

# Fau/Slcisd Palm Pointe Educational Research School @ Tradition



2014-15 School Improvement Plan

## Fau/Slcsd Palm Pointe Educational Research School @ Tradition

10680 SW ACADEMIC WAY, Port St Lucie, FL 34987

[www.tradition.fau.edu](http://www.tradition.fau.edu)

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

52%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

57%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

A

A

### School Board Approval

This plan was approved by the FAU Lab Sch County School Board on 10/10/2014.

### 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<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

Through engaging, rigorous and differentiated quality instruction, Palm Pointe Educational Research School commits to a comprehensive, collaborative system of support for ALL students. This ensures that Rockets are fully equipped for their next mission!

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

Palm Pointe Educational Research School at Tradition in partnership with parents and community will become a premier center of knowledge that is organized around students and the work provided to them. Palm Pointe's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great focusing on the creation of challenging, engaging and satisfying work for each student, every day.

#### School Environment

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

Teachers understand that learning students' interests and backgrounds are key to building a sense of community in the classroom. Teachers use surveys to learn about their students' lives, they also investigate their cultures by becoming familiar with popular recording artists and their songs, notice where students like to gather, local events they attend and learn about their involvement in athletic events, clubs, volunteer activities. It is not unusual for teachers to attend community sporting events to cheer on their students and/or design lessons and activities that incorporate student interests. The teachers take time to know each student personally and interact with them in a friendly way each day.

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

PPE creates an environment that is safe by creating a culture of inclusion and respect that welcomes all students. We make sure students interact safely. Students may be at higher risk of feeling unsafe when there is little or no adult monitoring so we pride ourselves on having adults strategically placed throughout the school for morning arrival and dismissal as well as during lunch time. Our staff closely monitors these "hot spots" to ensure safety of all. Students are with adults whenever they travel about the school. Teachers walk students to and from resource/elective classes, to lunch and at dismissal where adults await them and safely load them into cars, buses or to the hands of their parents. Students who walk home cross streets via a school crossing guard. A school resource officer is assigned to the school and is highly visible. He assists with arrival and dismissal and a lunch. He also meets with students and parents who have safety concerns. The two deans are also visible and highly proactive. All classes have acceptance training and know how to report bullying. Incidents of bullying are taken seriously and resolved within a timely period. In the classrooms, teachers use CHAMPS to clearly state the expectations throughout the day. Students are taught the rules and are rewarded and praised when following the rules and consequences are given to repeat offenders. The school also has an in-school suspension class where students can complete their school work and remain in a safe environment while serving suspension for more serious violations. At PPE, a positive approach to discipline is used which includes interventions and support to students and staff.



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

The school uses Positive Behavioral interventions and Support framework and CHAMPS as a way for teachers to structure their classroom and day so students are clear about behavioral expectations. Rules are established, routines and procedures are set and students practice them daily. These structures, once in place, maximizes instructional time and stops most behavior problems before they start. Each year the school spends time during preschool training teachers on PBIS and CHAMPS so they can be implemented as intended. The first few weeks of school the administration visits classrooms and observes teachers as they teach the expectations and they talk with students to see if they know what is expected. Students are rewarded by teachers and staff with "Rocket Fuel" for meeting the expectations and they can "purchase" desirable items or attendance at events with the fuel. When behaviors occur that don't meet the expectations, students are retaught what is expected and practice the desirable behavior. When behaviors are not met, consequences occur. The teachers know that a fair and consistency behavior management system will make for a well run classroom.

**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**

Palm Pointe professional school counselors provide individual and small group counseling as well as classroom guidance lessons focusing on the social-emotional and academic needs of students. Mentors, within the school, are assigned on a case by case basis in order to help meet the social-emotional needs of students. We also actively collaborate with outside agencies to help students become successful in all areas of life.

## 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**

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	6	7	8	
Attendance below 90 percent	9	11	3	8	8	14	16	18	20	107
One or more suspensions	6	14	5	15	3	3	37	41	20	144
Course failure in ELA or Math	1	1	0	3	0	0	0	5	1	11
Level 1 on statewide assessment	0	0	0	11	20	18	20	22	14	105

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

Before and afterschool tutoring  
 Tier 2 and Tier 3 instruction for struggling readers K-5  
 Credit retrieval for middle school students who fail courses  
 Intensive reading and math classes for students who score level 1 or 2 on FCAT reading or math  
 Differentiated Instruction for reading and math for K-5 students  
 Automative Attendance System that informs parents of daily absences  
 Counseling for truant students and families  
 Truancy court for students who do not respond to counseling  
 In-school suspension in lieu of out of school suspension for most offenses

### **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 available at the school site.

#### **Description**

**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**

Palm Pointe hosts both an annual volunteer/buisness partner orientation and recognition ceremony. Recruitment occurs continuously by actively contacting local business partners and community members to assit in a variety of events and activities. Through our partnership, donations are made to recognize students and staff members through a variety of incentives.

### **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
Snyder, Debra	Principal
Iseman, Deborah	Assistant Principal
Perez, Kathleen	Assistant Principal
Tang, Andrea	Guidance Counselor
Kuba, Summer	Guidance Counselor
Bokhart, Emily	Instructional Coach
Koenig, Rachel	Instructional Coach
Estrada, Debborah	Dean
Kovach, Matthew	Dean
Hughes, Linda	Teacher, ESE
Carvelli, Karol	Teacher, ESE
Apostolico, Maurizio	Instructional Technology

## Duties

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

Principal: Provides a common vision for a use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessments of MTSS skills of school staff and ensures implimentation of the intervention and support.

Literacy Coach: Facilitates the data meetings in reference to reading and provides curriculum support strategeis in meeting the needs of struggling readers.

Instructional Coach: Facilitates that data meetings in reference to reading and math and provides curriculum support strategies in meeting the needs of those performing below expectations in the areas of reading and math. As well as identifying strategies to meet the lowest 25th% students where they are academically in order to provide learning gains.

Math Coach: Facilitates the data meetings in reference to math and provides curriculum support strategies in meeting the needs of those performing below expectations in math.

Assistant Principal: Provides data to monitor instruction and develops plans and strategies to assist identified students.

Professional School Counselor: Facilitates the scheduling of MTSS core team meetings. Provides individual and small group counseling as well as classroom guidance lessons. Helps provide professional development for faculty and staff on important issues such as homelessness, behavior support, classroom management, ESOL, 504 and crisis planning.

### ***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***

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Title I-Provides supplemental resrouces (personell or supplies) to meet the needs of all students.

Title II-Professional development is provided to all faculty and staff based on need.

Title X- Homeless

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Andrea Tang	Teacher
Debra Snyder	Principal
Sandra Frapart	Teacher
Ashley Rich	Teacher
Stephen Pugliese	Teacher
Kris Demarius	Teacher
Beth Wuycheck	Education Support Employee
Cheryl Petrino	Teacher
Rolande Darville	Parent
Lisa Fleming-Lee	Parent
Shelly Morgan	Business/Community
Kim Albritton	Parent
Aida Castro	Parent
Michael Bernard	Parent
Glenn Hunt	Parent
Stacia Nautel	Parent
Jessica Parrish	Parent
Sharon Butts	Parent
Pam Molner	Business/Community
Diane Turner	Parent
Michelle Farley	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*

The plan was reviewed at the end of the 2013-14 school year during the final SAC meeting as well as through individual sub-group committees. Commendations on the current plan were noted as well as recommendations for the 2014/15 School Improvement Plan.

*Development of this school improvement plan*

Data was used to determine the goals and objectives. A team met to prioritize the goals and create a plan that met the needs of the students.

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

Each year, SAC members look at the general budget and make recommendations on the expenditures. In addition to general budgets, all Title budgets as well as parental involvement budget are part of SAC's agenda.

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

School Improvement Funds were not allocated last year. General funds, Title I and Title II funds were used to implement the plan for the 2013-2014 school year.

***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
Bokhart, Emily	Instructional Coach
Koenig, Rachel	Instructional Coach
Motto, Rene	Teacher, K-12
Garcia, Sue	Teacher, K-12
Donnelly, Christina	Teacher, K-12
Wright, Kristoffer	Teacher, K-12
Costanzo, Ariana	Teacher, K-12
Sigmon, Glenna	Teacher, K-12
Gutierrez, Jessica	Teacher, K-12
DeRigo, Erica	Teacher, K-12
Farley, Michelle	Teacher, K-12
Van Allen, Paula	Teacher, K-12
Fazzalano, Amy	Teacher, K-12

**Duties**

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

The LLT meets on a bi-weekly basis to share and discuss information related to the LAFS and assessment updates. Department members participate in learning activities targeted towards curriculum development and best instructional practices. Members are then expected to disseminate discussed content and strategies in their grade level team meetings, ensuring quality instruction for all students based on the standards.

Furthermore, the LLT brainstorms, plans, and leads school-wide activities to enhance student literacy

experiences. Students and their families are welcome to participate in all planned literacy celebration events.

## 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**

The school provides additional time each day for collaborative planning. Each team has a leader who has been trained by the district in facilitating the sessions. The school has established school-wide norms and each team has used these guidelines to establish norms of how they will work through their learning sessions. The 4 sessions each week that teams plan collaboratively, they follow a format that begins with norms, unpacking the standards so each member of the team understands what the standard is asking and the depth of the standard. From here it moves to defining what quality work for the standard looks like. Teachers create common assessments aligned to the standards. Once the standard is unpacked, understood and assessments created, the team determines what resources they have to teach the standard and use the Framework of Quality Teaching and Learning to define how the standard will be taught.

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

The following strategies are used to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Interview process by administration. Select quality teachers who exhibit qualities aligned to the school's philosophy.
2. New teachers attend district orientation.
3. New teachers attend the school's orientation.
4. Mentor is appointed for each new teacher and they meet regularly with their mentor.
5. Meetings are held monthly for new teachers to learn and celebrate success and find solutions to problems.
6. New teachers receive professional development on the Quality Instructional Framework
7. Frequent observations are held and feedback is provided.
8. New teachers observe mentor teachers and mentor teachers observe new teachers and provide feedback.
9. New teachers collaboratively plan with their team or department so they can learn how to plan effectively.

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

Plan:

- Team Leaders and/or Veteran Teachers to Palm Pointe are paired with new teachers or teachers new to Palm Pointe
- The Districts' SHINE program is followed with fidelity
- Planned Mentoring Activities are scheduled
- Monthly NEST (New Educator Support Team) meetings with school and district personnel support
- New teachers attend District Cohort meetings to obtain needed professional development.
- Utilize release time for new teachers to observe veteran teachers.
- One-on-one support and coaching provided by mentors, school coaches and school administrators.

## 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***

The school district adopts the textbooks from the Florida School Book Depository that are aligned to the Florida Standards. Most of the adopted textbooks come with materials that support the texts and standards. The district also identifies resources the schools can use for Tier 2 and Tier 3 instruction. In addition, teachers use lesson plans from C-Palms that are vetted and use materials that are available in most schools.

When wanting to implement a new program to supplement the curriculum, schools are required to submit the program, along with research and present before the Curriculum Review Committee. The district reviews the research and the program and makes the final decision if the program aligns with the standards and can be used by the school.

### 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***

The school provides data immediately after progress monitoring occurs. Within a week, the leadership team meets with grade levels to discuss the data and plan for instruction. Teachers use the data in performance matters to determine the specific needs of their students. Goals are set for each student and teachers conference with students regarding the goals.

#### ***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:** 1,920

identified students will participate in reading and math tutoring before the school day to increase knowledge and skill.

#### ***Strategy Rationale***

The students who are identified are ones who struggle and need more small group differentiated instruction.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***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***

Formative data is kept by the teacher which included EasyCBM, Progress Monitoring Assessments and other work samples completed during the tutorial.



**Strategy:** Weekend Program

**Minutes added to school year:** 240

All Algebra I students were invited to attend a Boot camp on a Saturday prior to the administration of the Algebra I End of Course Assessment.

***Strategy Rationale***

The intention of this boot camp was to activate and review skills and concepts learned throughout the course of the year in preparation for this assessment.

***Strategy Purpose(s)***

- Enrichment

***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***

All students who took the Algebra I assessment passed.

**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***

To assist students in transitions from one school level to another, Palm Pointe employs a variety of strategies. For students entering kindergarten we provide a "Kindergarten Blast-Off" each May where parents are invited to meet with kindergarten teachers and administrators to review school expectations, academics, curriculum and standards. We also provide parents and students with tours of our school in small groups and answer individual questions throughout the tour as needed. We offer 2nd grade parents the opportunity to meet with school personnel to provide them information on the rigor of curriculum their child will face in third grade as well as the standardized testing requirement. Students transitioning into middle school are given the opportunity to spend 1/2 a day rotating between through the 6 grade classes to get a better understanding of schedules and middle school expectations they will be facing throughout their middle school career. The professional school counselors organize local high school visits for 8th graders as well as provides career counseling classroom guidance lessons for 8th grade students as they embark on the next chapter in their life.

**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***

Palm Pointe recognizes the importance of preparing students for their future in college and careers. Professional school counselors provide classroom guidance lessons focusing on establishing and tracking individual goals focusing on preparing for the skills necessary to become college and career ready. Classroom guidance lessons are also created focusing specifically on college and career readiness of middle school students as they transition to high school. Palm Pointe also partners with community members and parents in hosting a career day where students are provided the opportunity to experience a variety of careers. Elementary students are also able to share their chosen careers by dressing up and sharing these careers with their peers.



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

N/A

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

N/A

**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**

N/A

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will be proficient at analyzing data, as well as designing and implementing differentiated instruction in order to show increased performance in reading and math.

## 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.** All teachers will be proficient at analyzing data, as well as designing and implementing differentiated instruction in order to show increased performance in reading and math. 1a

 G041504

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	71.0
ELA/Reading Gains	75.0
Math Gains	82.0
Math Lowest 25% Gains	75.0

**Resources Available to Support the Goal** 2

- Our resources include: reading coach, instructional coach, Tier 2 and Tier 3 interventions, part-time interventionist, availability of scientifically-based intervention materials, extra collaborative planning time built into teachers' schedules, school-based professional development to deepen understanding of differentiated instruction, supported by administrators and coaches.

**Targeted Barriers to Achieving the Goal** 3

- The depth of teachers' knowledge of differentiated instruction is insufficient.
- Limited knowledge of the new Florida State Standards; the draft forms of FSA test specs and rubrics
- A lack of appropriate materials to address the depth of the new standards

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

Teachers, coaches, and administrators will meet regularly to analyze reading progress monitoring and district comprehensive assessment data.

**Person Responsible**
**Schedule**

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

**Evidence of Completion**

Evidence will include school-wide data meeting agendas and grade level and teacher action plans.

## 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.** All teachers will be proficient at analyzing data, as well as designing and implementing differentiated instruction in order to show increased performance in reading and math. **1**

 **G041504**

**G1.B1** The depth of teachers' knowledge of differentiated instruction is insufficient. **2**

 **B105664**

**G1.B1.S1** We will utilize our coaches and develop a schedule to provide training and support to teams of teachers. **4**

 **S116970**

### Strategy Rationale

Providing initial training and continued support will assist teachers in meeting the needs of all students.

### Action Step 1 **5**

Designated dates will be established each month in order to deepen knowledge of differentiated instruction.

### Person Responsible

### Schedule

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

### Evidence of Completion

Evidence will include: walk-through data, lesson plans, student work and assessments.

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

Administration will randomly participate in meetings, lesson plans will be reviewed regularly, best practices will be shared through the school's weekly newsletter, celebrations will be school-wide events, and feedback will be provided on a regular basis.

#### **Person Responsible**

#### **Schedule**

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

#### ***Evidence of Completion***

BloomBoard records provide written feedback for classroom observations and newsletters will be disseminated each Friday.

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

Easy CBM progress monitoring and district Comprehensive assessment data for those students in Tier 2 and Tier 3 will be regularly analyzed.

#### **Person Responsible**

#### **Schedule**


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

#### ***Evidence of Completion***


Coaches and administrators will collect the progress monitoring and district Comprehensive assessment data and consult the documentation of students moving throughout the tiers of the MTSS structure.

**G1.B2** Limited knowledge of the new Florida State Standards; the draft forms of FSA test specs and rubrics

2

 B105669

**G1.B2.S1** We will provide teachers with additional collaborative planning time to familiarize themselves with the details of the new standards and state draft documents. 4

 S116981

**Strategy Rationale**

Teachers need time and support to fully understand and integrate the new standards and related documents into their daily instructional and planning practices.

**Action Step 1** 5

Collaborative planning time will be provided to teachers.

**Person Responsible**

**Schedule**

Quarterly, from 9/3/2014 to 12/12/2014

**Evidence of Completion**

Lesson plans and student assessments will be regularly collected and examined to ensure that the new standards and related draft documents are being addressed and used.

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

Administrators and coaches will participate in and observe teachers' collaborative planning times.

**Person Responsible**

**Schedule**

Quarterly, from 9/10/2014 to 5/5/2015

**Evidence of Completion**

Administrators will collect and analyze planned lesson plans, student work, and assessments.

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

Administration will analyze lesson plans for content, the inclusion of the new standards, and whether lesson components address test spec items and rubric details. They will also monitor the student progress on district assessments.

### Person Responsible

### Schedule

Quarterly, from 9/3/2014 to 5/5/2015

### Evidence of Completion

Administration will analyze lesson plans for content, the inclusion of the new standards, and whether lesson components address test spec items and rubric details. They will also monitor the student progress on district assessments.

## G1.B3 A lack of appropriate materials to address the depth of the new standards 2

 B105671

**G1.B3.S1** We will continue to research and acquire new, effective materials that sufficiently address the depth of the new standards. 4

 S118759

### Strategy Rationale

Locating and familiarizing ourselves with resources made available by various instructional publishers and research-based curricular experts will assist teachers in addressing the depth of the new standards.

## Action Step 1 5

Assemble a representative task force of teachers to research and vet resources necessary to provide successful learning experiences for students.

### Person Responsible

### Schedule

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

### Evidence of Completion

Evidence will include agendas, teacher findings/suggestions, and the Title 1 budget items.

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

Administrators will observe and participate in the meeting sessions, monitoring the alignment of the suggested materials with the scope of the standards.

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Evidence will include lists of suggested materials and agendas.

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

Administrators will analyze and approve suggested materials.

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Evidence will include agendas, suggested material lists, and Title 1 budget items.

**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	Designated dates will be established each month in order to deepen knowledge of differentiated instruction.		9/9/2014	Evidence will include: walk-through data, lesson plans, student work and assessments.	5/5/2015 monthly
G1.B2.S1.A1	Collaborative planning time will be provided to teachers.		9/3/2014	Lesson plans and student assessments will be regularly collected and examined to ensure that the new standards and related draft documents are being addressed and used.	12/12/2014 quarterly
G1.B3.S1.A1	Assemble a representative task force of teachers to research and vet resources necessary to provide successful learning experiences for students.		9/15/2014	Evidence will include agendas, teacher findings/suggestions, and the Title 1 budget items.	1/30/2015 quarterly
G1.MA1	Teachers, coaches, and administrators will meet regularly to analyze reading progress monitoring and district comprehensive assessment data.		10/3/2014	Evidence will include school-wide data meeting agendas and grade level and teacher action plans.	6/3/2015 quarterly
G1.B1.S1.MA1	Easy CBM progress monitoring and district Comprehensive assessment		9/5/2014	Coaches and administrators will collect the progress monitoring and district	5/5/2015 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	data for those students in Tier 2 and Tier 3 will be regularly analyzed.			Comprehensive assessment data and consult the documentation of students moving throughout the tiers of the MTSS structure.	
G1.B1.S1.MA1	Administration will randomly participate in meetings, lesson plans will be reviewed regularly, best practices will be shared through the school's weekly newsletter, celebrations will be school-wide events, and feedback will be provided on a regular basis.		9/9/2014	BloomBoard records provide written feedback for classroom observations and newsletters will be disseminated each Friday.	5/5/2015 monthly
G1.B2.S1.MA1	Administration will analyze lesson plans for content, the inclusion of the new standards, and whether lesson components address test spec items and rubric details. They will also monitor the student progress on district assessments.		9/3/2014	Administration will analyze lesson plans for content, the inclusion of the new standards, and whether lesson components address test spec items and rubric details. They will also monitor the student progress on district assessments.	5/5/2015 quarterly
G1.B2.S1.MA1	Administrators and coaches will participate in and observe teachers' collaborative planning times.		9/10/2014	Administrators will collect and analyze planned lesson plans, student work, and assessments.	5/5/2015 quarterly
G1.B3.S1.MA1	Administrators will analyze and approve suggested materials.		9/15/2014	Evidence will include agendas, suggested material lists, and Title 1 budget items.	1/30/2015 quarterly
G1.B3.S1.MA1	Administrators will observe and participate in the meeting sessions, monitoring the alignment of the suggested materials with the scope of the standards.		9/15/2014	Evidence will include lists of suggested materials and agendas.	1/30/2015 quarterly

## 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.** All teachers will be proficient at analyzing data, as well as designing and implementing differentiated instruction in order to show increased performance in reading and math.

**G1.B1** The depth of teachers' knowledge of differentiated instruction is insufficient.

**G1.B1.S1** We will utilize our coaches and develop a schedule to provide training and support to teams of teachers.

### PD Opportunity 1

Designated dates will be established each month in order to deepen knowledge of differentiated instruction.

#### Facilitator

Rachel Koenig and Emily Bokhart

#### Participants

instructional staff (K-8)

#### Schedule

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

**G1.B2** Limited knowledge of the new Florida State Standards; the draft forms of FSA test specs and rubrics

**G1.B2.S1** We will provide teachers with additional collaborative planning time to familiarize themselves with the details of the new standards and state draft documents.

### PD Opportunity 1

Collaborative planning time will be provided to teachers.

#### Facilitator

Administrators will examine lesson plans and assessments.

#### Participants

Instructional staff members will participate.

#### Schedule

Quarterly, from 9/3/2014 to 12/12/2014

## 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> All teachers will be proficient at analyzing data, as well as designing and implementing differentiated instruction in order to show increased performance in reading and math.	11,904
<b>Grand Total</b>	<b>11,904</b>

### Goal 1: All teachers will be proficient at analyzing data, as well as designing and implementing differentiated instruction in order to show increased performance in reading and math.

Description	Source	Total
<b>B2.S1.A1</b> - Title II: Substitutes for collaborative planning days; \$80/day = 23 days	School Improvement Funds	4,126
<b>B2.S1.A1</b> - Title I: 15 substitutes at \$90/day for data analysis meetings	School Improvement Funds	1,350
<b>B2.S1.A1</b> - Title I: 10 teachers at \$21/hour for six hours for professional development to improve student achievement	School Improvement Funds	1,449
<b>B2.S1.A1</b> - Title I: Florida Standards materials to be utilized in Intensive Reading; high complexity resources	School Improvement Funds	3,580
<b>B3.S1.A1</b> - Title I: Thinking Maps training materials and supplies	School Improvement Funds	900
<b>B3.S1.A1</b> - Title I: educational books and binders	School Improvement Funds	499
<b>Total Goal 1</b>		<b>11,904</b>