



## Atlantic West Elementary School

301 NW 69TH TER, Margate, FL 33063

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
83%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
86%

### School Grades History

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

### School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

### 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>20</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>21</b>
Professional Development Opportunities	22
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>25</b>

## 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
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The Atlantic West Community will meet individual student needs in a safe learning environment to maximize student achievement.

##### **Provide the school's vision statement**

Empowering students to meet today's challenges in order to build a better future.

#### School Environment

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

All teachers take time during the first weeks of school to get to know students' interests, likes, dislikes, and cultural background through interest surveys, writing assignments and conversations. Teachers have been trained in the Framework for Understanding Poverty, CHAMPS, and Hattie (.72 effect size for the impact of student teacher relationships). Our teachers have lunch bunch and additional relationship building activities throughout the year.

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

Administration and leadership team meets and greets all students at arrival. Our cafeteria doors open early to accommodate working parents who need a slightly earlier drop off. We have a Peace Ambassador's program for 4th and 5th graders to work with all students setting an example about peaceful behaviors and solutions.

Teachers and or student greeters welcome students to class each morning. Our arrival and dismissal plan includes supervision in all areas where students are present to ensure that students feel safe. All teachers participate in supervision at dismissal and all students remain in doors. The guidance counselor and our SRO provide training and support for all classrooms.

##### **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**

There are clear and common school-wide rules for shared areas such as hallways and cafeteria. Each classroom has rules based on the school-wide behavior guidelines. Teachers in grades K-4 use a clip up system for monitoring classroom behavior and engagement. Teachers have a plan for rewards as well as consequences as part of their classroom management plan.

The school wide plan includes guidelines for discipline referrals. The CPS team is available to support the development of individual behavior plans as needed.

During preplanning teachers and staff review the schoolwide behavior plan and team leaders provide mentoring for new teachers.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



Our guidance counselor provides support and guidance to students requiring assistance and provides information to parents regarding available services. Team leaders are assigned classes to mentor in grades 3,4 and 5 and meet with those students on the team leader release days. Our SRO works to build relationships with 5th grade students through DARE instruction and meets with all grade levels as needed and during their lunch time. Teachers share information related to student and family needs through social worker referrals and directly to our guidance counselor.

## 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/174526>.

#### **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**

The school maintains partnerships with the city of Margate, the Margate Police Department, and Fire Department. They work with us through out the year offering support to students and their families.

All parents are encouraged through out the year to become part of SAC and SAF.

The STEAM grant provides additional community resources such as local colleges, financial institutions, retailers, and museums as partners.

## 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
Hameister, Janette	Principal
Lewis, Jounice	Assistant Principal
Acevedo, Iris	Teacher, K-12
Agress, Mindy	Teacher, K-12
Havran, Stacy	Teacher, K-12
Hedberg, Michele	Teacher, K-12
Linden, Caryn	Teacher, ESE
O'Malley, Carolyn	Instructional Coach
Puia, Rosemary	Instructional Coach
Schradel, Kristy	Teacher, K-12
Spratt, Donsu	Instructional Coach
Todd, Shannon	Teacher, K-12
Dittmeier, Annette	Teacher, K-12

### Duties

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

The Leadership team meets weekly with their individual teams and bi-monthly as a group in order to collaboratively plan curriculum, assessment and instruction. They also serve as the data team leader for their respective teams. The leadership team works with administrators as participants in decision making regarding school wide instructional programs, discipline, communication with the community, development of the STEAM grant program. The leadership team provides guidance and support for new teachers as well as those new to their team. This team also plan and facilitate parent and family nights in support of school initiatives.

**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 principal, assistant principal, and the reading coach meet to analyze student running record data and prior year test scores as well as any additional qualitative data found in the Rtl folder. A plan is developed for providing reading and math intervention using the very limited personnel resources available. Title I dollars are used for data analysis meetings with grade level teams, and professional development. When ELO \$ were provided the team leaders for grades 3,4, & 5 were included in the planning of ELO tutoring after school.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
CARTER, ERIC	Education Support Employee
DERUITER, LINDA	Parent
CARMICHAELLE, SAUREL	Parent
HAMEISTER, JANETTE	Principal
HOOD, JACQUELINE	Education Support Employee
KAUFFMAN, SUZANNE	Parent
LEWIS, MARY	Education Support Employee
O'MALLEY, CAROLYN	Business/Community
RAMOS, YVETTE	Parent
RUIZ, SHANNON	Parent
SANTANA, SHERRY	Parent
SMITH, MARITZA	Business/Community
WILLIAMS, VONLEY	Parent
ZAMAR, ARMIDE	Student

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC will meet to evaluate the effectiveness of the previous year's SIP based upon student outcomes on standardized assessments. SAC members review all components including budget, professional development, instructional materials and resources, technology, staffing, student support services, safety, discipline, and health and well-being of all students. SAC participates in a shared decision-making process in order to revise goals and action steps or create a new plan.

*Development of this school improvement plan*

Using district, state, and federal goals, the SAC reviews student achievement data to prioritize needs for improvement at the school level. Goals and anticipated barriers are identified and a list of action steps is generated to address necessary improvements. The SAC assists in determining who will implement such actions, when they will be implemented, what resources may be necessary, and monitors progress towards goals of the improvement plan.

*Preparation of the school's annual budget and plan*

Budgeting information is shared with the SAC for input and shared-decision making.

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

School improvement funds were used to support extended learning opportunities for Saturday FCAT Camps.

**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
Puia, Rosemary	Instructional Coach
Hameister, Janette	Principal
Lewis, Jounice	Assistant Principal
Dittmeier, Annette	Teacher, K-12
Acevedo, Iris	Teacher, K-12
Anderson, Cynthia	Teacher, K-12
Campbell, Caryn	Teacher, K-12
Fraboni, Jaimie	Teacher, K-12
Pennachio, Sarah	Teacher, K-12
Liotta, Ralph	Teacher, K-12

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The literacy team provides leadership in the area of literacy through: managing the Reading Counts program, Book Fair, professional development on LAFS, attending district training to support literacy. A major focus of the literacy team this year is providing support and training as we master the LAFS and understand the impact of DOK on our instruction and assessment.

The reading specialist, R. Puia, helps lead the school in implementing literacy related initiatives and provide

literacy related professional development. The LLT meets monthly and as needed to discuss progress of initiatives and programs. The LLT will help build a culture of reading throughout the school by ensuring

that the team supports a commitment to student achievement through learning and teaching strategies.

The LLT also provides modeling and support for the implementation of Leveled Literacy Interventions (LLI) throughout the school

#### 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**

10 days of professional development and planning were provided through the STEAM grant and Title 1 dollars during the summer of 2014-15. Training on LAFS, MAFS, DOK, UBD, and EIE was completed by over 90% of the teaching staff. Additionally, teachers are released from class by grade level once a month to analyze data together and write plans for instruction and assessment. Grade levels plan all lessons together including the integrated STEAM projects. Specials teachers (Art, PE, and Media) coordinate with grade levels to reinforce ELA and MAF standards within their curriculum.

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

As a Title 1 school Atlantic West Elementary can only hire highly qualified teachers. Interviews are done with administration and representative staff whenever possible. Administration interviews candidates throughout the year to find substitutes that may turn into candidates for teaching positions. Professional development through PLC's is ongoing. New teachers are encouraged by administration to attend district training during the school year.

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

Teachers new to the school are assigned a NESS mentor even if they are not brand new teachers. Team leaders also serve to support teachers new to our school. The reading coach also provides additional support for teachers new to Atlantic West. While there are no brand new teachers at Atlantic West this year, all teachers are provided a mentor at the same grade level that they teach.

## **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***

During summer training, teachers unpacked the LAFS and NGSS. We are currently working on the MAFS by quarter.

All lesson plans begin with the LAFS, MAFS, and NGSS. Lesson plans are submitted to administration for review. Teachers have been trained in DOK levels and review lessons to ensure moving to higher DOK levels.

Teacher classrooms and lesson plans must reflect the standards (MAFS, LAFS, NGSS science)

#### **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***

All students receive a Rigby running record a minimum of three times per year. Students identified as below level receive a running record at least 2x per quarter to monitor progress and differentiate instruction. Analysis of the running record assists teachers in determining if interventions are needed in phonics, vocabulary, fluency, phonemic awareness, or comprehension. All students demonstrating below level reading based on the Rigby running record will be placed in the Leveled Literacy Intervention program. In addition, classroom centers will be focused on reading weaknesses.

Additionally, all students in gr. 1-5 will participate in progress monitoring through cold reads (2x per month) and complex text assessments (2x per quarter)

All students take a prerequisite math test during the first two weeks of school. The data from this assessment is analyzed and student centers and reteach interventions are developed. Mid chapter and chapter tests provide additional data to group students for differentiation. Students also do mid term and quarterly math fluency assessments and activities to support the development of fluency in math. First in Math provides the opportunity to individualize for students.

While writing is done throughout all content areas, monthly writing prompts focused on the genres of writing in the LAFS will be completed at each grade level. A writing rubric and conventions checklist is used for students to self assess writing and for teachers to give feedback to students.

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

**Strategy:** Extended School Day

**Minutes added to school year:**

We do not qualify for the extended school day

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## 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**

5th grade students visit Margate Middle School in January as a part of our partnership with the middle school. Also, magnet programs present to our students. The guidance counselor and 5th grade teachers meet with parents and students as needed to offer support for decision making for middle school.

Our K teachers visit our local preschools and provide an opportunity for 4 year olds to participate in a kindergarten activity. Students go home with a certificate from Atlantic West.

We also provide a Kindergarten Round Up in February and May for incoming kindergarteners and their parents. At this time we provide general information about the kindergarten day, curriculum, expectations, a school tour, and a visit to a kindergarten classroom. Before school begins we hold a "Drop-In" when parents can find out their child's teacher and meet the teacher and visit the classroom. Parents are permitted to walk their kindergarteners to class for the first two days of 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.** Teachers will analyze the data from grade level common assessments based on Florida Standards to plan and deliver differentiated instruction.

## 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.** Teachers will analyze the data from grade level common assessments based on Florida Standards to plan and deliver differentiated instruction. 1a

G040371

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- MAFS document at each grade level. DOK document Training for unwrapping MAFS and understanding DOK Singapore math model drawing Reflex and First in Math Computer programs for fluency Training and planning for use of data to differentiate instruction (Assessment forms A and B) Go Math intervention and strategic intervention materials Language Arts Florida Standards Rigby Assessment LLI program and assessment Quick Reads Phonics for Reading Great Leaps Foundations QAR Fry Words Elements of Vocabulary Reading Coach ESE Teacher STEAM Grant Science Coach and Instructional Facilitator UBD units created this summer Delta Kits Planning days for grade levels

**Targeted Barriers to Achieving the Goal** 3

- Teacher knowledge and understanding of the Florida Standards and the implications of the Depth of Knowledge levels on instruction and assessment

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

Classroom observation and student common assessment data will be reviewed and analyzed throughout the year.

**Person Responsible**

Janette Hameister

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Each grade level and teacher will chart student progress toward mastery of standards based on various 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.** Teachers will analyze the data from grade level common assessments based on Florida Standards to plan and deliver differentiated instruction. **1**

 G040371

**G1.B1** Teacher knowledge and understanding of the Florida Standards and the implications of the Depth of Knowledge levels on instruction and assessment **2**

 B097616

**G1.B1.S1** Provide training on Florida Standards and Depth of Knowledge levels for instruction and assessment **4**

 S108980

### Strategy Rationale

In order to plan instruction and assessments teachers must know and understand the Florida Standards and the Depth of Knowledge levels.

### Action Step 1 **5**

Provide training on the Florida Math Standards and Depth of Knowledge to all teachers

#### Person Responsible

Janette Hameister

#### Schedule

Biweekly, from 8/6/2014 to 5/29/2015

#### Evidence of Completion

Agenda, notes, lesson plans, data (including observations, student assessment, Marzano data marks)

**Action Step 2** 5

Provide training on the Florida Language Arts Standards and Depth of Knowledge to all teachers

**Person Responsible**

**Schedule**

Biweekly, from 9/5/2014 to 4/21/2015

**Evidence of Completion**

PLC/PD Agenda, notes, lesson plans, data (including observations, student assessment, Marzano data marks)

**Action Step 3** 5

Provide training on the NGSS Science Standards to all teachers

**Person Responsible**

Carolyn O'Malley

**Schedule**

Weekly, from 8/19/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans, UBD plan, data including (photos, lobervation datamarks, student assessment)

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

Conduct classroom walk throughs

**Person Responsible**

Janette Hameister

**Schedule**

On 5/29/2015

**Evidence of Completion**

Observation notes, feedback, and datamarks

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

Use the data team model through PLC's to analyze, monitor, and provide followup support implementation of the Math Florida Standards and Depth of Knowledge

**Person Responsible**

Janette Hameister

**Schedule**

Monthly, from 9/4/2014 to 5/7/2015

**Evidence of Completion**

Teacher implementation is evidenced through improved student mastery of the math standards based on data from common assessments.

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

Use the data team model through PLC's to analyze, monitor, and provide followup support implementation of the Language Arts Florida Standards and Depth of Knowledge

**Person Responsible**

Rosemary Puia

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Teacher implementation is evidenced through improved student mastery of the ELA standards based on data from common assessments.

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

Use the data team model through PLC's to analyze, monitor, and provide followup support implementation of the NGSS science Standards and the UBD units for each grade

**Person Responsible**

Terri Marcello

**Schedule**

Monthly, from 9/2/2014 to 5/30/2015

**Evidence of Completion**

Teacher implementation is evidenced through student mastery of NGSS Science skills based on data from common assessments.

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

Collect and analyze student and teacher performance data.

**Person Responsible**

Janette Hameister

**Schedule**

Biweekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Teacher implementation is evidenced through improved student mastery of the math standards based on data from common assessments.

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

Collect and analyze student and teacher performance data.

**Person Responsible**

Janette Hameister

**Schedule**

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

**Evidence of Completion**

Teacher implementation is evidenced through improved student mastery of the math standards based on data from common assessments.

**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 training on the Florida Math Standards and Depth of Knowledge to all teachers	Hameister, Janette	8/6/2014	Agenda, notes, lesson plans, data (including observations, student assessment, Marzano data marks)	5/29/2015 biweekly
G1.B1.S1.A2	Provide training on the Florida Language Arts Standards and Depth of Knowledge to all teachers		9/5/2014	PLC/PD Agenda, notes, lesson plans, data (including observations, student assessment, Marzano data marks)	4/21/2015 biweekly
G1.B1.S1.A3	Provide training on the NGSS Science Standards to all teachers	O'Malley, Carolyn	8/19/2014	Lesson plans, UBD plan, data including (photos, lobservation datamarks, student assessment)	6/1/2015 weekly
G1.MA1	Classroom observation and student common assessment data will be reviewed an analyzed throughout the year.	Hameister, Janette	9/2/2014	Each grade level and teacher will chart student progress toward mastery of standards based on various assessments.	5/29/2015 weekly
G1.B1.S1.MA1	Collect and analyze student and teacher performance data.	Hameister, Janette	9/2/2014	Teacher implementation is evidenced through improved student mastery of	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				the math standards based on data from common assessments.	
G1.B1.S1.MA6	Collect and analyze student and teacher performance data.	Hameister, Janette	9/5/2014	Teacher implementation is evidenced through improved student mastery of the math standards based on data from common assessments.	5/29/2015 biweekly
G1.B1.S1.MA1	Conduct classroom walk throughs	Hameister, Janette	8/18/2014	Observation notes, feedback, and datamarks	5/29/2015 one-time
G1.B1.S1.MA2	Use the data team model through PLC's to analyze, monitor, and provide followup support implementation of the Math Florida Standards and Depth of Knowledge	Hameister, Janette	9/4/2014	Teacher implementation is evidenced through improved student mastery of the math standards based on data from common assessments.	5/7/2015 monthly
G1.B1.S1.MA3	Use the data team model through PLC's to analyze, monitor, and provide followup support implementation of the Language Arts Florida Standards and Depth of Knowledge	Puia, Rosemary	8/18/2014	Teacher implementation is evidenced through improved student mastery of the ELA standards based on data from common assessments.	6/2/2015 monthly
G1.B1.S1.MA5	Use the data team model through PLC's to analyze, monitor, and provide followup support implementation of the NGSS science Standards and the UBD units for each grade	Marcello, Terri	9/2/2014	Teacher implementation is evidenced through student mastery of NGSS Science skills based on data from common assessments.	5/30/2015 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.** Teachers will analyze the data from grade level common assessments based on Florida Standards to plan and deliver differentiated instruction.

**G1.B1** Teacher knowledge and understanding of the Florida Standards and the implications of the Depth of Knowledge levels on instruction and assessment

**G1.B1.S1** Provide training on Florida Standards and Depth of Knowledge levels for instruction and assessment

### **PD Opportunity 1**

Provide training on the Florida Math Standards and Depth of Knowledge to all teachers

#### **Facilitator**

Janette Hameister, Terri Marcello, Iris Acevedo, Susann Reeves, Kristen Langstett

#### **Participants**

All teachers Prek -5

#### **Schedule**

Biweekly, from 8/6/2014 to 5/29/2015

### **PD Opportunity 2**

Provide training on the Florida Language Arts Standards and Depth of Knowledge to all teachers

#### **Facilitator**

Janette Hameister, Iris Acevedo, Michele Hedberg, Caryn Campbell, Erica Burrows, Michelle Nixon

#### **Participants**

Teachers K-5

#### **Schedule**

Biweekly, from 9/5/2014 to 4/21/2015

**PD Opportunity 3**

Provide training on the NGSS Science Standards to all teachers

**Facilitator**

Maria Yeates, Terri Marcello

**Participants**

All K-5 teachers

**Schedule**

Weekly, from 8/19/2014 to 6/1/2015

## Technical Assistance Items

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



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will analyze the data from grade level common assessments based on Florida Standards to plan and deliver differentiated instruction.	13,000
<b>Grand Total</b>	<b>13,000</b>

### Goal 1: Teachers will analyze the data from grade level common assessments based on Florida Standards to plan and deliver differentiated instruction.

Description	Source	Total
<b>B1.S1.A1</b> - Title I funding was used to pay teacher stipends	Title I Part A	5,000
<b>B1.S1.A3</b> - Stipends to teachers for professional development on the NGSS standards, Engineering is Elementary and it's connection to the standards. Funded by STEM Grant.	Other	8,000
<b>Total Goal 1</b>		<b>13,000</b>