Orchard View Elementary School

2014-15 School Improvement Plan

Orchard View Elementary School

4050 GERMANTOWN RD, Delray Beach, FL 33445

www.edline.net/pages/orchard_view_elementary_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	81%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

The mission of Orchard View Elementary School is to provide opportunities for all students to develop as literate, self-motivated persons of character in a safe, innovative, and challenging environment

Provide the school's vision statement

The Vision of Orchard View Elementary School is to provide our students with a quality education and a lifelong commitment to learning while serving the community as productive members of society.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans
Heritage month, morning announcements, guidance group activities, and support from language facilitators are methods used to learn about students' cultures and to build relationships among students and teachers.
Teachers and staff will participate in a book study to increase sensitivity toward English Language Learners.

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

Team building and class building activities are provided throughout the year to provide students with opportunities to build relationships among themselves and with teachers.
The School-wide Positive Behavior Support is in place. The school integrates the Universal Guidelines for Success by utilizing the Behavior Matrix and teaching the expectations to students, communicating the SwPBS with parents, and monitoring student data. The Action Plan is revised yearly, and data is shared with teachers at faculty meetings. Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of teaching the Universal Guideline expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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

Universal Guidelines and behavior matrix are taught through lesson plans to ensure students are aware of school expectations.
SwPBS team reviews classroom data to ensure students are engaged while in class.

Classroom Tracking Forms are used prior to a written Discipline Referral in order to decrease the amount of time students are missing instruction and to provide behavior interventions.
School-wide recognition is in place.

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

Backpack program, "Boca Helping Hands Backpacks," is provided to send food home with the students.
The School Based Team (SBT) meets weekly to discuss students with barriers to academic and social success.
Teachers refer students to guidance for counseling groups as necessary to provide a differentiated delivery of services based on student's/school's need.
Utilize data-based decision making to close academic and social-emotional gaps by connecting all students with the services they need.

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

Utilize data systems to identify students who have attendance, behavioral, or academic concerns.
Refer to School Based Team (SBT) any students exhibiting early warning system indicators in the area of attendance, behavioral, or academic concerns.
Utilize data-driven decision making to assess the needs of students and the barriers blocking their success.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	15	18	16	8	5	81
One or more suspensions	5	2	6	7	5	9	34
Course failure in ELA or Math	26	42	47	3	1	1	120
Level 1 on statewide assessment	0	0	0	40	29	34	103

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	9	15	13	5	6	53

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

Effective School-Based Team (SBT) in place to problem solve and create action plans.
Notification procedures for parents, agency, and community outreach.
Supplemental Academic Instruction (SAI), Immediate Intensive Intervention (iii), Tutorials, Leveled

Literacy Instruction (LLI)
Create evidence-based interventions to close student need gaps related to warning systems.
Improve student attendance and tardy rates with the "Rise and Shine Get to School on Time"
program sponsored by the City of Delray Beach.

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/190115.

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

? Conduct a school needs assessment in cooperation with business partnership liaison person.
? Evaluate existing school resources.
? Meet with ongoing partners to review partner resources.
? Discuss outcomes from prior year's activities with business partners.
? Plan new and on-going activities for the school year based on identified needs.
? Recruit new partners to help satisfy unfilled needs.
? Invite Business Partners to SAC, parent meetings, trainings and family involvement activities.
? Show appreciation by thank you notes, marquee, newsletters and Business Partnership Luncheon

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
Bayol, Jean	Other
Baker, Michelle	Other
Baker, Kristina	Teacher, K-12
De Puma, Kathleen	Principal
Kaufman, Margarita	Instructional Coach
Tomas, Laura	Instructional Coach
Viola, Cathy	Teacher, K-12
Sarnelli, Dawn	Assistant Principal

Duties

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

The Leadership Team at Orchard View Elementary School meet weekly to discuss matters important to the students and teachers. All teachers have access to members of the Leadership Team on an as-needed basis (open door policy) in addition to regularly scheduled meetings.

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

When there is a concern about a student after Tier 1 (Core Instruction) (ex: Academic, Behavior, Emotional, Social, Attendance, Tardies) teachers discuss the student and concerns with the School-based team (SBT) Case Liaison. They may have suggestions for additional Tier 1 interventions or a decision is made to refer to SBT. Teachers meet with the parent to discuss concerns and notify them that they are going to refer the student to SBT. The conference is documented on a Conference Record form (1051) where it is specifically stated that they are going to refer the student(s) to the SBT) Parent signs the conference record. Teacher completes the following:
o School Based Team Initial Referral (2106)
o School Based Team Information Checklist (1548)
o Attach EDW Individual Student Report A0082
o Attach a copy of the Conference Record (1051) from the parent conference
o Attach documentation of interventions you have tried and results
The SBT will review all data, identify the deficits and develop a plan for intervention. The SBT will continue to meet on the student at intervals of 6-8 weeks until the time that the student is succeeding or the team decides to close the case.
Title I funds are utilized to provide tutorials during and after school, substitutes for teachers to attend staff development opportunities and stipends for after school training, as well a Literacy Coach and a Math Coach.
A Parent Liaison provides family involvement activities/training using Title I funds. Additionally, postage, training materials, food and supplies are purchased with Title I funds. Classroom libraries, computer hardware and software, and classroom materials are provided using these funds.
Staff development materials will be purchased using Title I funds.
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title III funds are used to provide services for ELL students with educational materials, Language Facilitators, and an ESOL Coordinator to work with students and families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Any balance of Title I funds will be utilized to provide a summer literacy program for struggling readers and writers.

Title II funds provide Area Support teams, district curriculum support, Marzano training, and Literacy Cohort training.

School-Wide Positive Behavior Support Program is in place.

Our School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action plans during Faculty meetings, we instill our appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Newsletters, Nutrition Facts, Lunch Menu are sent to all families in their native language.

Backpack program provided by "Boca Helping Hands Backpacks" is sending food home with the students.

Caridad Center will collaborate in efforts to help families participate in health and nutrition programs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kathleen DePuma	Principal
Jean Bayol	Teacher
Patrick Albano	Education Support Employee
Jose Cortez	Parent
Rudean Williams	Parent
Peter Totfalusi	Parent
Marie Joseph	Parent
Yolanda Gonzalez	Parent
Cameron Vargo	Business/Community
David Ross	Business/Community
Kristina Baker	Teacher
Margarita Kaufman	Teacher

Duties

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

Evaluation of last year's school improvement plan

During the last two meetings of the previous fiscal year, SAC members were provided with available student data and information about predictions on assessment outcomes. Data was reviewed and members were able to make suggestions and recommendations. Coordination and Integration of services were reviewed and explained. This section describes how federal, state, and local funds, services, and programs will be used.

Development of this school improvement plan

SAC members made recommendations on proposals for SAC and Title I budgets during the last two meetings of the previous fiscal year.
The SIP checklist was reviewed by members present at the meetings.
SAC members also discussed goals and strategies as well as ideas on how to monitor progress.

Preparation of the school's annual budget and plan

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

In FY 2014, the remaining school improvement funds from the previous year were used to finance a writing instructional program for 4th grade and supplies/materials:$1,800.00
Some of those funds ($1,100.00) were used to provide incentives for students as part of the School-wide Positive Behavior Support (SwPBS) activities.

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

The SAC membership has been reviewed at the first meeting of the year. The procedures provided in our by-laws are being implemented in order to maintain compliance. Elections are being held in order to replace parents who no longer live in the community and school employees who no longer want to be a SAC member. This process should be completed no later than November 5, 2014.

Literacy Leadership Team (LLT)

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

Name	Title
Baker, Kristina	Teacher, K-12
Baker, Michelle	Other
Bayol, Jean	Other
De Puma, Kathleen	Principal
Kaufman, Margarita	Instructional Coach
Sarnelli, Dawn	Assistant Principal
Tomas, Laura	Instructional Coach
Viola, Cathy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT focuses on literacy concerns and creates capacity of literacy knowledge within the school. They provide professional development, coaching, and instructional resources to the teachers; they offer literacy nights and summer literacy plans to the families. The LLT meets regularly to discuss goals, progress, and scheduling concerns. They focus on ensuring that quality literacy instruction is provided to all students. They also ensure that identified students are receiving necessary remediation.

Public and Collaborative Teaching

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

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

Learning Team Meetings
Common Planning
Community Building Activities
Professional Development

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

1. Mentoring/Partnering new teachers with veteran staff
Assistant Principal; On going through June 2015
2. Sharing of best practices and data analysis support
in Learning Team Meetings; On going through June 2015
3. Literacy Cohort
Literacy Coach and Area Support Personnel; On going through June 2015
4. Ongoing Professional Development and mentoring supported through Literacy and Math Coaches
activities;
Principal; Ongoing through June 2015
5. Maintain regular contact with District Recruiter

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

The mentors are clinical education certified. They model ethical and professional behavior for the new teacher. They foster freedom for the new teacher to experiment and develop a personal style and strategies. They direct the mentees in ways deemed appropriate by the profession. They help the mentees deepen their practice in ways that support students' learning and enhance professional growth as well as by giving feedback that is frequent, honest, and caring.
The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading and Math Coach are modeling for and observing mentees' lessons using effective strategies.
We pair the mentors and mentees according to their needs.

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

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

Instructional Strategies

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

•Holding Learning Team Meetings on a regular basis to make decisions about literacy and mathematics instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards and Mathematics Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction, math manipulatives)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

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: Before School Program

Minutes added to school year: 4,620

Using the computer program Moby Max, 3rd, 4th, and 5th grade students will receive individualized instruction that is both differentiated and adaptive in order to target students' specific needs in math and language arts.

Strategy Rationale

Students will use this computer program in order to increase their understanding of concepts and skills as well as increase their comfort level with the upcoming computer-based tests.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
De Puma, Kathleen, kathleen.depuma@palmbeachschools.org

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

Students are continually progress monitored through Moby Max and reports can be accessed in order to determine the program's effectiveness for each student.

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

VPK Inclusion Unit implemented FY15 school year, consisting of 13 students. Additional Pre-K Communication Model consisting of approximately 31 students served in a half day setting.

A Kindergarten Round-up is held in the Spring to introduce incoming kindergarten students and their parents to Orchard View. At this time students meet the current Kindergarten teachers, are given a tour of the school, and are introduced to life as a kindergarten student. Incoming families are provided with packets of Kindergarten prerequisite skills in Reading, Math, and Writing and suggestions for parent support and involvement. When school begins, kindergarten students have a staggered start allowing for lower teacher/pupil ratio. This allows teachers to provide more one on one attention to individual students. At Orchard View, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students will be assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated. Data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

All teachers participate in vertical planning towards the end of the school year.

Middle school and multicultural personnel come to Orchard View to present information and assist the fifth grade students with their transition to middle school.

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.   Parents will become actively involved in school events by attending school-based trainings and family activities, and the school will continue to promote school-to-home communication through use of a daily Student Agenda/Communication Folder throughout the entire school year.

G2.   Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to monitor student learning across all content areas which teachers can use as a Formative Assessment throughout the entire school year.

G3.   Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level.

G4.   Teachers will implement differentiated instructional strategies on a daily basis in order to meet the needs of all students by throughout the entire school year.

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. Parents will become actively involved in school events by attending school-based trainings and family activities, and the school will continue to promote school-to-home communication through use of a daily Student Agenda/Communication Folder throughout the entire school year. `1a`

🔍 G039339

Targets Supported `1b`

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	2.0

Resources Available to Support the Goal `2`

- Student agenda/communication folders

- Training sessions - Parent Liaison, ESOL Coordinator, Leadership team, External agencies

Targeted Barriers to Achieving the Goal `3`

- Language, culture, and socio-economic status

Plan to Monitor Progress Toward G1. `8`

Daily use of student agendas and communication folders, meeting agendas

Person Responsible

Jean Bayol

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher and parent entries and meeting agendas

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to monitor student learning across all content areas which teachers can use as a Formative Assessment throughout the entire school year. `1a`

Targets Supported `1b`

🔍 G039340

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Teachers
- Coaches
- Notebooks/journals

Targeted Barriers to Achieving the Goal `3`

- Teachers who are currently not implementing the daily response with fidelity.

Plan to Monitor Progress Toward G2. `8`

Classroom Observation and Assessments

Person Responsible
Kathleen De Puma

Schedule
Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion
Student Journal/entries, student data

G3. Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level. `1a`

🔍 G039341

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Teachers
- Coaches

Targeted Barriers to Achieving the Goal `3`

- Teachers' understanding of students' educational, social, and emotional needs that impact learning
- Teachers' lack of knowledge regarding rigor of new state assessments

Plan to Monitor Progress Toward G3. `8`

Classroom Observation and Assessments

Person Responsible
Kathleen De Puma

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Student Data

G4. Teachers will implement differentiated instructional strategies on a daily basis in order to meet the needs of all students by throughout the entire school year. `1a`

🔍 G039342

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
FSA - Mathematics - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Teachers
- Coaches

Targeted Barriers to Achieving the Goal `3`

- Teachers struggle with bridging the gap between grade level state standards and students' current level of performance.
- Teachers have difficulty meeting the vast range of needs of their students.

Plan to Monitor Progress Toward G4. `8`

Student Data of Reading Running Records

Person Responsible
Dawn Sarnelli

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Reading Running Records

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. Parents will become actively involved in school events by attending school-based trainings and family activities, and the school will continue to promote school-to-home communication through use of a daily Student Agenda/Communication Folder throughout the entire school year. [1]

🔑 G039339

G1.B1 Language, culture, and socio-economic status [2]

🔑 B094762

G1.B1.S1 Use of student agendas/communication folders as a way of home-school communication on a daily basis. Regular school-home communication through newsletters, Edline, flyers in parent languages, parent phone link, parent conferences and home visits. [4]

🔑 S105825

Strategy Rationale

To keep lines of communication open between school and home in order to increase parent involvement.

Action Step 1 [5]

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.

Person Responsible

Kathleen De Puma

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Parent liaison documented records

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

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.

Person Responsible

Kathleen De Puma

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher and parent entries. Conference notes and published communication.

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

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers, activate parent phone link, and schedule parent conferences and home visits.

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teacher and parent entries.

G1.B1.S2 Offer parent trainings focusing on academics and practical skill-based parenting sessions. 4

S105826

Strategy Rationale

To provide parents with information and strategies to help their children succeed at school and at home.

Action Step 1 5

Family academic nights and parent trainings

Person Responsible

Kathleen De Puma

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agendas and sign-in sheets.

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

Family academic nights and parent trainings.

Person Responsible

Jean Bayol

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agendas and sign in sheets

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

Family academic nights and parent trainings.

Person Responsible

Jean Bayol

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Meeting agendas, sign in sheets, and evaluations.

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to monitor student learning across all content areas which teachers can use as a Formative Assessment throughout the entire school year. `1`

🔑 G039340

G2.B1 Teachers who are currently not implementing the daily response with fidelity. `2`

🔑 B094763

G2.B1.S1 School staff will provide professional development for school staff on daily responses. `4`

🔑 S105827

Strategy Rationale

To promote the use of daily response entries to monitor student understanding and create opportunities for reteaching and enrichment.

Action Step 1 `5`

Common Planning will include daily response entries to monitor student learning.

Person Responsible

Kathleen De Puma

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Classroom Implementation, Student entries, and Common Planning Notes

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

Student entries and Common Planning Notes

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student Entries and Common Planning Notes

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

Classroom Observation and Assessments

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Small group instruction to enrich or remediate, journals/response entries

G3. Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level. 1

G039341

G3.B1 Teachers' understanding of students' educational, social, and emotional needs that impact learning 2

B094764

G3.B1.S1 Teachers will use Team Building and Class Building structures to group students for higher order/critical thinking opportunities. 4

S105828

Strategy Rationale

By building relationships with and among students, teachers will provide more rigorous instruction with increased student engagement.

Action Step 1 5

Professional Development on Team Building and Class Building will be provided.

Person Responsible

Laura Tomas

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Classroom Implementation and meeting agendas

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

Classroom Observation and Common Planning notes

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Data

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

Classroom Observation

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Data

G3.B1.S2 Students will participate in hands-on experiential learning and oral language development/ vocabulary enrichment opportunities. `4`

🔍 S126436

Strategy Rationale

By engaging students in activities that expand their background knowledge and language development skills, students will experience greater success.

Action Step 1 `5`

Oral Language Lab will provide students with opportunities to build language through interaction, arts, song, hands-on activities, drama, and simulation of real life activities as an extension of literature.

Person Responsible

Margarita Kaufman

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Growth in Oral Language Assessment scores and Early Literacy Behavior data

Action Step 2 5

Students will experience content area immersion using all learning styles.

Person Responsible

Laura Tomas

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, sharing at Learning Team Meetings, and classroom walkthroughs

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

Lesson plans will be collected, K-2 classes will be scheduled to attend the Oral Language Lab

Person Responsible

Kathleen De Puma

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Master schedule, lesson plans, classroom walkthroughs

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

Oral Language Assessment data, early literacy behavior assessment, and reading running records will be monitored each trimester

Person Responsible

Margarita Kaufman

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students will show growth on the Oral Language Assessment, early literacy assessment, and reading running records

G3.B2 Teachers' lack of knowledge regarding rigor of new state assessments [2]

🔑 B094765

G3.B2.S1 Provide Professional Development for Language Arts Florida Standards (LAFS) [4]

🔑 S105829

Strategy Rationale

Teachers need to become familiar with the new state standards and assessment.

Action Step 1 [5]

Professional Development on Workshop Model, LAFS, and Test Item Specifications will be provided.

Person Responsible

Margarita Kaufman

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Agendas, Coaching Logs, Common Planning notes, and Walk-throughs

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

Teachers will implement the Workshop Model using LAFS, and Test Item Specifications.

Person Responsible

Margarita Kaufman

Schedule

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

Evidence of Completion

Lesson Plans, Walk-throughs, and Coaching Logs

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

Teachers will implement the Workshop Model using LAFS, and Test Item Specifications.

Person Responsible

Margarita Kaufman

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting Agendas, Common Planning notes, Student Assessment Data

G3.B2.S2 Provide Professional Development for Mathematics Florida Standards (MAFS) [4]

🔑 S105830

Strategy Rationale

Teachers need to become familiar with the new state standards and assessment.

Action Step 1 [5]

Provide Professional Development for MAFS, Number Talks, and Test Item Specifications.

Person Responsible

Laura Tomas

Schedule

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

Evidence of Completion

Meeting agendas, common planning notes, and student data.

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

Teachers utilize MAFS, Number Talks, and Test Item Specifications to plan and deliver instruction.

Person Responsible

Laura Tomas

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, lesson plans, common planning notes, student data

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

Teachers utilize MAFS, Number Talks, and Test Item Specifications to plan and deliver instruction.

Person Responsible

Laura Tomas

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Common planning notes, lesson plans, and student data.

G4. Teachers will implement differentiated instructional strategies on a daily basis in order to meet the needs of all students by throughout the entire school year. `1`

G039342

G4.B1 Teachers struggle with bridging the gap between grade level state standards and students' current level of performance. `2`

B094766

G4.B1.S1 Teacher coaching `4`

S105831

Strategy Rationale

Teachers will receive support (modeling, planning, resources) to increase knowledge of how to differentiate instruction.

Action Step 1 `5`

Academic coaching will be provided to teachers.

Person Responsible

Dawn Sarnelli

Schedule

Daily, from 8/12/2014 to 6/4/2015

Evidence of Completion

Coaching logs, lesson plans

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

Differentiated instruction

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, Learning Team Meeting notes, coach logs, and walkthroughs

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

Differentiated instruction

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data chats, assessment data, Learning Team meeting notes

G4.B1.S2 Reading Resource Teacher 4

S116498

Strategy Rationale

To close the gap between students' current level of performance and grade level standards, students will need supplemental instruction.

Action Step 1 5

Reading Resource Teacher will provide differentiated instruction.

Person Responsible

Kristina Baker

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students reading below grade level will increase their reading levels.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Student Data of Reading Running Records

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reading Running Records

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Student Data of Reading Running Records

Person Responsible

Dawn Sarnelli

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Reading Running Records

G4.B2 Teachers have difficulty meeting the vast range of needs of their students. `2`

`B105201`

G4.B2.S1 Tutorial programs will be implemented. `4`

`S116497`

Strategy Rationale

To close the gap between students' current level of performance and grade level standards, students will need supplemental instruction.

Action Step 1 `5`

Before and after school tutorials will be provided for Literacy and Math

Person Responsible

Kristina Baker

Schedule

Daily, from 10/6/2014 to 3/6/2015

Evidence of Completion

Attendance logs, lesson plans, student data

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Students will attend Literacy/Math tutorial sessions

Person Responsible

Kristina Baker

Schedule

Weekly, from 10/6/2014 to 3/6/2015

Evidence of Completion

Attendance logs and lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Student data will be collected

Person Responsible

Dawn Sarnelli

Schedule

Every 2 Months, from 10/6/2014 to 3/6/2015

Evidence of Completion

Growth from Fall to Winter Diagnostics and FSA 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
G1.B1.S1.A1	Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.	De Puma, Kathleen	8/12/2014	Parent liaison documented records	6/4/2015 daily
G1.B1.S2.A1	Family academic nights and parent trainings	De Puma, Kathleen	8/18/2014	Meeting agendas and sign-in sheets.	6/4/2015 quarterly
G2.B1.S1.A1	Common Planning will include daily response entries to monitor student learning.	De Puma, Kathleen	9/2/2014	Classroom Implementation, Student entries, and Common Planning Notes	6/4/2015 weekly
G3.B1.S1.A1	Professional Development on Team Building and Class Building will be provided.	Tomas, Laura	8/12/2014	Classroom Implementation and meeting agendas	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Professional Development on Workshop Model, LAFS, and Test Item Specifications will be provided.	Kaufman, Margarita	8/12/2014	Agendas, Coaching Logs, Common Planning notes, and Walk-throughs	5/29/2015 monthly
G4.B1.S1.A1	Academic coaching will be provided to teachers.	Sarnelli, Dawn	8/12/2014	Coaching logs, lesson plans	6/4/2015 daily
G3.B2.S2.A1	Provide Professional Development for MAFS, Number Talks, and Test Item Specifications.	Tomas, Laura	8/13/2014	Meeting agendas, common planning notes, and student data.	5/29/2015 monthly
G4.B1.S2.A1	Reading Resource Teacher will provide differentiated instruction.	Baker, Kristina	8/18/2014	Students reading below grade level will increase their reading levels.	6/4/2015 daily
G4.B2.S1.A1	Before and after school tutorials will be provided for Literacy and Math	Baker, Kristina	10/6/2014	Attendance logs, lesson plans, student data	3/6/2015 daily
G3.B1.S2.A1	Oral Language Lab will provide students with opportunities to build language through interaction, arts, song, hands-on activities, drama, and simulation of real life activities as an extension of literature.	Kaufman, Margarita	8/18/2014	Growth in Oral Language Assessment scores and Early Literacy Behavior data	6/4/2015 daily
G3.B1.S2.A2	Students will experience content area immersion using all learning styles.	Tomas, Laura	8/18/2014	Lesson plans, sharing at Learning Team Meetings, and classroom walkthroughs	6/4/2015 daily
G1.MA1	Daily use of student agendas and communication folders, meeting agendas	Bayol, Jean	8/18/2014	Teacher and parent entries and meeting agendas	6/4/2015 quarterly
G1.B1.S1.MA1	Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers, activate parent phone link, and schedule parent conferences and home visits.	De Puma, Kathleen	8/18/2014	Teacher and parent entries.	6/4/2015 monthly
G1.B1.S1.MA1	Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.	De Puma, Kathleen	8/18/2014	Teacher and parent entries. Conference notes and published communication.	6/4/2015 daily
G1.B1.S2.MA1	Family academic nights and parent trainings.	Bayol, Jean	8/18/2014	Meeting agendas, sign in sheets, and evaluations.	6/4/2015 quarterly
G1.B1.S2.MA1	Family academic nights and parent trainings.	Bayol, Jean	8/18/2014	Meeting agendas and sign in sheets	6/4/2015 quarterly
G2.MA1	Classroom Observation and Assessments	De Puma, Kathleen	9/2/2014	Student Journal/entries, student data	6/4/2015 monthly
G2.B1.S1.MA1	Classroom Observation and Assessments	De Puma, Kathleen	9/2/2014	Small group instruction to enrich or remediate, journals/response entries	6/4/2015 monthly
G2.B1.S1.MA1	Student entries and Common Planning Notes	De Puma, Kathleen	9/2/2014	Student Entries and Common Planning Notes	6/4/2015 monthly
G3.MA1	Classroom Observation and Assessments	De Puma, Kathleen	8/18/2014	Student Data	6/4/2015 monthly
G3.B1.S1.MA1	Classroom Observation	De Puma, Kathleen	8/18/2014	Student Data	6/4/2015 monthly
G3.B1.S1.MA1	Classroom Observation and Common Planning notes	De Puma, Kathleen	8/18/2014	Student Data	6/4/2015 monthly
G3.B2.S1.MA1	Teachers will implement the Workshop Model using LAFS, and Test Item Specifications.	Kaufman, Margarita	8/11/2014	Meeting Agendas, Common Planning notes, Student Assessment Data	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Teachers will implement the Workshop Model using LAFS, and Test Item Specifications.	Kaufman, Margarita	8/11/2014	Lesson Plans, Walk-throughs, and Coaching Logs	5/29/2015 monthly
G3.B2.S2.MA1	Teachers utilize MAFS, Number Talks, and Test Item Specifications to plan and deliver instruction.	Tomas, Laura	8/12/2014	Common planning notes, lesson plans, and student data.	5/29/2015 monthly
G3.B2.S2.MA1	Teachers utilize MAFS, Number Talks, and Test Item Specifications to plan and deliver instruction.	Tomas, Laura	8/12/2014	Meeting agendas, lesson plans, common planning notes, student data	5/29/2015 monthly
G3.B1.S2.MA1	Oral Language Assessment data, early literacy behavior assessment, and reading running records will be monitored each trimester	Kaufman, Margarita	8/18/2014	Students will show growth on the Oral Language Assessment, early literacy assessment, and reading running records	6/4/2015 quarterly
G3.B1.S2.MA1	Lesson plans will be collected, K-2 classes will be scheduled to attend the Oral Language Lab	De Puma, Kathleen	8/18/2014	Master schedule, lesson plans, classroom walkthroughs	6/4/2015 monthly
G4.MA1	Student Data of Reading Running Records	Sarnelli, Dawn	8/18/2014	Reading Running Records	6/4/2015 monthly
G4.B1.S1.MA1	Differentiated instruction	Sarnelli, Dawn	8/18/2014	Data chats, assessment data, Learning Team meeting notes	6/4/2015 monthly
G4.B1.S1.MA1	Differentiated instruction	Sarnelli, Dawn	8/18/2014	Lesson plans, Learning Team Meeting notes, coach logs, and walkthroughs	6/4/2015 monthly
G4.B2.S1.MA1	Student data will be collected	Sarnelli, Dawn	10/6/2014	Growth from Fall to Winter Diagnostics and FSA data	3/6/2015 every-2-months
G4.B2.S1.MA1	Students will attend Literacy/Math tutorial sessions	Baker, Kristina	10/6/2014	Attendance logs and lesson plans	3/6/2015 weekly
G4.B1.S2.MA1	Student Data of Reading Running Records	Sarnelli, Dawn	8/18/2014	Reading Running Records	6/4/2015 monthly
G4.B1.S2.MA1	Student Data of Reading Running Records	Sarnelli, Dawn	8/18/2014	Reading Running Records	6/4/2015 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 Opportuntities

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

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to monitor student learning across all content areas which teachers can use as a Formative Assessment throughout the entire school year.

G2.B1 Teachers who are currently not implementing the daily response with fidelity.

G2.B1.S1 School staff will provide professional development for school staff on daily responses.

PD Opportunity 1

Common Planning will include daily response entries to monitor student learning.

Facilitator

Coaches and Team Leaders

Participants

All Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

G3. Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level.

G3.B1 Teachers' understanding of students' educational, social, and emotional needs that impact learning

G3.B1.S1 Teachers will use Team Building and Class Building structures to group students for higher order/critical thinking opportunities.

PD Opportunity 1

Professional Development on Team Building and Class Building will be provided.

Facilitator

Professional Development Facilitators

Participants

Instructional Staff

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G3.B2 Teachers' lack of knowledge regarding rigor of new state assessments

G3.B2.S1 Provide Professional Development for Language Arts Florida Standards (LAFS)

PD Opportunity 1

Professional Development on Workshop Model, LAFS, and Test Item Specifications will be provided.

Facilitator

Teachers College Staff Developers, Literacy Coach, Team Leaders, District Cohort Leaders

Participants

Literacy Teachers

Schedule

Monthly, from 8/12/2014 to 5/29/2015

G3.B2.S2 Provide Professional Development for Mathematics Florida Standards (MAFS)

PD Opportunity 1

Provide Professional Development for MAFS, Number Talks, and Test Item Specifications.

Facilitator

Math Coach and district staff developers

Participants

Math teachers

Schedule

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

G4. Teachers will implement differentiated instructional strategies on a daily basis in order to meet the needs of all students by throughout the entire school year.

G4.B1 Teachers struggle with bridging the gap between grade level state standards and students' current level of performance.

G4.B1.S1 Teacher coaching

PD Opportunity 1

Academic coaching will be provided to teachers.

Facilitator

Literacy and Math/Science Coaches, Administration, and Area and District personnel, and Teachers' College staff developers.

Participants

Teachers

Schedule

Daily, from 8/12/2014 to 6/4/2015

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: Parents will become actively involved in school events by attending school-based trainings and family activities, and the school will continue to promote school-to-home communication through use of a daily Student Agenda/Communication Folder throughout the entire school year.	6,874
Goal 3: Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level.	106,022
Goal 4: Teachers will implement differentiated instructional strategies on a daily basis in order to meet the needs of all students by throughout the entire school year.	55,624
Grand Total	**168,520**

Goal 1: Parents will become actively involved in school events by attending school-based trainings and family activities, and the school will continue to promote school-to-home communication through use of a daily Student Agenda/Communication Folder throughout the entire school year.		
Description	**Source**	**Total**
B1.S1.A1 - Part-time pay for family involvement activities	Title I Part A	5,068
B1.S1.A1 - Communication supplies and parent training supplies such as paper, ink, pens, pencils, notebooks, communication folders, and agendas	Title I Part A	1,806
B1.S1.A1		0
Total Goal 1		**6,874**

Goal 3: Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level.		
Description	**Source**	**Total**
B1.S2.A1 - classroom library books, student journals, art supplies, butcher paper, markers	Title I Part A	1,000
B1.S2.A2 - classroom libraries, math manipulatives, hands-on Science materials, interactive journals	Title I Part A	3,499
B2.S1.A1 - Teachers College consultant contract	Title I Part A	11,721
B2.S1.A1 - Conference registration and travel for Teachers College	Title I Part A	2,000
B2.S1.A1 - substitutes for teacher release time to attend literacy professional development	Title I Part A	8,789
B2.S2.A1 - 1.0 Math Coach salary and benefits	Title I Part A	73,058
B2.S2.A1 - substitutes for teacher release time for professional development	Title I Part A	2,455
B2.S2.A1 - supplies for professional development training such as paper, ink, chart paper, markers, highlighters, post-its, PD resource books	Title I Part A	1,500
B2.S2.A1 - Math training conference registration and travel	Title I Part A	2,000

Goal 3: Teachers will engage students in rigorous instruction in all content areas throughout the entire school year in order to meet the Florida Standards in their grade level.

Description	Source	Total
Total Goal 3		**106,022**

Goal 4: Teachers will implement differentiated instructional strategies on a daily basis in order to meet the needs of all students by throughout the entire school year.

Description	Source	Total
B1.S2.A1 - 0.5 Reading Resource teacher	Title I Part A	36,529
B2.S1.A1 - Salary and benefits for HQ tutors	Title I Part A	8,995
B2.S1.A1 - On-line subscriptions and site licenses	Title I Part A	3,100
B2.S1.A1 - Tutorial supplies such as paper, pencils, markers, white boards, notebooks, and consumables such as iReady and Ready Florida.	Title I Part A	7,000
Total Goal 4		**55,624**