assessments that are aligned to the science item specifications	Goode, Carol	10/20/2014	Data collection, agendas, discussions, focus of instruction	5/22/2015 biweekly
G3.B3.S1.A3	PTA volunteers will be assigned to assist in organization of the science lab and the collection of science materials based on teacher input and standards alignment	Goode, Carol	10/4/2014	Action plans, volunteer sign-up lists, available materials	5/8/2015 every-6-weeks
G1.MA1	Administrator will conduct observations, check lesson plans, and attend meetings	Goode, Carol	10/10/2014	Lesson plans, observations, and minutes of meetings	5/29/2015 monthly
G1.B1.S1.MA1	Administrator will attend meetings	Goode, Carol	10/10/2014	Meeting minutes, classroom observations, and lesson plans	5/29/2015 monthly
G1.B1.S1.MA1	Meeting minutes will be turn in to administration	Goode, Carol	11/7/2014	Team leaders will facilitate meetings, will collect minutes, and will submit documentation to administration	5/29/2015 monthly
G1.B2.S1.MA1	Administration will conduct surveys to determine efficiency of meetings	Newson, Lauren	10/10/2014	Teacher feedback survey	5/29/2015 every-6-weeks
G1.B2.S1.MA1	Administration will supervise that meeting are taking place.	Newson, Lauren	10/10/2014	When possible, administration will attend meetings. Admin will also review meeting agendas, attendance, and minutes.	5/29/2015 monthly
G1.B3.S1.MA1	Grade levels will meet twice this school year.	Goode, Carol	10/10/2014	Each grade level will create a handout of academic areas of strength and weaknesses that they see coming from the previous grade level.	5/29/2015 semiannually
G1.B3.S1.MA1	Review agendas and individual/group feedback	Goode, Carol	10/10/2014	Agendas, minutes, and instructional application	5/29/2015 monthly
G1.B1.S2.MA1	Teacher surveys will be distributed to grade levels to determine meeting effectiveness	Newson, Lauren	11/7/2014	Survey results	5/29/2015 every-2-months
G1.B1.S2.MA1	Agendas and minutes will be reviewed by administrator	Newson, Lauren	11/7/2014	Agenda and minutes will be reviewed by administrator	5/29/2015 monthly
G1.B2.S2.MA1	Admin will verify that meetings are productive and meeting promises are being used	Newson, Lauren	9/1/2014	Discussion with team members, survey of team members, classroom observations that show unified planning is taking place.	5/29/2015 biweekly
G1.B2.S2.MA1	Admin will ensure that meetings are taking place	Newson, Lauren	9/1/2014	Review of minutes, agendas, and attendance. Discussion with team members and team leaders.	5/29/2015 biweekly
G1.B3.S2.MA1	Teachers will administer a test created in Performance Matters and discuss results during team meeting	Goode, Carol	10/20/2014	Test sample, item analysis, meeting minutes.	5/29/2015 monthly
G1.B3.S2.MA1	Training will take place during PDD.	Goode, Carol	10/20/2014	Agendas, workshop handouts, attendance logs	10/20/2014 one-time
G1.B1.S3.MA1	Meetings are run with more focus, respect, and productivity		8/18/2014	Staff feedback though surveys	5/29/2015 monthly
G1.B1.S3.MA1	Staff Survey and feedback	Newson, Lauren	10/10/2014	Survey results	5/29/2015 every-2-months
G1.B1.S4.MA1	Administrators will attend meeting, review surveys, and provide support as needed	Newson, Lauren	10/10/2014	Surveys, observations, and individual/group feedback. Increase in student performance.	5/29/2015 monthly
G1.B1.S4.MA1	Administration will attend meetings	Goode, Carol	10/10/2014	Meeting minutes	5/29/2015 monthly
G2.MA1	Assessment data will be analyzed during LTM's	Goode, Carol	10/10/2014	Data results	5/29/2015 monthly
G2.B1.S1.MA1	Student performance, teacher feedback	Goode, Carol	10/10/2014	Exit tickets, increased assessment results, and student classroom performance	10/30/2014 monthly

Palm Beach - 1741 - Del Prado Elementary School - 2014-15 SIP
Del Prado Elementary School

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	Administration will attend LTMs, as well as collecting minutes and agendas	Goode, Carol	10/10/2014	Agenda and Minutes will be submitted to administration	5/29/2015 biweekly
G2.B2.S1.MA1	Students' unit and state assessments	Goode, Carol	10/10/2014	Students' exit tickets, assessments, or surveys to determine effectiveness of journal application	5/29/2015 monthly
G2.B2.S1.MA1	Classroom observations by school administrators	Goode, Carol	10/10/2014	Students work samples	5/29/2015 weekly
G2.B3.S1.MA1	Students' assessments results	Newson, Lauren	10/10/2014	Students' work samples, journals, and assessments results	5/29/2015 biweekly
G2.B3.S1.MA1	Classroom walk-throughs and observations	Newson, Lauren	10/10/2014	Students work samples, district and state assessments	5/29/2015 one-time
G2.B1.S2.MA1	Data analysis of unit and performance matters assessments during LTMs.	Newson, Lauren	10/10/2014	Unit and state assessments results	5/29/2015 monthly
G2.B1.S2.MA1	IXL usage will be monitored by each classroom teacher and administration	Newson, Lauren	10/10/2014	IXL reports	5/29/2015 monthly
G2.B3.S2.MA1	Student work/ assessment results	Goode, Carol	10/20/2014	Student work, assessment results, instructional strategies	5/22/2015 monthly
G2.B3.S2.MA1	Bring examples of journals/notebooks to meetings	Goode, Carol	10/20/2014	Student work, lesson plans, instructional strategies	5/29/2015 biweekly
G2.B2.S2.MA1	Classroom observation and students assessments scores	Newson, Lauren	10/10/2014	Anchor charts, assessment results, and classroom observations	5/29/2015 monthly
G2.B2.S2.MA1	Anchor chart will be displayed to assist student understanding	Goode, Carol	10/10/2014	Classroom observations	5/29/2015 daily
G2.B2.S3.MA1	Classroom observations and walk-throughs to monitor practice	Goode, Carol	10/10/2014	Students' work samples	5/29/2015 weekly
G2.B2.S3.MA1	Students journal will be checked to analyze students' understanding	Newson, Lauren	10/10/2014	Students journals, exit tickets, unit and state assessments	5/29/2015 daily
G3.MA1	Unit assessments, Diagnostic assessments, Performance Matters	Newson, Lauren	10/10/2014	Unit assessments, Diagnostic assessments, Performance Matters	5/29/2015 monthly
G3.B3.S1.MA1	Increase in science scores due to more hands-on activities and experiments	Goode, Carol	10/20/2014	State assessment results	5/29/2015 one-time
G3.B3.S1.MA1	Teachers provide lesson plans that outline experiments being conducted.	Newson, Lauren	10/10/2014	Lesson plans, observation, lab schedule	5/29/2015 every-6-weeks
G3.B2.S1.MA1	Students' state assessment results	Goode, Carol	10/10/2014	Increased performance on standardized testing	5/29/2015 one-time
G3.B2.S1.MA1	Discussions during collaborative planning	Goode, Carol	10/1/2014	Bulletin boards, observations, agendas, science journals	5/29/2015 biweekly
G3.B1.S1.MA1	Administration will monitor data from district assessments.	Newson, Lauren	10/31/2014	Administration will determine a baseline from the fall & winter data as evidence.	12/12/2014 quarterly
G3.B1.S1.MA1	Team Leaders will include science as a focus in collaborative planning.	Goode, Carol	10/20/2014	Classroom observations, agendas/ minutes from planning sessions	5/29/2015 biweekly

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. During the 2014-2015 school year all teachers will participate in focused, targeted, collaborative sessions that will result in teachers using unified strategies and lessons that will increase student performance.

G1.B3 Focus is on problems and not on providing solutions

G1.B3.S1 Vertical planning opportunities will be incorporated in professional development.

PD Opportunity 1

Vertical planning provides teachers the opportunities to discuss trends & patterns in student strengths/weaknesses from one grade to the next and develop solutions in addressing any needs.

Facilitator

Team Leaders

Participants

All teachers

Schedule

Monthly, from 11/7/2014 to 5/29/2015

G1.B3.S2 Teachers will be provided training in using Performance Matters.

PD Opportunity 1

Selected Professional Development team members will attend Performance Matters training

Facilitator

PD Team

Participants

Classroom teachers

Schedule

Monthly, from 10/10/2014 to 5/29/2015

G3. Students achieving proficiency (Level 3) in Science will increase by 14% as measured on the 2015 assessment.

G3.B2 Lack of resources

G3.B2.S1 Teachers will use "concept maps" as a strategy to teach science skills.

PD Opportunity 1

Teachers will use concept mapping strategies to teach science skills.

Facilitator

First/Second Grade FAU IDEA Grant Participants

Participants

Grades K, 3-5 (Grades 1 and 2 already implement)

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Technical Assistance Items

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

G2. By June, 2015, percentage of students achieving math proficiency will increase by 2%.

G2.B1 Strategies and interventions lack consistency for students across grade levels.

G2.B1.S1 Use Student Record Form to individualize instruction, Prerequisite Test from Learning Village and Item Analysis Form for whole class instruction

PD Opportunity 1

Learning Team Meetings will focus on district data analysis resources to monitor math performance.

Facilitator

Presenter who attended district training or administration

Participants

Classroom teachers, by grade level

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Grand Total	0