

Pine Grove Elementary School

400 SW 10TH ST, Delray Beach, FL 33444

www.edline.net/pages/pine_grove_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

D

D

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>.

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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	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 parents, staff, and community of Pine Grove will provide a safe, nurturing, and equitable educational environment that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens.

Provide the school's vision statement

Pine Grove Elementary School is a safe, well, respected community school with happy, healthy, thriving children who are ready to meet the daily challenge of a relevant and rigorous curriculum. Pine Grove students will be provided with differentiated instructions and strategies to meet state and national proficiency standards and/or make significant learning gains in all core academic areas.

School Environment

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

Teachers will be offered training through Multicultural Department to support cultural education to adhere to the vision and mission of the school.

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

School wide universal guideline and behavior matrix implemented with all grade levels. Students partake in mentoring programs to fulfill socio - emotional needs.

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 participates in single school culture: implementing classroom management forms, Sw-PBS protocol and district wide behavior matrix.

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

Students are offered individual and small group counseling by ESOL and School Counselor. Collaborative efforts with outside agencies to ensure individual and family counseling, in addition, to psychiatric services.
Students partake in mentoring offered by local agencies.

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. The students who are identified will proceed through the data driven decision making process and/or problem solving team (SBT).

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	13	9	12	3	10	59
One or more suspensions	0	1	6	12	4	13	36
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	39	24	30	93

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	6	9	10	14	1	10	50

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

Effective multi-disciplinary teams such as the literacy leadership team (LLT) and school based team (SBT) are in place to problem solve and provide interventions such as SAI, iii, tutorial and Foundations. Teacher directed planned discussions and goal setting implemented for each student.

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

Improve overall parental involvement regarding literacy. Increase parental awareness of school and district based resources regarding student achievement. Increase parental involvement through school based and community partnerships.

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

Community resource specialist, faculty and parent engagement committee secure business partnerships and collaborative relationships with the City of Delray Beach and area resources.

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
Peccia, Joseph	Principal
Lindor, Ruth	Guidance Counselor
Tacher, Caren	
Manning, Allyson	Assistant Principal
Menschel, Kristen	Other
Green, Jounice	Teacher, ESE
Patterson-Smith, Lorna	Teacher, K-12
Kolb, Courtney	Teacher, K-12
Siepel, Gwen	Instructional Coach
Grasso, Dominic	Teacher, K-12
Naddy, Brittany	Teacher, K-12
Andreoni, Randi	Teacher, K-12
Laster, Dashell	Teacher, K-12
Benjamin, Joana	Teacher, K-12

Duties

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

Role of administration: to ensure the use of data when making decisions, RTI Leadership team attends appropriate professional development and communicates with teachers/parents regarding RTI plans and strategies.

Guidance counselors: to coordinate school activities outside social agencies, provides small group and individual counseling as needed.

Reading coaches: to develop plans for interventions as needed, assist with data collection and support implementation of tiered 1,2,3 interventions.

SAI teacher: to develop plans for intervention, support implementation of tiers 2 and 3 interventions and assist with data collection.

ESE/ESOL Coordinators: to develop plans for intervention, assist with data collection and support the implementation of tiers 1,2,3.

Team Leaders/Classroom Teachers: to serve on the RTI team as appropriate, attends meeting with data provided to discuss student's needs, develops plans for interventions, assist with data collection and monitors the progress of student plans.

Learning Team Facilitator: to assist with data collection/analysis and increasing the capacity of instruction.

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 Leadership Team, consisting of administration, RTI coordinator, instructional coaches and ESE/ELL

coordinators will meet with teachers on an ongoing basis to review and discuss expectations for the daily instructional block and progress monitoring of student goals. Administration will monitor the fidelity of Tiers 1,2,3 daily instruction through classroom walkthroughs and formal/informal observations. In addition, academic coaches will monitor tiered instruction through the implementation of the coaching model. School based team will meet on a bi-monthly schedule to discuss current data and provide interventions for at-risk students. The school day has been extended an additional hour for reading instruction and the following interventions have been put in place: intensive reading classes, iii and tutoring.

Title I, Part A

Title I funds are designed to provide services that are above and beyond what the general fund supports. These funds are dedicated for students directly through tutorials before and after school, materials and supplies to supplement the curriculum and extended day, and field trips to build background knowledge for instruction. Title I funds support teachers by providing school-based coaches (primary reading, and science coach), materials and supplies, and funds for teachers to attend professional development. Title I funds support families by funding the Parent University, parent training, and a parent liaison and data chats and publications for home use in multiple languages.

Title II funds are allocated to assess the needs of at-risk student population by training teachers in core subject areas, and promoting best practice in teaching, and classroom management methods.

Title III helps support the following:

- Supplemental instructional materials for students
- Supplemental professional development for teachers, administrators, and non-instructional staff
- Parent involvement calendars
- A summer language acquisition program for secondary English language learners
- Additional bilingual staff to support families and students

Title X; Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; and Head Start/VPK.

Homeless Pine Grove works to ensure that each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as other children.

Homeless children have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

Supplemental Academic Instruction (SAI)

SAI funds provide a teacher to work with the lowest 25% of students to improve reading in Grades 2, 3, 4. The SAI teacher uses LLI to bring student reading levels up.

Gang Reduction and Education Training (G.R.E.A.T.)

Through Safe Schools, the CHAMPs program, and school counselors, the school addresses a non-violence approach to conflict resolution and bullying. An anti-drug message will be implemented through District-wide implementation of Single School Culture. The school will also participate in Appreciation of Multicultural Diversity.

Nutrition Programs

Child nutrition programs in the District shall comply with federal, state, and local requirements.

Qualified child nutrition professionals shall provide healthful foods that are affordable, nutritious, appealing, and are accessible to all children. Child nutrition programs shall promote good health to

foster student attendance and education. To the maximum extent practicable, all schools in the District will participate in available federal school meal programs: including the School Breakfast Program, National School Lunch Program and Smart Snack program.

Head Start

Head Start promotes school readiness of low-income children by enhancing their cognitive, social and emotional development in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, and physical skills. Early Head Start provides early, continuous, intensive and comprehensive child development and family support services on a year-round basis to low-income families to enhance the physical, social, emotional, and intellectual development of infants and toddlers from birth to age three and pregnant women.

VPK

The VPK/Title I Enrichment Program is only offered in certain Title I schools and only students whose families live within a participating school's attendance zone or who have siblings enrolled at the school may apply. (See the column on the right for a list of the schools that currently offer the VPK/Title I Enrichment Program.) The Title I funded enrichment portion of the day is offered at no cost to parents and there are a limited number of seats. Final enrollment is determined by a public lottery.

Single School Culture

The school integrates School Wide Positive Behavior system to influence academic, climate, and behavior in addition to the appreciation of multilingual diversity. A social skills behavior matrix has been developed and implemented with staff, parents, and students. The Pine Grove Community has developed universal guidelines and expectations: SWIM

S - Safe (Keep hands, feet and objects to yourself)

W- Work Hard (Be positive and always do your best)

I - I am respectful (Use appropriate language and behavior at all times)

M- My responsibility (I will be accountable for myself and actions)

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Frantz Jean- Baptist	Parent
Dedrick Straghn	Parent
Craig Arndt	Parent
Rose Charlene	Parent
Yva St. Felix	Parent
Lila Cyril	Parent
Celot Thelot	Parent
Maria Trejo	Parent
Geraldine St. Fort	Parent
Reese Manning	Student
Joseph Peccia	Teacher
Kristin Menschel	Teacher
Joana Benjamin	Teacher
Juanita Lucio	Teacher
Brandon Presideau	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

Collaborative efforts with all stakeholders was successful as evidenced by student's academic learning gains.

Development of this school improvement plan

The purpose of the SAC committee is to provide input to the SIP after careful analysis of the academic performance data and the school needs assessment.

Preparation of the school's annual budget and plan

Annual budget and plan will be established at the September meeting to allocate funds. Stakeholders will meet to discuss appropriate allocation of funds.

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

The committee will vote on the appropriate utilization of school improvement funds for increasing and supporting student achievement.

Science Fair Collaborative efforts with - \$2,000

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
Peccia, Joseph	Principal
Scott-Woods, Yaschica	Teacher, K-12
Menschel, Kristen	Other
Sherat, Amy	Teacher, K-12
Kolb, Courtney	Teacher, K-12
Siepel, Gwen	Instructional Coach
Manning, Allyson	Assistant Principal
Green, Jounice	Teacher, ESE
Patterson-Smith, Lorna	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT is to improve school-wide literacy and meet annual measurable objectives (AMOs). One of our initiatives will be to meet the needs of all students through Universal Design and small-group instruction. Progress monitoring will be conducted by administration, academic coaches, SAI teacher, ESE/ELL coordinators and classroom teachers. Differentiated small group instruction will consist of flexible student groupings based on current data analysis, tier 1,2,3 ,ESE/ELL in class small group instruction and instructional technology interventions/formative assessments. Small group instruction will target interactive read-alouds, shared reading, word study, test talk and the infusion of higher order questioning and rigorous performance tasks.

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

Teachers are encouraged to common plan on a weekly basis and are able to discuss Florida Standards during their scheduled LTM.

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

School based administration and the leadership team recruit through Annual Palm Beach County School District Job Fair. In addition, we work in conjunction, with the Human Resource Department to recruit highly qualified applicants. The utilization of the Educator's Support Program and the ongoing professional development opportunities ensures the retention of highly qualified individuals.

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

A plan has been developed to support beginning teachers and teachers new to Pine Grove. Activities include but are not limited to: Completion of the District's Educator Support Program, (ESP), formal and informal observations with written and/or oral feedback, provide opportunities to observe other classrooms, the modeling of lessons by the academic coaches, scheduling of common planning meetings and distribute school handbooks with policies and procedures.

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 implementation of the PBCSD Scope and Sequence, Units of Study and the Florida Standards test specifications. Through classroom walk through administration will utilize Marzano design questions to monitor teaching best practices and Reading Coaches will support classroom teachers.

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

Teachers and LLT utilize EDW to differentiate instruction modifying instruction based on student limitations and areas of strength according to Florida Standards. SBT exports data along with teacher

support to develop Tier 2 and Tier 3 plans to promote academic success. Early literacy assessment (RRR) will be recorded by teacher and monitored by Reading Coaches, Reading Running Record Team, and Administration. The analysis of the RRR data will help teacher establish guided reading groups, and drive differentiated instruction.

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: 10,800

Provide additional reading instruction using Leveled Literacy Intervention (LLI) by Fountas and Pinnell a researched based intervention. In addition to using LLI we will be providing individualized data driven instruction in the five areas of reading: phonics, phonemic awareness, vocabulary, comprehension, and fluency.

Strategy Rationale

As per state guidelines.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Peccia, Joseph, joe.peccia.jr@palmbeachschools.org

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

Data is collected and analyzed through progress monitoring of Reading Running Records, Diagnostics, and mini-assessments.

Strategy: After School Program

Minutes added to school year: 1,060

Engaging differentiated virtual instruction

Strategy Rationale

Increase academic performance in reading and math

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Peccia, Joseph, joe.peccia.jr@palmbeachschools.org

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

V- Math, I Station, I Ready data

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The preschool program housed at Pine Grove and other preschool sites located in the community such as Head Start and VPK are invited to attend Kindergarten Round-Up. This is held for rising Kindergarten students and their parents. Rising Kindergarten students visit the school to tour the facility, meet the teachers, and visit the classrooms. The ESE coordinator and Speech and Language Pathologist attend preschool transition Individualized Education Plans (IEP) team meetings at local preschool sites to assist in the development of transition for prospective students. Support staff conducts a Kindergarten readiness assessment and reviews with parent prior to kindergarten start date. District-wide assessment tools such as FLKERS, are used by Kindergarten teachers to assess student readiness. The data is used to design instruction to meet students' needs. The data will also be used to determine if low readiness rates are associated with any particular program that feeds into our school. Efforts will be made to communicate with such programs and jointly develop a plan to address the concern. The quality and effectiveness of our efforts will be evaluated using parent/teacher surveys and an examination of assessment data over time.

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

Career day is held on May 15, 2015. Students have an opportunity to learn about different careers through out the community. We offer choice programs information training's for parents and students.

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

STEM

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment.
- G2.** Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test.
- G3.** Improve scientific literacy school wide, as well as improve science proficiency as measured by Next Generation Sunshine State Standards..

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. Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment. 1a

G040244

Targets Supported 1b

Indicator	Annual Target
	43.0

Resources Available to Support the Goal 2

- District professional development, training and staff.
- Reading coach, resource teachers and literacy cohorts.
- Formative and summative assessments to drive individualized instruction.(IBMs, MBAs, RRR)
- Units of Study, and balanced literacy
- Instructional Focus Calendars
- Community involvement to include the City of Delray, Americorps, and Foster Grandparent Program

Targeted Barriers to Achieving the Goal 3

- Parental level of literacy and language proficiency
- Familiarity with Florida Assessment and items specifications
- Limited technical experience by staff and students.

Plan to Monitor Progress Toward G1. 8

RRR, Palm Beach Literacy Assessment, interim formative assessments, Diagnostics, LLI, classroom walk throughs, LTM data analysis, standard assessments

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

Student growth as evidenced by Palm Beach Literacy Assessment (K-2) and Florida standards (3-5).

G2. Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test. 1a

G040245

Targets Supported 1b

Indicator	Annual Target
	53.0

Resources Available to Support the Goal 2

- District Mathematics Specialist
- Go Math and Think Central
- VMath
- Performance Matters
- IREADY

Targeted Barriers to Achieving the Goal 3

- High percentage of students not proficient in Mathematics and teachers lack adequate skills to impact large numbers of ELL students.

Plan to Monitor Progress Toward G2. 8

Chapter Assessments, Performance Matters and data from district/state mandated formative and summative assessments.

Person Responsible

Joseph Peccia

Schedule

On 6/4/2015

Evidence of Completion

Chapter Assessments, Performance Matters, and data from district/state mandated formative and summative assessments, and EDW reports

G3. Improve scientific literacy school wide, as well as improve science proficiency as measured by Next Generation Sunshine State Standards.. 1a

Targets Supported

1b

G040247

Indicator	Annual Target
	51.0

Resources Available to Support the Goal

2

- Science Fusion
- Scholastic News
- District Literacy adoption with exposure to Science based reading

Targeted Barriers to Achieving the Goal

3

- Large number of students not proficient in science.

Plan to Monitor Progress Toward G3.

8

Science data chats

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

Data from Science Fusion Chapter Tests, Science Journals, and Hands on Lab reports

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. Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment. **1**

 **G040244**

G1.B2 Parental level of literacy and language proficiency **2**

 **B097345**

G1.B2.S1 Parent University will continue to be used to improve the quality of the interaction from the adult to the child. This will improve the the quality of the learning environment by providing English language support. **4**

 **S108561**

Strategy Rationale

Increase communication and relations with parents and the community.

Action Step 1 **5**

Parent University Curriculum (provided)

Person Responsible

Joseph Peccia

Schedule

Biweekly, from 10/14/2014 to 2/12/2015

Evidence of Completion

Agendas, sign-in sheets and certification of completion

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

Attendance, walk throughs and parent feedback

Person Responsible

Joseph Peccia

Schedule

Biweekly, from 10/14/2014 to 2/12/2015

Evidence of Completion

Agendas, sign-sheets and parent feedback forms

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

Attendance, walk throughs and parent feedback

Person Responsible

Joseph Peccia


Schedule

On 2/12/2015

Evidence of Completion

Agendas, sign-in sheets, and certification of completion

G1.B2.S2 Utilize parent liaison to provide community support to students and parents. 4

 S128791

Strategy Rationale

To coordinate and build parent capacity.

Action Step 1 5

Increase parental involvement by having a parent liaison.

Person Responsible

Sheila Bethel

Schedule

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

Evidence of Completion

Increased parent involvement


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

Person Responsible


Schedule

Evidence of Completion

G1.B3 Familiarity with Florida Assessment and items specifications 2

 B097546

G1.B3.S1 Unpacking the Florida Standards through PDD and LTM's 4

 S108822

Strategy Rationale

Increase instructional capacity in utilizing Florida Standards and item specifications

Action Step 1 5

Instructional capacity will be built based on PD and LTM.

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

PDD agenda and sign-in, and LTM agenda and sign-in,

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

School based administration will monitor instruction to determine capacity and/or lack thereof.

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

Florida Standard mini-assessments, performance matters, and diagnostics

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

Determined by assessment results

Person Responsible

Joseph Peccia


Schedule

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

Evidence of Completion

Instructional growth and gains

G1.B4 Limited technical experience by staff and students. 2

 B107344

G1.B4.S1 Utilization of computer based instruction to differentiate instructions such as istation, lready and typing to learn. 4

 S118758

Strategy Rationale

Increase student experience with technology.

Action Step 1 5

Increase student use and access to computer based programs.

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

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

Technology based learning will be monitored by teacher walkthroughs and lesson plans.

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

Tracking student performance logs on computer based programs.

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

Increase student performance on Florida Standards.

Person Responsible

Joseph Peccia

Schedule

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

Evidence of Completion

Performance matters assessments, RRR, and Iready assessments monitored weekly.

G2. Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test. 1

 G040245

G2.B1 High percentage of students not proficient in Mathematics and teachers lack adequate skills to impact large numbers of ELL students. 2

 B097346

G2.B1.S1 Track and monitor the student's academic proficiency based on the Florida Standards and remediate as necessary. 4

 S108562

Strategy Rationale

To increase academic achievement.

Action Step 1 5

Implement district focus calendar based on the Florida Standards.

Person Responsible

Joseph Peccia

Schedule

On 6/4/2015

Evidence of Completion

Agendas, focus calendars, resources/manipulatives from common planning and learning team meetings

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

Development of an instructional focus calendar, Math scales

Person Responsible

Joseph Peccia

Schedule

On 6/4/2015

Evidence of Completion

Agendas from common planning and learning team meetings

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

Development of an instructional focus calendar, Math scales

Person Responsible

Joseph Peccia


Schedule

On 6/4/2015

Evidence of Completion

Agendas from common planning and learning team meetings

G2.B1.S2 Lesson Modeling 4

 S108563

Strategy Rationale

Provide support and increase capacity of the learning environment.

Action Step 1 5

Mathematics Lesson Modeling

Person Responsible

Joseph Peccia


Schedule

Every 6 Weeks, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common Planning/ LTM agendas and weekly coaching diary entries

G2.B1.S3 Common Planning 4

 S108564

Strategy Rationale

Allow teams the structure and support to increase academic achievement.

Action Step 1 5

Mathematics Common Planning Meetings

Person Responsible

Schedule

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

Evidence of Completion

Agendas, learning scales, lesson plans and weekly coaches diaries

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

Fall/Winter Diagnostics, Core K-12, Think Central and Chapter tests. Formative and summative assessment data will reflect student learning and achievement.

Person Responsible

Joseph Peccia

Schedule

On 6/4/2015

Evidence of Completion

Fall/Winter Diagnostics, Performance Matters, Think Central and Chapter tests.

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

Fall/Winter Diagnostics, Performance Matters, Think Central, Chapter tests and EDW reports.

Person Responsible

Joseph Peccia


Schedule

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

Evidence of Completion

Fall/Winter Diagnostics, Performance Matters, Core K-12, Think Central, Chapter tests and EDW reports.

G2.B1.S4 Professional Development - ELL strategies 4

 S108565

Strategy Rationale

To provide teachers will differentiated learning strategies.

Action Step 1 5

Provide professional development of Universal Design and small group instruction to increase student achievement.

Person Responsible

Schedule

Evidence of Completion

Agendas, resources/materials, lesson plans, weekly coaches logs classroom walkthroughs, CWTs and data analysis

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Observe classroom small group instruction and progress monitor student achievement.

Person Responsible

Schedule

Evidence of Completion

iObservation, weekly coach's logs and data collection to monitor student proficiency

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Observe/monitor the development of planning lessons/activities for small group instruction through the support of learning team meetings and common planning.

Person Responsible

Schedule


Evidence of Completion

iObservation, coach's weekly log and data analysis to monitor student proficiency


G3. Improve scientific literacy school wide, as well as improve science proficiency as measured by Next Generation Sunshine State Standards.. 1

 G040247

G3.B1 Large number of students not proficient in science. 2

 B097350

G3.B1.S1 Hands on science labs K-5 4

 S108572

Strategy Rationale

Increase academic achievement by completing science experiments.

Action Step 1 5

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

Person Responsible

Schedule

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

Evidence of Completion

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

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

Classroom walk through

Person Responsible

Schedule

Evidence of Completion

Science Fusion chapter tests, Gizmos reports, Science Journals, and Hands on Labs

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

Classroom walk through


Person Responsible

Schedule

Evidence of Completion

Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs

G3.B1.S2 Increase the usage of science related texts during the reading block 4

 S108573

Strategy Rationale

Provide non-fiction texts to classroom libraries to increase selection of genres.

Action Step 1 5

Classroom teachers will increase the utilization of science based reading texts during the instructional reading block.

Person Responsible

Schedule

Evidence of Completion

iObservation, CWTs, coaching cycle, lesson plans, student journals and data analysis

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

Science reading texts infused within the reading block will be monitored through the use of the Science Fusion textbook, Scholastic News, Science Literacy Adoption resources and science-based reading materials.

Person Responsible

Schedule

Evidence of Completion

iObservation, CWTs, lesson plans, LTM agendas, coach's weekly logs and formative/summative assessment data to monitor student progress.

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

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports and EDW reports

Person Responsible


Schedule

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

Evidence of Completion

Data from Science Fusion Chapter Tests, Science Journals, Hands on Lab reports, formative/summative assessment data and EDW reports.

G3.B1.S3 School wide usage of science journals and notebooks 4

 S108574

Strategy Rationale

Documentation of the experiments.

Action Step 1 5

Science journals and notebooks will be utilized school-wide to increase student proficiency in science.

Person Responsible

Schedule

Evidence of Completion

iObservation, CWTs, lesson plans, science coach's weekly logs and student science journal/notebook entry assignments..

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Data from Science Fusion ChapterTtests, Gizmos reports, Science Journals, and Hands on Lab reports

Person Responsible

Schedule

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports


Person Responsible

Schedule

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data and EDW reports

G3.B1.S4 Teachers will follow scope and sequence for instruction on Learning Village 4

 S108576

Strategy Rationale

Increase capacity to follow the structure of the district.

Action Step 1 5

Teachers will closely follow the district's curriculum department's K-5 science instructional scope and sequence located on Learning Village.

Person Responsible

Schedule

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

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data, lesson plans and EDW reports

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Instruction and data collection will be monitored based on the Learning Village science scope and sequence.

Person Responsible

Schedule

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, lesson plans, formative/summative assessment data and EDW reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Daily instructional best practices, resources/materials, chapter tests, formative assessments and instructional technology are easily accessible to all teachers on Learning Village. Increasing the utilization of Learning Village provides teachers with effective instructional strategies and the progress monitoring tools to increase student achievement.

Person Responsible

Schedule

Evidence of Completion

Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, lesson plans, formative/summative assessment data and EDW reports

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.B2.S1.A1	Parent University Curriculum (provided)	Peccia, Joseph	10/14/2014	Agendas, sign-in sheets and certification of completion	2/12/2015 biweekly
G2.B1.S1.A1	Implement district focus calendar based on the Florida Standards.	Peccia, Joseph	8/18/2014	Agendas, focus calendars, resources/manipulatives from common planning and learning team meetings	6/4/2015 one-time
G2.B1.S2.A1	Mathematics Lesson Modeling	Peccia, Joseph	8/18/2014	Common Planning/ LTM agendas and weekly coaching diary entries	6/4/2015 every-6-weeks
G2.B1.S3.A1	Mathematics Common Planning Meetings		8/18/2014	Agendas, learning scales, lesson plans and weekly coaches diaries	6/4/2015 weekly
G2.B1.S4.A1	Provide professional development of Universal Design and small group		Agendas, resources/	once	

Palm Beach - 0911 - Pine Grove Elementary School - 2014-15 SIP
Pine Grove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	instruction to increase student achievement.		materials, lesson plans, weekly coaches logs classroom walkthroughs, CWTs and data analysis		
G3.B1.S1.A1	Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs		8/18/2014	Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs	6/4/2015 weekly
G3.B1.S2.A1	Classroom teachers will increase the utilization of science based reading texts during the instructional reading block.		iObservation, CWTs, coaching cycle, lesson plans, student journals and data analysis	one-time	
G3.B1.S3.A1	Science journals and notebooks will be utilized school-wide to increase student proficiency in science.		iObservation, CWTs, lesson plans, science coach's weekly logs and student science journal/ notebook entry assignments..	once	
G3.B1.S4.A1	Teachers will closely follow the district's curriculum department's K-5 science instructional scope and sequence located on Learning Village.		8/18/2014	Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data, lesson plans and EDW reports	6/4/2015 monthly
G1.B3.S1.A1	Instructional capacity will be built based on PD and LTM.	Peccia, Joseph	8/11/2014	PDD agenda and sign-in, and LTM agenda and sign-in,	6/4/2015 weekly
G1.B4.S1.A1	Increase student use and access to computer based programs.	Peccia, Joseph	8/18/2014		6/4/2015 daily
G1.B2.S2.A1	Increase parental involvement by having a parent liaison.	Bethel, Sheila	8/18/2014	Increased parent involvement	6/4/2015 weekly
G1.MA1	RRR, Palm Beach Literacy Assessment, interim formative assessments, Diagnostics, LLI, classroom walk throughs, LTM data analysis, standard assessments	Peccia, Joseph	8/11/2014	Student growth as evidenced by Palm Beach Literacy Assessment (K-2) and Florida standards (3-5).	6/4/2015 weekly
G1.B2.S1.MA1	Attendance, walk throughs and parent feedback	Peccia, Joseph	10/14/2014	Agendas, sign-in sheets, and certification of completion	2/12/2015 one-time
G1.B2.S1.MA1	Attendance, walk throughs and parent feedback	Peccia, Joseph	10/14/2014	Agendas, sign-sheets and parent feedback forms	2/12/2015 biweekly
G1.B3.S1.MA1	Determined by assessment results	Peccia, Joseph	8/11/2014	Instructional growth and gains	6/4/2015 weekly
G1.B3.S1.MA1	School based administration will monitor instruction to determine capacity and/or lack thereof.	Peccia, Joseph	8/11/2014	Florida Standard mini-assessments, performance matters, and diagnostics	6/4/2015 weekly
G1.B4.S1.MA1	Increase student performance on Florida Standards.	Peccia, Joseph	8/18/2014	Performance matters assessments, RRR, and Iready assessments monitored weekly.	6/4/2015 weekly

Palm Beach - 0911 - Pine Grove Elementary School - 2014-15 SIP
Pine Grove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	Technology based learning will be monitored by teacher walkthroughs and lesson plans.	Peccia, Joseph	8/18/2014	Tracking student performance logs on computer based programs.	6/4/2015 daily
G1.B2.S2.MA1	[no content entered]			one-time	
G2.MA1	Chapter Assessments, Performance Matters and data from district/state mandated formative and summative assessments.	Peccia, Joseph	8/18/2014	Chapter Assessments, Performance Matters, and data from district/state mandated formative and summative assessments, and EDW reports	6/4/2015 one-time
G2.B1.S1.MA1	Development of an instructional focus calendar, Math scales	Peccia, Joseph	8/18/2014	Agendas from common planning and learning team meetings	6/4/2015 one-time
G2.B1.S1.MA1	Development of an instructional focus calendar, Math scales	Peccia, Joseph	8/18/2014	Agendas from common planning and learning team meetings	6/4/2015 one-time
G2.B1.S3.MA1	Fall/Winter Diagnostics, Performance Matters, Think Central, Chapter tests and EDW reports.	Peccia, Joseph	8/18/2014	Fall/Winter Diagnostics, Performance Matters, Core K-12, Think Central, Chapter tests and EDW reports.	6/4/2015 weekly
G2.B1.S3.MA1	Fall/Winter Diagnostics, Core K-12, Think Central and Chapter tests. Formative and summative assessment data will reflect student learning and achievement.	Peccia, Joseph	8/18/2014	Fall/Winter Diagnostics, Performance Matters, Think Central and Chapter tests.	6/4/2015 one-time
G2.B1.S4.MA1	Observe/monitor the development of planning lessons/activities for small group instruction through the support of learning team meetings and common planning.		iObservation, coach's weekly log and data analysis to monitor student proficiency	once	
G2.B1.S4.MA1	Observe classroom small group instruction and progress monitor student achievement.		iObservation, weekly coach's logs and data collection to monitor student proficiency	once	
G3.MA1	Science data chats	Peccia, Joseph	8/18/2014	Data from Science Fusion Chapter Tests, Science Journals, and Hands on Lab reports	6/4/2015 weekly
G3.B1.S1.MA1	Classroom walk through		Science Fusion, Scholastic News, Science Journals, Gizmos, Science based reading materials included within the Scholastic Literacy Adoption, Hands on Labs	once	
G3.B1.S1.MA1	Classroom walk through		Science Fusion chapter tests, Gizmos reports, Science	once	

Palm Beach - 0911 - Pine Grove Elementary School - 2014-15 SIP
Pine Grove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Journals, and Hands on Labs		
G3.B1.S2.MA1	Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports and EDW reports		8/18/2014	Data from Science Fusion Chapter Tests, Science Journals, Hands on Lab reports, formative/summative assessment data and EDW reports.	6/4/2015 daily
G3.B1.S2.MA1	Science reading texts infused within the reading block will be monitored through the use of the Science Fusion textbook, Scholastic News, Science Literacy Adoption resources and science-based reading materials.		iObservation, CWTs, lesson plans, LTM agendas, coach's weekly logs and formative/summative assessment data to monitor student progress.	one-time	
G3.B1.S3.MA1	Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports		Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, formative/summative assessment data and EDW reports	once	
G3.B1.S3.MA1	Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports		Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, and Hands on Lab reports	once	
G3.B1.S4.MA1	Daily instructional best practices, resources/materials, chapter tests, formative assessments and instructional technology are easily accessible to all teachers on Learning Village. Increasing the utilization of Learning Village provides teachers with effective instructional strategies and the progress monitoring tools to increase student achievement.		Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, lesson plans, formative/summative assessment	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			data and EDW reports		
G3.B1.S4.MA1	Instruction and data collection will be monitored based on the Learning Village science scope and sequence.		Data from Science Fusion Chapter Tests, Gizmos reports, Science Journals, Hands on Lab reports, lesson plans, formative/summative assessment data and EDW reports	once	

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. Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment.

G1.B3 Familiarity with Florida Assessment and items specifications

G1.B3.S1 Unpacking the Florida Standards through PDD and LTM's

PD Opportunity 1

Instructional capacity will be built based on PD and LTM.

Facilitator

Area 1 Support team, Kristin Menschel

Participants

All instructional staff

Schedule

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

G2. Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test.

G2.B1 High percentage of students not proficient in Mathematics and teachers lack adequate skills to impact large numbers of ELL students.

G2.B1.S1 Track and monitor the student's academic proficiency based on the Florida Standards and remediate as necessary.

PD Opportunity 1

Implement district focus calendar based on the Florida Standards.

Facilitator

Kristen Menschel

Participants

K-5 classroom teachers

Schedule

On 6/4/2015

G3. Improve scientific literacy school wide, as well as improve science proficiency as measured by Next Generation Sunshine State Standards..

G3.B1 Large number of students not proficient in science.

G3.B1.S4 Teachers will follow scope and sequence for instruction on Learning Village

PD Opportunity 1

Teachers will closely follow the district's curriculum department's K-5 science instructional scope and sequence located on Learning Village.

Facilitator

Science Coach

Participants

All K-5 teachers

Schedule

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

Technical Assistance Items

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

G1. Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment.

G1.B4 Limited technical experience by staff and students.

G1.B4.S1 Utilization of computer based instruction to differentiate instructions such as istation, lready and typing to learn.

PD Opportunity 1

Increase student use and access to computer based programs.

Facilitator

Anthony Gonzalez

Participants

K-5 classroom teachers

Schedule

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

Budget Rollup

Summary	
Description	Total
Goal 1: Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment.	154,819
Goal 2: Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test.	5,500
Goal 3: Improve scientific literacy school wide, as well as improve science proficiency as measured by Next Generation Sunshine State Standards..	9,099
Grand Total	169,418

Goal 1: Improve Literacy performance school wide as evidenced by Palm Beach Literacy Assessment (K-2) and Florida Standards Assessments (3-5) and Palm Beach Performance Assessment.

Description	Source	Total
B2.S2.A1 - Parent liaison salary and benefits.	Title I Part A	29,135
B3.S1.A1 - 0.5 Reading Coach salary and benefits	Title I Part A	36,529
B3.S1.A1 - Stipends for Workshop Attendance, hourly pay and benefits	Title I Part A	4,814
B3.S1.A1 - Hourly pay and benefits to teachers to collaboratively plan	Title I Part A	3,082
B3.S1.A1 - On-line subscriptions: Iready	Title I Part A	4,918
B3.S1.A1 - Tutorial salary and benefits	SIG 1003(a)	17,344
B4.S1.A1 - Technology like iPads, MacBook, desktops, etc to enrich/remediate and engage targeted, differentiated instruction.	Title I Part A	25,558
B4.S1.A1 - Reading Resource teacher 0.5 salary and benefits	Title I Part A	32,939
B4.S1.A1 - Computer software such as ipad apps,	Title I Part A	500
Total Goal 1		154,819

Goal 2: Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test.

Description	Source	Total
B1.S1.A1 - Supplemental math materials such as VMath.	Title I Part A	3,000
B1.S1.A1 - Online subscriptions: Iready, Apple Apps, etc.	SIG 1003(a)	1,800
B1.S2.A1 - Supplies: chart paper, dry erase markers, memo notes, composition notebooks, pencils, copy paper, ink, etc.	SIG 1003(a)	700

Goal 2: Improve mathematics student performance school wide as evidenced by the PBCSD Florida State Assessment mathematics diagnostic test.

Description	Source	Total
B1.S3.A1		0
Total Goal 2		5,500

Goal 3: Improve scientific literacy school wide, as well as improve science proficiency as measured by Next Generation Sunshine State Standards..

Description	Source	Total
B1.S1.A1 - Purchase supplemental classroom materials such as Scholastic News, hands on lab materials, paper, consumables, etc.	Title I Part A	9,099
Total Goal 3		9,099