

Port Salerno Elementary School



2014-15 School Improvement Plan

Port Salerno Elementary School

3260 SE LIONEL TER, Stuart, FL 34997

pse.sbmc.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
59%

Alternative/ESE Center
No

Charter School
No

Minority
75%

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 Martin 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	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	47
Appendix 2: Professional Development and Technical Assistance Outlines	51
Professional Development Opportunities	52
Technical Assistance Items	59
Appendix 3: Budget to Support Goals	60

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Port Salerno Elementary School is one big community- we work together to help each other. Teamwork achieves a better learning environment for all students by building character and motivating kids to learn.

Provide the school's vision statement

Learning is active, fun and meaningful at Port Salerno Elementary School.

School Environment

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

All teachers at Port Salerno Elementary have their English Language Learners (ELL) endorsement. By having their ELL endorsement, teachers learn of other students' cultures and are then better able to work with the students and build a relationship. Also at Port Salerno Elementary we have a Parent Liaison that assists our families and teachers with translations so again we can build stronger working relationships here at school and home.

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

Port Salerno Elementary created the schoolwide expectations of Trustworthy, Aware, Kind and Motivated for all students to aspire and encompass these traits. In creating these expectations we have a schoolwide environment where students feel safe and respected by posting expectations in common areas throughout the school. The three main areas where the expectations are posted are the hallways, cafeteria and playground. By having schoolwide and common areas expectations posted and enforced by all has developed a safe and respected school environment. Through our guidance department we are also able to teach safety and bully prevention to our kindergarten to second grade students during related arts and work one on one with third through fifth grade classes.

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

The schoolwide behavioral system values that are in place at Port Salerno Elementary are trustworthy, aware, kind and motivated. The staff is trained at the beginning of the year of these values and is instructed to go over them with their students. At that time there are SWIM tickets that students can earn by meeting the schoolwide expectations. Also during our training we go over with the staff the behavioral referral flowchart, which defines behaviors as a major (office referral) or minor (classroom managed).

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

The social-emotional needs of all students are being met in many ways at Port Salerno Elementary. We have Guidance as a Related Arts for kindergarten, first and second grade students. During this

related arts rotation students learn social skills, character development and bullying and safety prevention. All students also have access to the guidance counselor at anytime for any social or emotional need. The school can also make referrals to a full time Tykes & Teens mental therapist that is at PSE. Port Salerno Elementary has access to refer students for school supplies, clothing or medical needs to help support their social-emotional needs.

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

Retainees
 Attendance below 90%
 Level 1 on statewide assessment

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	12	12	11	14	2	5	56
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	15	20	50
Retainees	6	12	1	15	0	0	34
	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
	3		
Students exhibiting two or more indicators	1		1

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

Daily communication through student planners. Provide incentives through our PBIS program to maintain a high percentage of daily attendance. Teachers are aware of students on the early warning system and will monitor.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191613>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Partnerships are established with volunteers, businesses and local philanthropic organizations to support our school-based initiatives. This year we are hosting a series of artists and authors and visits to the Lyric theater as a result of a philanthropic partnership. In addition, we have been funded through the Pew Education Fund to provide STEM training and instruction at PSE. Local businesses, such as the local bank and pizza parlor, also support fundraising efforts and students' learning experiences through school visits evening business events.

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
Benitez, Joscelyn	Instructional Coach
Eberst, Allysa	Assistant Principal
Efinger, Megan	Instructional Coach
Gannon, Tom	Teacher, Adult
Gumbinner, Diane	Guidance Counselor
Lucrezia, Melissa	Instructional Coach
Nubelo, Margo	Instructional Coach
Smith, Cristina	Instructional Coach
Wardle, Diane	Instructional Coach
Harvey, Patricia	Principal

Duties

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

The school based leadership team (Stingray Leadership Team) have representatives from each grade level and are responsible for bringing information, concerns and comments to their team members. This team also problem solves concerns that teams may have for administration. (MTSS = 2 LITERACY COACHES, 1 MATH COACH, 1 MATH INTERVENTIONIST, ASSISTANT PRINCIPAL, PRINCIPAL, GUIDANCE COUNSELOR, INTERVENTION/PROBLEM SOLVING COACH) Also, the grade team reps serve on the Stingray Leadership Team which problem solves schoolwide concerns.

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 structure of the data team meetings supports students by problem solving around specific needs. Teams will meet and share specific assessment data, instructional practices and make decisions about interventions and strategic grouping. Coaches will make sure that teachers are supported with any professional development needs, resources or support with the core.

Port Salerno Elementary school coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- Title I Parent Resource Center located on our campus hosts our School Advisory Committee meetings, new teacher/mentor tours, community information trainings and parent visits.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs such as Parent Coffees, SAC Meetings, Lunch and Learn activities, Parent University Nights, and student/parent math, literacy, and science nights.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia Harvey/Alyssa Eberst	Principal
Angela Adams	Teacher
Mirta Mejia	Parent
Luisa Medrano	Parent
Angelica Barrios	Parent
Yolina Samayoa	Parent
Sally Critoph	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

Mid year evaluation was shared at SAC meeting, showing progress towards identified goals. Data was shared with SAC at the end of the school year to help prepare goals for this year.

Development of this school improvement plan

The School Advisory Council assisted in the development of the school improvement by meeting in August and planning our SAC meetings for the year and reviewing the achievement data.

Preparation of the school's annual budget and plan

The school's budget includes the district allocations for supplies, substitutes, capitol funding, and staffing. In addition, the Title I funding supports six staff positions, including three literacy coaches/interventionists, one math coach, one math interventionist and a parent liaison position. Funding from the Title I grant also supports literacy and mathematics professional development for teachers and paraprofessionals. In addition, the grant supports parent training and activities. The targeted goals and activities supported by these funding sources are reviewed with the SAC. SIP funds are allocated for SAC approved purchases and event funding, such as evening parent training activities. In addition, the school has recently received Pew Education Grants to fund a \$10,000 Summer Reading Program and a \$34,200 STEM initiative.

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

School improvement funds will be used to support training of teachers in:

- close reading of complex text (\$600);
- Continuum of Literacy, guided reading, word study training (\$2000),
- mathematics problem-based learning (\$1500),
- writing across the curriculum (\$1500) ,
- attendance incentive awards (\$300), and
- PSE Parent University Night resources to train parents in CCSS instructional shift and strategies to use at home, (\$300).

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
Nubelo, Margo	Instructional Coach
Benitez, Joscelyn	Instructional Coach
Lucrezia, Melissa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to implement our district Reading Plan initiatives in Balanced Literacy with a focus on staff training to understand best practices in language acquisition, vocabulary and writing strategies for classroom instruction.

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

All grade levels meet in Professional Learning Communities as well as at bi-weekly faculty meetings to review our PLC norms, data and effective instructional practices. In addition, professional development is conducted which supports collaborative planning and instruction. This school year, we have trained teachers in the support facilitation model to provide effective ESE programming and instruction. Each fall we revisit our beliefs, vision and mission to ensure that the work of the PLC's is productive and aligned with school-wide beliefs and the SIP initiatives.

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

Providing new teachers to the school with mentors.
Offer on-going opportunities for professional growth.
Survey professional development and support needs of new teachers.
Administration and aspiring leader (teacher) are responsible for this.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. This year, we do not have any first year teachers. We do have 14 teachers new to our school who are all assigned a teacher mentor and provided monthly professional development opportunities and resource support, such as visits to our Title I Parent Resource Center. Teachers are paired with colleagues with similar grade level placement and experience as the new teacher.

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

Instructional staff is provided ELA, Science, and Math Frameworks that are aligned and developed using the Florida Standards. School district teams examined the Florida Standards and created frameworks that instructional staff can use for planning and instruction. Suggested resources and materials that are aligned with the Florida Standards are noted in the frameworks. CPALMS, the online toolbox of information, resources, and interactive tools is used to help instructional staff effectively implement the teaching of the Florida Standards. Staff is encouraged to use CPALMS as a resource to help with lesson planning, standards mapping, and delivery of instruction.

ELA and math instructional coaches research and review instructional materials and resources to determine the alignment to the Florida Standards. They provide coaching and support to the instructional staff to ensure that the materials and resources are implemented effectively in the classroom.

A district adoption committee reviews all textbooks and other materials purchased for use in the classroom. The committee reviews the materials to ensure the materials are aligned with the Florida Standards.

Instructional Strategies

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

- Instructional staff closely monitors the progress of individual students using data (Fountas and Pinnell, iReady, Benchmark, Cognition Based Assessment (CBA), and Formative Assessments) and continually adjusts teaching to meet the needs of the students
- Teachers meet as a grade level in data professional learning communities to discuss student data and determine –
 - o What do we want students to learn?
 - o How will we know they are learning?
 - o How will we respond when do not learn?
 - o How do we respond when they do learn?
 - o What students are at-risk of not meeting end of the year grade level standards?
 - o What skill deficits or strengths can be identified by student data?
 - o What instructional strategies will best meet the needs of the student?
 - o What resources are available?
- Student data helps teachers determine which skills will be emphasized in small group instruction and how strategies will be incorporated into the lessons
- Student data is used to determine flexible grouping within the classroom and across the grade level to cater to the individual needs of students and enable differing levels of support
- A Progress Monitoring Plan (PMP) is developed for individual students based on student data. Students that have a PMP initiated show areas of academic concern in reading , writing, math, or science and may have accommodations in delivery of instruction, assignment length, and small group instruction
- Student data is used during MTSS (Multi-Tiered Systems of Support) meetings to determine if interventions (tier 1, 2, or 3) are needed for individual students
- Instructional staff collaborate with coaches and administration to examine student data and develop instructional strategies to meet the differing needs of students
- iReady online instruction component uses student diagnostic data to support diverse needs of learners and provide online lessons that are tailored to the students' academic need
- Student data is communicated to the parents to provide regular updates on student progress and strategies are provided by the teacher to the parents to support academic achievement

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

Strategy: Extended School Day

Minutes added to school year: 6,480

After school tutoring for students K - 5.

Strategy Rationale

With additional opportunities to engage in meaningful inquiry based STEM lessons with content area literacy students will experience an increase in learning outcomes as measured by the iready assessment, FSA and Science benchmarks.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Eberst, Allysa, ebersta@martin.k12.fl.us

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

Pre and Post test for each six week tutoring group.

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

Port Salerno Elementary notifies local preschool programs in the spring to schedule tours for incoming kindergartners.

At Port Salerno Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

Port Salerno Elementary collaborates with local middle schools that fifth grade students transition into upon completing the fifth grade. Students visit the middle schools to participate in a tour and receive information about classes, after-school programs, and academic programs. Staff members from the middle schools meet with Port Salerno Elementary fifth grade teachers and coaching staff to discuss placement of students with individual academic plans. Using student data, fifth grade students are placed in appropriate middle school classes.

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.** Increase percentage of K-5 students scoring on grade level by 10% on the iReady reading assessments by June 2015
- G2.** Students at achievement level 3 (proficient) will increase by 5% or greater on the 2015 Grade 5 Science FCAT.
- G3.** The percentage of students scoring at or above proficiency on the 2015 mathematics FSA will increase to 71%.
- G4.** Increase average scores by 1 level for 90% of students on writing rubrics
- G5.** The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA.

Strategic Goals Detail

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

G1. Increase percentage of K-5 students scoring on grade level by 10% on the iReady reading assessments by June 2015 1a

G038821

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Literacy coaches
- staff developers
- District Frameworks
- K-3 Ready Common Core
- iReady Instructional component
- Read aloud classroom libraries
- FCRR Resources
- C-Palms
- LLI Kits
- Guided Reading Libraries/Resources
- Big Books for shared Reading
- Word Study Books

Targeted Barriers to Achieving the Goal 3

- Students lack language and vocabulary knowledge
- Students have a deficit in phonics skills
- High percentage of new teachers unfamiliar with balanced literacy instruction

Plan to Monitor Progress Toward G1. 8

I-Ready assessment and instructional component data

Person Responsible

Margo Nubelo

Schedule

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

Evidence of Completion

I-Ready assessment and instructional component data

Plan to Monitor Progress Toward G1. 8

Frameworks formative and summative assessments

Person Responsible

Margo Nubelo

Schedule

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

Evidence of Completion

Classroom observations, lesson plans, and assessment data

Plan to Monitor Progress Toward G1. 8

Mondo Oral Language data for our identified at risk students.

Person Responsible

Margo Nubelo

Schedule

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

Evidence of Completion

Mondo Oral Language assessments

Plan to Monitor Progress Toward G1. 8

I-Ready Assessments, progress monitoring and instructional components

Person Responsible

Melissa Lucrezia

Schedule

Monthly, from 9/15/2014 to 1/30/2015

Evidence of Completion

i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level proficiency.

G2. Students at achievement level 3 (proficient) will increase by 5% or greater on the 2015 Grade 5 Science FCAT. 1a

G038824

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Integrate Common Core strategies and implement word analysis component of Balanced Literacy in all content areas; Increased use of Science journals in the science lab as well as the classroom; Require daily science instruction in every class, which includes implementing district labs into lessons each quarter (increased hands-on inquiries); Develop science vocabulary throughout the school community K-5; Students in grades K-5 will have the opportunity to participate in the district Science Fair; NGSSS and Marzano strategy staff training, ; Coaches and teacher leaders will attend professional development with Larry Chew in addition to Dr. Chew conducting a PD for K-5 teachers on-site; Dr. Moses will be conducting multiple professional developments for K-5 teachers; Orlando Science Center will be conducting professional development sessions on Engineering is Elementary STEM units with K-5 teachers; Hosting a Family Science University Night for students and their families; Provide extra-curricula science based activities such as field trips (ESC, etc.), in school presentations (K-2 Nutrition ed.- Jenny Buntin, etc) and after school clubs (Robotics, after school STEM program, and gardening club); Continue school PBIS.

Targeted Barriers to Achieving the Goal 3

- A significant number of our student body is made up of English Language Learners with limited or no English abilities. Also many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area.
- Teachers are in the learning process for learning how to effectively integrate science and mathematics in a STEM block.
- Students' limited or lack of access to scientific real world experiences and exploration due to poverty and/or limited parent support.

Plan to Monitor Progress Toward G2. 8

Benchmark tests; science journals, other assesments

Person Responsible

Tom Gannon

Schedule

Monthly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Benchmark test scores; science journals; other assessment results

G3. The percentage of students scoring at or above proficiency on the 2015 mathematics FSA will increase to 71%. **1a**

G038825

Targets Supported **1b**

Indicator	Annual Target
AMO Math - ELL	71.0

Resources Available to Support the Goal **2**

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction. The Math Interventionist is available to provide targeted interventions for students with significant skill deficits as well as plan interventions with classroom teachers. The Math Coach and Interventionist will support teachers in analyzing data to inform instructional decisions regarding students' intervention and remediation needs through Professional Learning Communities. The district math website contains math frameworks which include a variety of resources for teachers (unwrapped standards, academic vocabulary, essential questions, big ideas, as well as goals and scales).

Targeted Barriers to Achieving the Goal **3**

- Students who are English Language Learners have a limited knowledge of English.
- Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications.
- Students who are below level have significant gaps in their mathematical understandings.

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

i-Ready assessment data will be collected three times during the year and analyzed to determine the increase of students working at or above grade level.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 9/15/2014 to 6/2/2015

Evidence of Completion

Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.

G4. Increase average scores by 1 level for 90% of students on writing rubrics 1a

G038827

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Literacy coaches
- Teachers College writing progression scale
- Monthly Professional staff development offered by the district
- FSA Writing Rubric

Targeted Barriers to Achieving the Goal 3

- Teachers lack information on using progression scales/rubrics and checklists for student goal setting

Plan to Monitor Progress Toward G4. 8

Teachers and coaches will collect and evaluate pre/post on demand writing assessments as well as gather teacher feedback and student samples.

Person Responsible

Melissa Lucrezia

Schedule

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

Evidence of Completion

teacher feedback, student samples, classroom observations, pre/post on demand assessment results

G5. The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA. **1a**

G038832

Targets Supported **1b**

Indicator	Annual Target
Math Gains	60.0

Resources Available to Support the Goal **2**

- The Math Coach is available to support teachers in modeling, co-teaching, and planning around differentiated small group instruction. The Math Interventionist is available to provide targeted interventions for students with significant skill deficits as well as plan interventions with classroom teachers. The Math Coach and Interventionist will support teachers in analyzing data to inform instructional decisions regarding students' intervention and remediation needs through Professional Learning Communities. The district math website contains math frameworks which include a variety of resources for teachers (unwrapped standards, academic vocabulary, essential questions, big ideas, as well as goals and scales).

Targeted Barriers to Achieving the Goal **3**

- Students have limited exposure to cognitively complex math concepts.
- Teachers are in the process of learning how to teach mathematical strategies which help students build a solid understanding of key concepts.

Plan to Monitor Progress Toward G5. **8**

Review student progress monitoring data with teams to ensure all students are making adequate growth

Person Responsible

Cristina Smith

Schedule

Monthly, from 9/24/2014 to 6/2/2015

Evidence of Completion

iReady, Classroom Assessments

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase percentage of K-5 students scoring on grade level by 10% on the iReady reading assessments by June 2015 **1**

 G038821

G1.B2 Students lack language and vocabulary knowledge **2**

 B107844

G1.B2.S1 Provide staff with professional development to increase understanding of how to implement vocabulary and language acquisition strategies into the classroom **4**

 S119336

Strategy Rationale

Many of our students lack language and vocabulary necessary to read and comprehend grade level text at the rigor of the new standards.

Action Step 1 **5**

Literacy coaches and professional facilitators will provide professional development on strategies to teach vocabulary and increase teacher knowledge in regards to oral language development.

Person Responsible

Margo Nubelo

Schedule

Quarterly, from 9/11/2014 to 5/29/2015

Evidence of Completion

i-Ready assessment data will be collected three times during the year and analyzed to determine the increase of students vocabulary through the scale scores provided.

Action Step 2 5

LLT will provide teachers with information and support through modeling and discussion of language acquisition

Person Responsible

Margo Nubelo

Schedule

Quarterly, from 10/7/2014 to 5/29/2015

Evidence of Completion

PLC discussion notes, classroom observations and student work samples

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

LLT will monitor fidelity by supporting teachers through modeling and differentiated professional development and then discussing through PLC's.

Person Responsible

Margo Nubelo

Schedule

Quarterly, from 9/11/2014 to 5/29/2015

Evidence of Completion

PLC notes and discussions as well as teacher/student created materials will provide evidence of implementation of strategies being used in classroom instruction.

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

iReady assessment and instructional component data

Person Responsible

Margo Nubelo

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student scores in the vocabulary and comprehension components of i-Ready assessments and instructional components will be used to determine if the strategy was implemented with effectiveness

G1.B2.S2 Provide staff with professional development to increase their understanding of language acquisition levels and how to analyze student written and oral responses to meet the needs of our English Language Learners that have been identified as at risk. 4

 S119337

Strategy Rationale

Currently our school population shows a need for the understanding of language acquisition levels and how it impacts student learning. Over 60% of our student population is English Language Learners.

Action Step 1 5

LLT will provide resources and information to increase teacher's understanding of language acquisition levels.

Person Responsible

Joscelyn Benitez

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Discussions in data meetings and PLC's

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

LLT will conduct coach-teacher conversations

Person Responsible


Joscelyn Benitez

Schedule


Biweekly, from 9/24/2014 to 6/2/2015

Evidence of Completion

G1.B3 Students have a deficit in phonics skills **2**

 B107886

G1.B3.S1 Provide more modeling, coaching and training for teachers to better understand the developmental levels within word study, as well as ways to incorporate implicit and explicit phonics strategies. **4**

 S120764

Strategy Rationale

Students need foundational skills in order to become proficient readers.

Action Step 1 **5**

LLT team will support teachers in implementing strategies to meet the needs of students in phonics skills during word study

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/29/2014 to 1/30/2015

Evidence of Completion

coaching notes, PLC notes, agendas and classroom observations

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

Team meetings with LLT and grade level teams

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/29/2014 to 1/30/2015

Evidence of Completion

team meeting notes, agendas

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

I-Ready assessments

Person Responsible

Melissa Lucrezia


Schedule

Monthly, from 9/15/2014 to 1/30/2015


Evidence of Completion

i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level in phonics skills.

G1.B4 High percentage of new teachers unfamiliar with balanced literacy instruction 2

 B109228

G1.B4.S1 We will provide differentiated professional development to help teachers acquire knowledge in understanding and implementing balanced literacy, as well as increase knowledge for our experienced teachers. 4

 S120748

Strategy Rationale

Balanced literacy is a means to differentiate literacy instruction to meet the needs of all learners. We have many new, as well as experienced teachers at PSE. Differentiating instruction will provide all teachers with professional development that meets their needs in implementing and understanding balanced literacy therefore meeting the needs of our students.

Action Step 1 5

Provide professional development in balanced literacy

Person Responsible

Joscelyn Benitez

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Whole class data sheets, PLC notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Coaches will work with teachers and conduct PLC's

Person Responsible

Joscelyn Benitez

Schedule

On 5/29/2015

Evidence of Completion

PLC notes, whole class data sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

LLT will meet and discuss whole class data sheets and instructional components with teachers, as well as support and model as needed.

Person Responsible

Joscelyn Benitez

Schedule

Semiannually, from 11/3/2014 to 5/29/2015


Evidence of Completion

whole class data sheets, classroom observations, running records


G2. Students at achievement level 3 (proficient) will increase by 5% or greater on the 2015 Grade 5 Science FCAT. **1**

 G038824

G2.B1 A significant number of our student body is made up of English Language Learners with limited or no English abilities. Also many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area. **2**

 B093267

G2.B1.S1 Dr. Lindsey Moses will deliver professional development to all teachers in content-area (science, math, and social studies) vocabulary strategies to support ELL learners. **4**

 S104294

Strategy Rationale

These strategies will assist ELL learners and students working below grade level in acquiring more content-area vocabulary.

Action Step 1 **5**

Professional development and cross curricular staff planning.

Person Responsible

Tom Gannon

Schedule

Monthly, from 9/11/2014 to 6/2/2015

Evidence of Completion

Student journals; assessments; lesson plans; classroom observations

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

Strategies will be employed with students during STEM block and science lab.

Person Responsible

Tom Gannon

Schedule

Daily, from 9/11/2014 to 6/2/2015

Evidence of Completion

2015 5th grade FCAT scores

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

Use benchmark data from grades 3, 4, and 5 to track student growth.

Person Responsible

Tom Gannon


Schedule

Monthly, from 9/8/2014 to 6/2/2015

Evidence of Completion

2015 grade 5 Science FCAT scores

G2.B1.S2 Dr. Chew will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas. 4

 S118462

Strategy Rationale

Inquiry-based learning will give ELL students and students working below grade level the opportunity to increase their scientific problem solving abilities.

Action Step 1 5

Dr. Chew will deliver professional development to all teachers on inquiry-based learning strategies in science/STEM.

Person Responsible

Tom Gannon

Schedule

Semiannually, from 9/24/2014 to 6/2/2015

Evidence of Completion

professional development agendas

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

Strategies will be employed with students during STEM block and science lab.

Person Responsible

Tom Gannon

Schedule

Daily, from 9/24/2014 to 6/2/2015

Evidence of Completion

Classroom lesson plans, science lab plans, classroom observational data.

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

Use benchmark assessment scores to monitor student growth.

Person Responsible

Tom Gannon


Schedule

Quarterly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Benchmark assessment data

G2.B1.S3 The Orlando Science Center will deliver professional development to all teachers on Engineering is Elementary STEM units. 4

 S118465

Strategy Rationale

Engineering experiences will give ELL learners and students working below grade level opportunities to engage in hands-on/real life science applications.

Action Step 1 5

The Orlando Science Center will deliver professional development on STEM Engineering is Elementary units.

Person Responsible

Tom Gannon

Schedule

On 6/2/2015

Evidence of Completion

professional development agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Strategies will be employed with students during STEM block and science lab.

Person Responsible

Tom Gannon

Schedule

Quarterly, from 10/14/2014 to 6/2/2015

Evidence of Completion

Benchmark assessments will be used to track student progress.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Benchmark data will be used to determine student growth and implementation of STEM strategies.

Person Responsible

Tom Gannon


Schedule

Monthly, from 10/14/2014 to 6/2/2015


Evidence of Completion

Benchmark assessment data, standards-based grading progress toward mastery of science standards.

G2.B2 Teachers are in the learning process for learning how to effectively integrate science and mathematics in a STEM block. 2

 B093268

G2.B2.S1 Provide professional development opportunities for teachers to get hands-on experience in STEM activities. 4

 S104295

Strategy Rationale

This professional development will improve teacher confidence and content-area expertise in STEM areas.

Action Step 1 5

Orlando Science Center to provide professional development to all teacher on STEM engineering units.

Person Responsible

Tom Gannon

Schedule

On 6/2/2015

Evidence of Completion

Lesson plans; Classroom observations.

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

SIP team meeting progress reviews

Person Responsible

Tom Gannon

Schedule

Monthly, from 10/1/2014 to 6/2/2015

Evidence of Completion

lesson plans; classroom observations, science benchmark data

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

Monitor and analyze Benchmark/other assessments results.

Person Responsible

Tom Gannon


Schedule

Monthly, from 10/1/2014 to 6/2/2015


Evidence of Completion

Test scores (BMT, other assessments)

G2.B3 Students' limited or lack of access to scientific real world experiences and exploration due to poverty and/or limited parent support. 2

 B093269

G2.B3.S1 Develop FL NGSSS energy projects as part of the inquiry-based learning. 4

 S104296

Strategy Rationale

Give students opportunities to engage in hands-on inquiry-based energy projects.

Action Step 1 5

Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science NGSSS for energy studies.

Person Responsible

Tom Gannon

Schedule

Monthly, from 10/1/2014 to 6/2/2015

Evidence of Completion

Lesson plans, Focus calendar

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

Grade level and SIP Committee meetings

Person Responsible

Tom Gannon

Schedule

Weekly, from 10/1/2014 to 6/2/2015

Evidence of Completion

Lesson plans; classroom observational data

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

Benchmark data, Standards Based Grading to measure for mastery of standards.

Person Responsible

Tom Gannon


Schedule

Weekly, from 10/1/2014 to 6/2/2015

Evidence of Completion

Benchmark data and SBG data.

G2.B3.S2 After school engineering/literacy tutoring program and after school robotics program. 4

 S118516

Strategy Rationale

To engage students with literacy and writing about STEM.

Action Step 1 5

Launch after school engineering and robotics programs.

Person Responsible

Cristina Smith

Schedule

Biweekly, from 11/1/2014 to 3/13/2015

Evidence of Completion

Student projects, observational data

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

Schedule for after school programs and attendance records

Person Responsible

Cristina Smith

Schedule

Weekly, from 11/1/2014 to 3/13/2015

Evidence of Completion

Schedule and attendance records.

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

Increase in student achievement on student benchmark scores.

Person Responsible

Tom Gannon


Schedule

Monthly, from 10/1/2014 to 6/2/2015


Evidence of Completion

Benchmark assessment data, standards-based grading data to show mastery of standards

G3. The percentage of students scoring at or above proficiency on the 2015 mathematics FSA will increase to 71%. 1

 G038825

G3.B1 Students who are English Language Learners have a limited knowledge of English. 2

 B093270

G3.B1.S1 Provide professional development to teachers in content-area vocabulary strategies to support ELL students. 4

 S104297

Strategy Rationale

Employing strategies to support the learning of content-area vocabulary in classrooms will assist in increasing mathematical proficiency.

Action Step 1 5

Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.

Person Responsible

Cristina Smith

Schedule

On 6/2/2015

Evidence of Completion

Agendas, Evaluations, Meeting Minutes, Classroom Observational Data

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

Implementation of strategies during the STEM block.

Person Responsible

Cristina Smith

Schedule

Monthly, from 9/11/2014 to 6/2/2015

Evidence of Completion

Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.

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

i-Ready assessments, classroom assessments, teacher observations

Person Responsible

Cristina Smith


Schedule

Monthly, from 9/11/2014 to 6/2/2015


Evidence of Completion

Work samples, assessment data

G3.B2 Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications. **2**

 B093271

G3.B2.S1 Host a Parent Coffee where parents can learn ways to increase their child's mathematical understanding using manipulatives. **4**

 S104299

Strategy Rationale

Giving parents the knowledge to support their child's learning will empower them to assist in building their child's mathematical understandings at home.

Action Step 1 **5**

PSE will host a Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to increase their child's mathematical understanding.

Person Responsible

Cristina Smith

Schedule

On 6/2/2015

Evidence of Completion

Sign-in sheets

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

A flyer will go home to parents and an all-call will send a recorded message to all parents informing them of the activities and encouraging them to participate.

Person Responsible

Cristina Smith

Schedule

On 6/2/2015

Evidence of Completion

Parent sign-in sheets, volunteers sign-in sheets

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

Event attendance, parent/PTO feedback shared at math SIP meeting

Person Responsible

Cristina Smith


Schedule

On 6/2/2015

Evidence of Completion

parent sign-in sheets

G3.B2.S2 Provide professional development in STEM strategies using Engineering is Elementary units of study. 4

 S104300

Strategy Rationale

Giving students the opportunity to engage in engineering projects to solve problems will give a significant number of real life applications for mathematics.

Action Step 1 5

Provide professional development to support STEM lessons implementation in classrooms.

Person Responsible

Cristina Smith

Schedule

On 10/30/2014

Evidence of Completion

iReady data, Benchmark data

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Share learning from lesson/unit implementation at PLC meetings.

Person Responsible

Cristina Smith

Schedule

Monthly, from 11/1/2014 to 6/2/2015

Evidence of Completion

PLC meeting agendas

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Student achievement data will be analyzed to determine increase of students scoring at or above grade level.

Person Responsible

Cristina Smith

Schedule

Monthly, from 11/1/2014 to 6/2/2015


Evidence of Completion

iReady, Benchmark assessments, PLC meeting agendas

G3.B3 Students who are below level have significant gaps in their mathematical understandings. 2

 B109172

G3.B3.S1 Provide professional development for all teachers on Cognition-Based Assessment. 4

 S120687

Strategy Rationale

Teachers need to be able to effectively identify skill deficit areas in order to remediate students with strategies that will address their individual learning needs.

Action Step 1 5

Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.

Person Responsible

Cristina Smith

Schedule

On 6/2/2015

Evidence of Completion

Training agenda

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

Teachers will share data from CBAs at grade level PLC meetings. Data will be used to plan instruction.

Person Responsible

Cristina Smith

Schedule

Monthly, from 10/1/2014 to 6/2/2015

Evidence of Completion

PLC agendas/meeting notes

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

Student CBA data and classroom data will be analyzed to determine growth in targeted areas.

Person Responsible

Megan Efinger

Schedule

Monthly, from 10/1/2014 to 7/2/2015


Evidence of Completion

Student CBA data, PLC meeting agendas, MTSS progress monitoring


G4. Increase average scores by 1 level for 90% of students on writing rubrics 1

 G038827

G4.B1 Teachers lack information on using progression scales/rubrics and checklists for student goal setting 2

 B093275

G4.B1.S1 Increase teacher knowledge and understanding of using writing progression scales/rubrics to help determine student strengths and next steps in writing, as well as teacher proficiency in teaching explicit writing strategies to students. 4

 S104306

Strategy Rationale

Teachers need to be knowledgeable on best practices and explicit strategies to help students become successful writers. Students need to become proficient writers in order to meet the needs of the Language Arts Florida Standards.

Action Step 1 5

LLT will meet with teams of teachers to provide professional development on using progression scales in order to determine student needs.

Person Responsible

Melissa Lucrezia

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

Evidence of Completion

ERO sign in sheets, student writing samples, classroom observations, PLC discussion notes

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Team PLC's using student writing data for discussions

Person Responsible

Melissa Lucrezia

Schedule

Every 2 Months, from 9/24/2014 to 5/29/2015

Evidence of Completion

classroom observations, student samples, PLC discussion agendas

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Analyze pre and post writing on demand, monitor use of progression scales

Person Responsible

Melissa Lucrezia

Schedule


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

Evidence of Completion

student samples, teacher feedback, classroom observations, writing rubrics

G5. The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA.


1

 G038832

G5.B1 Students have limited exposure to cognitively complex math concepts. 2

 B093282

G5.B1.S1 Provide teachers with professional development on using content-area inquiry-based learning strategies. 4

 S104313

Strategy Rationale

By employing inquiry-based learning strategies into classrooms, students will be given the opportunity to problem solve and think critically.

Action Step 1 5

Inquiry-based learning professional development

Person Responsible

Cristina Smith

Schedule

Semiannually, from 9/24/2014 to 6/2/2015

Evidence of Completion

Classroom journals, teacher observations, meeting notes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Observations, Conferencing with teachers, PLC meetings

Person Responsible

Cristina Smith

Schedule

Monthly, from 9/24/2014 to 6/2/2015

Evidence of Completion

Agendas, PLC meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Review student progress monitoring data with teams to ensure all students are making growth.

Person Responsible

Cristina Smith


Schedule

Monthly, from 9/24/2014 to 6/2/2015

Evidence of Completion


Progress monitoring data from i-Ready and classroom assessments

G5.B2 Teachers are in the process of learning how to teach mathematical strategies which help students build a solid understanding of key concepts. 2

 B109173

G5.B2.S1 Teachers will be given professional development on bar modeling and journaling strategies. 4

4

 S120688

Strategy Rationale

By employing bar modeling and journaling strategies, teachers will be giving students conceptual ways with which to interact with the content.

Action Step 1 5

Teachers will be given professional development on bar modeling and journaling strategies.

Person Responsible

Cristina Smith

Schedule

On 6/2/2015

Evidence of Completion

Prezi, agenda, sign-in sheets

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

PLC meetings strategy shares

Person Responsible

Cristina Smith

Schedule

Monthly, from 12/8/2014 to 6/2/2015

Evidence of Completion

PLC meeting notes, agendas

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Data analysis of student growth on assessments

Person Responsible

Cristina Smith

Schedule

Monthly, from 12/8/2014 to 6/2/2015

Evidence of Completion

i-Ready assessment data, classroom assessment data

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	Professional development and cross curricular staff planning.	Gannon, Tom	9/11/2014	Student journals; assessments; lesson plans; classroom observations	6/2/2015 monthly
G2.B2.S1.A1	Orlando Science Center to provide professional development to all teacher on STEM engineering units.	Gannon, Tom	10/14/2014	Lesson plans; Classroom observations.	6/2/2015 one-time
G2.B3.S1.A1	Valerie Gaynor, district science coordinator, will facilitate science team planning to analyze science NGSSS for energy studies.	Gannon, Tom	10/1/2014	Lesson plans, Focus calendar	6/2/2015 monthly
G3.B1.S1.A1	Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.	Smith, Cristina	9/11/2014	Agendas, Evaluations, Meeting Minutes, Classroom Observational Data	6/2/2015 one-time
G3.B2.S1.A1	PSE will host a Parent Coffee where parents will participate in hands-on math activities using manipulatives that they can use in the home to	Smith, Cristina	10/1/2014	Sign-in sheets	6/2/2015 one-time

Martin - 0101 - Port Salerno Elementary School - 2014-15 SIP
Port Salerno Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	increase their child's mathematical understanding.				
G3.B2.S2.A1	Provide professional development to support STEM lessons implementation in classrooms.	Smith, Cristina	10/14/2014	iReady data, Benchmark data	10/30/2014 one-time
G4.B1.S1.A1	LLT will meet with teams of teachers to provide professional development on using progression scales in order to determine student needs.	Lucrezia, Melissa	9/24/2014	ERO sign in sheets, student writing samples, classroom observations, PLC discussion notes	5/29/2015 quarterly
G5.B1.S1.A1	Inquiry-based learning professional development	Smith, Cristina	9/24/2014	Classroom journals, teacher observations, meeting notes	6/2/2015 semiannually
G2.B1.S2.A1	Dr. Chew will deliver professional development to all teachers on inquiry-based learning strategies in science/STEM.	Gannon, Tom	9/24/2014	professional development agendas	6/2/2015 semiannually
G2.B1.S3.A1	The Orlando Science Center will deliver professional development on STEM Engineering is Elementary units.	Gannon, Tom	9/8/2014	professional development agendas	6/2/2015 one-time
G2.B3.S2.A1	Launch after school engineering and robotics programs.	Smith, Cristina	11/1/2014	Student projects, observational data	3/13/2015 biweekly
G1.B2.S1.A1	Literacy coaches and professional facilitators will provide professional development on strategies to teach vocabulary and increase teacher knowledge in regards to oral language development.	Nubelo, Margo	9/11/2014	i-Ready assessment data will be collected three times during the year and analyzed to determine the increase of students vocabulary through the scale scores provided.	5/29/2015 quarterly
G1.B2.S2.A1	LLT will provide resources and information to increase teacher's understanding of language acquisition levels.	Benitez, Joscelyn	9/11/2014	Discussions in data meetings and PLC's	5/29/2015 monthly
G3.B3.S1.A1	Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.	Smith, Cristina	11/1/2014	Training agenda	6/2/2015 one-time
G5.B2.S1.A1	Teachers will be given professional development on bar modeling and journaling strategies.	Smith, Cristina	12/5/2014	Prezi, agenda, sign-in sheets	6/2/2015 one-time
G1.B4.S1.A1	Provide professional development in balanced literacy	Benitez, Joscelyn	9/24/2014	Whole class data sheets, PLC notes	5/29/2015 quarterly
G1.B3.S1.A1	LLT team will support teachers in implementing strategies to meet the needs of students in phonics skills during word study	Lucrezia, Melissa	9/29/2014	coaching notes, PLC notes, agendas and classroom observations	1/30/2015 quarterly
G1.B2.S1.A2	LLT will provide teachers with information and support through modeling and discussion of language acquisition	Nubelo, Margo	10/7/2014	PLC discussion notes, classroom observations and student work samples	5/29/2015 quarterly
G1.MA1	I-Ready assessment and instructional component data	Nubelo, Margo	8/18/2014	I-Ready assessment and instructional component data	5/29/2015 quarterly
G1.MA2	Frameworks formative and summative assessments	Nubelo, Margo	9/29/2014	Classroom observations, lesson plans, and assessment data	5/29/2015 monthly
G1.MA3	Mondo Oral Language data for our identified at risk students.	Nubelo, Margo	8/18/2014	Mondo Oral Language assessments	5/29/2015 semiannually
G1.MA4	I-Ready Assessments, progress monitoring and instructional components	Lucrezia, Melissa	9/15/2014	i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to	1/30/2015 monthly

Martin - 0101 - Port Salerno Elementary School - 2014-15 SIP
Port Salerno Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				determine the increase of students working at or above grade level proficiency.	
G1.B2.S1.MA1	iReady assessment and instructional component data	Nubelo, Margo	9/15/2014	Student scores in the vocabulary and comprehension components of i-Ready assessments and instructional components will be used to determine if the strategy was implemented with effectiveness	5/29/2015 quarterly
G1.B2.S1.MA1	LLT will monitor fidelity by supporting teachers through modeling and differentiated professional development and then discussing through PLC's.	Nubelo, Margo	9/11/2014	PLC notes and discussions as well as teacher/student created materials will provide evidence of implementation of strategies being used in classroom instruction.	5/29/2015 quarterly
G1.B4.S1.MA1	LLT will meet and discuss whole class data sheets and instructional components with teachers, as well as support and model as needed.	Benitez, Joscelyn	11/3/2014	whole class data sheets, classroom observations, running records	5/29/2015 semiannually
G1.B4.S1.MA1	Coaches will work with teachers and conduct PLC's	Benitez, Joscelyn	9/24/2014	PLC notes, whole class data sheets	5/29/2015 one-time
G1.B3.S1.MA1	I-Ready assessments	Lucrezia, Melissa	9/15/2014	i-Ready assessment data will be collected monthly through progress monitoring as well as three times during the year for diagnostic assessment and analyzed to determine the increase of students working at or above grade level in phonics skills.	1/30/2015 monthly
G1.B3.S1.MA1	Team meetings with LLT and grade level teams	Lucrezia, Melissa	9/29/2014	team meeting notes, agendas	1/30/2015 quarterly
G1.B2.S2.MA1	LLT will conduct coach-teacher conversations	Benitez, Joscelyn	9/24/2014		6/2/2015 biweekly
G2.MA1	Benchmark tests; science journals, other assessments	Gannon, Tom	9/8/2014	Benchmark test scores; science journals; other assessment results	6/2/2015 monthly
G2.B1.S1.MA1	Use benchmark data from grades 3, 4, and 5 to track student growth.	Gannon, Tom	9/8/2014	2015 grade 5 Science FCAT scores	6/2/2015 monthly
G2.B1.S1.MA1	Strategies will be employed with students during STEM block and science lab.	Gannon, Tom	9/11/2014	2015 5th grade FCAT scores	6/2/2015 daily
G2.B2.S1.MA1	Monitor and analyze Benchmark/other assessments results.	Gannon, Tom	10/1/2014	Test scores (BMT, other assessments)	6/2/2015 monthly
G2.B2.S1.MA1	SIP team meeting progress reviews	Gannon, Tom	10/1/2014	lesson plans; classroom observations, science benchmark data	6/2/2015 monthly
G2.B3.S1.MA1	Benchmark data, Standards Based Grading to measure for mastery of standards.	Gannon, Tom	10/1/2014	Benchmark data and SBG data.	6/2/2015 weekly
G2.B3.S1.MA1	Grade level and SIP Committee meetings	Gannon, Tom	10/1/2014	Lesson plans; classroom observational data	6/2/2015 weekly
G2.B1.S2.MA1	Use benchmark assessment scores to monitor student growth.	Gannon, Tom	9/8/2014	Benchmark assessment data	6/2/2015 quarterly
G2.B1.S2.MA1	Strategies will be employed with students during STEM block and science lab.	Gannon, Tom	9/24/2014	Classroom lesson plans, science lab plans, classroom observational data.	6/2/2015 daily
G2.B3.S2.MA1	Increase in student achievement on student benchmark scores.	Gannon, Tom	10/1/2014	Benchmark assessment data, standards-based grading data to show mastery of standards	6/2/2015 monthly
G2.B3.S2.MA1	Schedule for after school programs and attendance records	Smith, Cristina	11/1/2014	Schedule and attendance records.	3/13/2015 weekly

Martin - 0101 - Port Salerno Elementary School - 2014-15 SIP
Port Salerno 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.S3.MA1	Benchmark data will be used to determine student growth and implementation of STEM strategies.	Gannon, Tom	10/14/2014	Benchmark assessment data, standards-based grading progress toward mastery of science standards.	6/2/2015 monthly
G2.B1.S3.MA1	Strategies will be employed with students during STEM block and science lab.	Gannon, Tom	10/14/2014	Benchmark assessments will be used to track student progress.	6/2/2015 quarterly
G3.MA1	i-Ready assessment data will be collected three times during the year and analyzed to determine the increase of students working at or above grade level.	Smith, Cristina	9/15/2014	Assessment scores will increase and student understanding will be evident on assessments. Agendas and calendars will indicate that evidence is being collected and analyzed.	6/2/2015 quarterly
G3.B1.S1.MA1	i-Ready assessments, classroom assessments, teacher observations	Smith, Cristina	9/11/2014	Work samples, assessment data	6/2/2015 monthly
G3.B1.S1.MA1	Implementation of strategies during the STEM block.	Smith, Cristina	9/11/2014	Student performance on progress monitoring assessments, observational notes, PLC meetings, and evaluations.	6/2/2015 monthly
G3.B2.S1.MA1	Event attendance, parent/PTO feedback shared at math SIP meeting	Smith, Cristina	10/1/2014	parent sign-in sheets	6/2/2015 one-time
G3.B2.S1.MA1	A flyer will go home to parents and an all-call will send a recorded message to all parents informing them of the activities and encouraging them to participate.	Smith, Cristina	10/1/2014	Parent sign-in sheets, volunteers sign-in sheets	6/2/2015 one-time
G3.B3.S1.MA1	Student CBA data and classroom data will be analyzed to determine growth in targeted areas.	Efinger, Megan	10/1/2014	Student CBA data, PLC meeting agendas, MTSS progress monitoring	7/2/2015 monthly
G3.B3.S1.MA1	Teachers will share data from CBAs at grade level PLC meetings. Data will be used to plan instruction.	Smith, Cristina	10/1/2014	PLC agendas/meeting notes	6/2/2015 monthly
G3.B2.S2.MA1	Student achievement data will be analyzed to determine increase of students scoring at or above grade level.	Smith, Cristina	11/1/2014	iReady, Benchmark assessments, PLC meeting agendas	6/2/2015 monthly
G3.B2.S2.MA1	Share learning from lesson/unit implementation at PLC meetings.	Smith, Cristina	11/1/2014	PLC meeting agendas	6/2/2015 monthly
G4.MA1	Teachers and coaches will collect and evaluate pre/post on demand writing assessments as well as gather teacher feedback and student samples.	Lucrezia, Melissa	10/29/2014	teacher feedback, student samples, classroom observations, pre/post on demand assessment results	5/29/2015 semiannually
G4.B1.S1.MA1	Analyze pre and post writing on demand, monitor use of progression scales	Lucrezia, Melissa	10/29/2014	student samples, teacher feedback, classroom observations, writing rubrics	5/29/2015 every-2-months
G4.B1.S1.MA1	Team PLC's using student writing data for discussions	Lucrezia, Melissa	9/24/2014	classroom observations, student samples, PLC discussion agendas	5/29/2015 every-2-months
G5.MA1	Review student progress monitoring data with teams to ensure all students are making adequate growth	Smith, Cristina	9/24/2014	iReady, Classroom Assessments	6/2/2015 monthly
G5.B1.S1.MA1	Review student progress monitoring data with teams to ensure all students are making growth.	Smith, Cristina	9/24/2014	Progress monitoring data from i-Ready and classroom assessments	6/2/2015 monthly
G5.B1.S1.MA1	Observations, Conferencing with teachers, PLC meetings	Smith, Cristina	9/24/2014	Agendas, PLC meeting notes	6/2/2015 monthly
G5.B2.S1.MA1	Data analysis of student growth on assessments	Smith, Cristina	12/8/2014	i-Ready assessment data, classroom assessment data	6/2/2015 monthly
G5.B2.S1.MA1	PLC meetings strategy shares	Smith, Cristina	12/8/2014	PLC meeting notes, agendas	6/2/2015 monthly

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. Increase percentage of K-5 students scoring on grade level by 10% on the iReady reading assessments by June 2015

G1.B2 Students lack language and vocabulary knowledge

G1.B2.S1 Provide staff with professional development to increase understanding of how to implement vocabulary and language acquisition strategies into the classroom

PD Opportunity 1

Literacy coaches and professional facilitators will provide professional development on strategies to teach vocabulary and increase teacher knowledge in regards to oral language development.

Facilitator

Dr. Lindsey Moses

Participants

PSE Staff

Schedule

Quarterly, from 9/11/2014 to 5/29/2015

PD Opportunity 2

LLT will provide teachers with information and support through modeling and discussion of language acquisition

Facilitator

Margo Nubelo

Participants

K-5 teachers

Schedule

Quarterly, from 10/7/2014 to 5/29/2015

G1.B4 High percentage of new teachers unfamiliar with balanced literacy instruction

G1.B4.S1 We will provide differentiated professional development to help teachers acquire knowledge in understanding and implementing balanced literacy, as well as increase knowledge for our experienced teachers.

PD Opportunity 1

Provide professional development in balanced literacy

Facilitator

Enid Martinez

Participants

K-5 teachers, literacy coaches

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

G2. Students at achievement level 3 (proficient) will increase by 5% or greater on the 2015 Grade 5 Science FCAT.

G2.B1 A significant number of our student body is made up of English Language Learners with limited or no English abilities. Also many students grades K-5 are reading below grade level and lack reading and writing skills needed in the science content area.

G2.B1.S1 Dr. Lindsey Moses will deliver professional development to all teachers in content-area (science, math, and social studies) vocabulary strategies to support ELL learners.

PD Opportunity 1

Professional development and cross curricular staff planning.

Facilitator

Dr. Lindsey Moses

Participants

all teachers, selected paraprofessionals

Schedule

Monthly, from 9/11/2014 to 6/2/2015

G2.B1.S2 Dr. Chew will deliver professional development to all faculty in inquiry-based learning strategies in science and math content areas.

PD Opportunity 1

Dr. Chew will deliver professional development to all teachers on inquiry-based learning strategies in science/STEM.

Facilitator

Dr. Chew

Participants

all teachers

Schedule

Semiannually, from 9/24/2014 to 6/2/2015

G2.B1.S3 The Orlando Science Center will deliver professional development to all teachers on Engineering is Elementary STEM units.

PD Opportunity 1

The Orlando Science Center will deliver professional development on STEM Engineering is Elementary units.

Facilitator

Orlando Science Center

Participants

all teachers

Schedule

On 6/2/2015

G2.B2 Teachers are in the learning process for learning how to effectively integrate science and mathematics in a STEM block.

G2.B2.S1 Provide professional development opportunities for teachers to get hands-on experience in STEM activities.

PD Opportunity 1

Orlando Science Center to provide professional development to all teacher on STEM engineering units.

Facilitator

Orlando Science Center

Participants

all teachers

Schedule

On 6/2/2015

G3. The percentage of students scoring at or above proficiency on the 2015 mathematics FSA will increase to 71%.

G3.B1 Students who are English Language Learners have a limited knowledge of English.

G3.B1.S1 Provide professional development to teachers in content-area vocabulary strategies to support ELL students.

PD Opportunity 1

Provide professional development for all teachers on content-area vocabulary strategies to support ELL students.

Facilitator

Dr. Lindsey Moses

Participants

All classroom teachers and certain paraprofessionals.

Schedule

On 6/2/2015

G3.B2 Students who are economically disadvantaged have limited prior knowledge in real life mathematical applications.

G3.B2.S2 Provide professional development in STEM strategies using Engineering is Elementary units of study.

PD Opportunity 1

Provide professional development to support STEM lessons implementation in classrooms.

Facilitator

Engineering is Elementary staff developer from Orlando Science Museum

Participants

All teachers

Schedule

On 10/30/2014

G3.B3 Students who are below level have significant gaps in their mathematical understandings.

G3.B3.S1 Provide professional development for all teachers on Cognition-Based Assessment.

PD Opportunity 1

Professional development will be provided for all teachers on using Cognition-Based Assessment to identify students' level of understanding and employ effective strategies to remediate them.

Facilitator

Mike Battista

Participants

All classroom teachers

Schedule

On 6/2/2015

G4. Increase average scores by 1 level for 90% of students on writing rubrics

G4.B1 Teachers lack information on using progression scales/rubrics and checklists for student goal setting

G4.B1.S1 Increase teacher knowledge and understanding of using writing progression scales/rubrics to help determine student strengths and next steps in writing, as well as teacher proficiency in teaching explicit writing strategies to students.

PD Opportunity 1

LLT will meet with teams of teachers to provide professional development on using progression scales in order to determine student needs.

Facilitator

Margo Nubelo, Joscelyn Benitez, Melissa Lucrezia

Participants

K-5 teachers

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

G5. The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA.

G5.B1 Students have limited exposure to cognitively complex math concepts.

G5.B1.S1 Provide teachers with professional development on using content-area inquiry-based learning strategies.

PD Opportunity 1

Inquiry-based learning professional development

Facilitator

Dr.Chew & Dr. Moses

Participants

All teachers

Schedule

Semiannually, from 9/24/2014 to 6/2/2015

G5.B2 Teachers are in the process of learning how to teach mathematical strategies which help students build a solid understanding of key concepts.

G5.B2.S1 Teachers will be given professional development on bar modeling and journaling strategies.

PD Opportunity 1

Teachers will be given professional development on bar modeling and journaling strategies.

Facilitator

Cristina Smith, math coach

Participants

All classroom teachers

Schedule

On 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase percentage of K-5 students scoring on grade level by 10% on the iReady reading assessments by June 2015	21,000
Goal 2: Students at achievement level 3 (proficient) will increase by 5% or greater on the 2015 Grade 5 Science FCAT.	31,800
Goal 3: The percentage of students scoring at or above proficiency on the 2015 mathematics FSA will increase to 71%.	30,789
Goal 5: The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA.	10,500
Grand Total	94,089

Goal 1: Increase percentage of K-5 students scoring on grade level by 10% on the iReady reading assessments by June 2015

Description	Source	Total
B2.S1.A1 - PEW FUND GRANT	Other	15,000
B4.S1.A1 - 5 DAYS OF BALANCED LITERACY TRAINING BY ENID MARTINEZ	Title I Part A	6,000
Total Goal 1		21,000

Goal 2: Students at achievement level 3 (proficient) will increase by 5% or greater on the 2015 Grade 5 Science FCAT.

Description	Source	Total
B1.S2.A1 - PEW FUND GRANT	Other	3,000
B1.S3.A1 - PEW FUND GRANT	Other	12,000
B2.S1.A1 - PEW FUND GRANT	Other	12,000
B3.S2.A1 - STIPENDS	Title I Part A	4,800
Total Goal 2		31,800

Goal 3: The percentage of students scoring at or above proficiency on the 2015 mathematics FSA will increase to 71%.

Description	Source	Total
B1.S1.A1 - PEW FUND GRANT	Other	15,000
B2.S1.A1 - ELI'S HOUSE DONOR FUNDED	Other	600
B2.S2.A1 - PEW FUND GRANT	Other	12,014
B3.S1.A1	Title I Part A	3,175
Total Goal 3		30,789

Goal 5: The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA.

Description	Source	Total
B1.S1.A1 - PEW FUND GRANT	Other	10,500

Goal 5: The percentage of students making learning gains in mathematics will increase to 60% on the 2015 FSA.

Description	Source	Total
Total Goal 5		10,500