

Crosspointe Elementary School

3015 S CONGRESS AVE, Boynton Beach, FL 33426

www.edline.net/pages/crosspointe_elementary

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

88%

School Grades History

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

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

Crosspointe Elementary School is committed to “pointing children in the right direction” in order to become responsible and productive lifelong learners by helping our students build a strong foundation of life skills and maintain a high sense of self-worth. The cross points of our foundation are R.I.C.H.: Respect—Treating others as we wish to be treated; Integrity—Making right choices for the right reasons; Character—Demonstrating trustworthiness, responsibility, fairness, caring, and citizenship; Honor—Remaining true to our ideas and ourselves.

Provide the school's vision statement

The mission of the teachers, staff, and parents of Crosspointe Elementary School is to facilitate the acquisition of skills and knowledge that students need now and in the future. Crosspointe is committed to pointing children in the right direction by providing a safe, caring, and equitable environment.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus “relationship experts” to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;

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

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and

create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

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

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, low assessment scores, behavioral concerns, extenuating social concerns (i.e. homelessness, bereavement).

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	17	12	14	6	9	5	63
One or more suspensions	1	3	3	5	7	3	22
Course failure in ELA or Math	31	57	74	6	27	15	210
Level 1 on statewide assessment	0	0	0	28	30	26	84

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	8	15	9	26	14	77

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 in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations, MTTS, Rti, SBT, etc.;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195833>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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
Dilbert, Annmarie	Principal
White, Bryan	Assistant Principal
Arnold, Karen	Instructional Coach
D'Angelo, JoAnne	Instructional Coach
Lehman, Scott	Instructional Coach
Gomez, Bonnie	Instructional Coach
Kesselman, Desire	Teacher, ESE
Gonzalez, Damaris	Other

Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the

professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor).

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

* Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
 - Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
 - Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
 - Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
- The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Crosspointe incorporates and uses all title I funds to assist with providing staff development in reading, writing, math, and science. Title I funds are also used to purchase Reading, Science, & Math coaches. Title I funds will additionally be utilized for before and after school tutorial. Title 1 funds support parent workshop training to enhance the academic development of their students and increase parent's empowerment to help their students improve on academic skills.

Migrant services are provided to students identified as migratory.

Title II

Title II funds support the following: curriculum support, Marzano training, MTSS professional development, Literacy cohort training, LLI Interventionist.

Title III

Services are provided through the district for education materials and ELL district support services to improve

the education of immigrant and English Language Learners.

Title X- Homeless

Guidance Counselors provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students who fit the District's criteria for placement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia Druckenbrod	Teacher
Joe Vileno	Business/Community
	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

The previous year's School Improvement Plan's goals will be reviewed and compared to FY 14's State Assessment results to determine if goals were met and if strategies were effective.

Development of this school improvement plan

The SAC meets on a monthly basis to discuss the trends and daily operating procedures involved with running school based management.

1. Evaluation of last year's school improvement plan
2. Development of the current school improvement plan
3. Preparation of the school's annual budget and plan

Preparation of the school's annual budget and plan

The SAC will continue those strategies that proved to be effective in the previous year and adjust those that were not in order to determine the annual budget and plan for the current year.

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

The State is no longer awarding school based funds to public schools based on student allocations for FY 2015. However, the remaining funds carried over from the previous year will be used to support the school's Literacy Initiatives inclusive of implementation of the Florida State Standards and new Literacy series.

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
D'Angelo, JoAnne	Instructional Coach
Gomez, Bonnie	Instructional Coach
White, Bryan	Assistant Principal
Dilbert, Annmarie	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to motivate students to love reading and print materials, which will eventually increase their overall reading comprehension levels. The LLT will promote the love of literacy by incorporating a Literacy Day Parade, Battle of the Books, and other Literacy initiatives.

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 master schedule reflects all grade levels having common planning. Teachers participate in Learning Team Meetings biweekly. Research based protocols are utilized to focus the meetings on student's academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Crosspointe is a part of the District's college internship program and uses this partnership to accept student interns from local colleges and universities and pair them with Clinical educators that exhibit stellar teaching skills. Administration attends job fairs and utilizes District Personnel to interview qualified candidates to ensure the right match for the school center. New teachers to Crosspointe participate in the Educator Support Program (ESP) and are partnered with a Clinical Educator teacher as a mentor. Crosspointe also has incorporated a Beginning Teacher Assistance Program (BTAP) that supports teachers monthly on the daily functions of a teacher and their primary concerns.

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

Crosspointe takes pride in pairing mentees up with quality mentors who are teachers in the same grade level and or Core subject area.

1. The mentors meet on an as needed basis with their mentees to discuss current issues and assist them with job functions, curriculum, lesson planning, and Marzano observation elements.
2. Crosspointe has a New Teacher Mentor System. They meet on a monthly basis to discuss topics brought to their attention by the mentees themselves, and it's lead by one of the clinical Educators on staff.
3. Crosspointe has Academic coaches to assist with the transition and acclimation of the District's curriculum. They have monthly meetings and issue a Bi-weekly Coaches Curriculum Corner news letter filled with helpful tips, ideas, and suggestions.
4. Teacher modeling and classroom visitations are also conducted to demonstrate effective teaching techniques and lessons.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our teachers have ongoing opportunities to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to standards. This supports a deeper level of comprehension. These conversations promote dialogue and opportunities for growth in instructional practice, curriculum and the standards.

Instructional Strategies

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

The teachers contribute to literacy improvement of every student by attending regular meetings to discuss and make decisions about literacy instruction; analyzing data compared to the LAFS; using a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs; maintaining a 90 minute literacy block and an uninterrupted 30-60 minute writing block; providing iii based on student needs; and administering assessments which measure instructed standards.

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: 7,200

Students identified as to scoring a Level 1 and Level 2 in Reading or math are provided opportunities to receive remedial instruction in core academic subjects by certified teachers. Crosspointe also offers a before school enrichment program for on grade level students. Grade level teachers collaborate and plan enriched grade level activities within their lessons. These programs contribute to a well-rounded education.

Strategy Rationale

The tutorial will provide the academic support to move students towards proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dilbert, Annmarie, annmarie.dilbert@palmbeachschools.org

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

Data is collected monthly and analyzed by coaches and administration to determine effectiveness. Grade level appropriate teachers will be assigned to best meet the needs of the students based on their academic area of expertise.

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

A team from Crosspointe will meet with the parents who have students enrolled in our feeder pre-kindergarten programs. The team will share information about registration, curriculum and additional services offered at the school site. The school's Community Language Facilitators conducts community visits to local day care and recreation centers distributing flyers and speaking with parents about Crosspointe's kindergarten program. In turn, parents will be invited to visit Crosspointe to meet the staff, tour the facility, and observe the curriculum in action.

In the spring, Kindergarten Round-Up is held where the introduction to staff, tours of school, and goodie bags with educational preparatory materials are handed out to entire audience of Pre-schoolers who attends.

Articulation meetings for ESE and ELL students are offered to parents to assist in a non-threatening transition into kindergarten. Staggered Start is implemented for all K students for the first three days of school to provide the students with a more supportive, less overwhelming environment.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase our school-wide teaching practices to ensure instruction is aligned to standards and differentiated to meet student's needs than we will increase the number of students who will meet proficiency in the Florida State Wide Assessment.

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. If we increase our school-wide teaching practices to ensure instruction is aligned to standards and differentiated to meet student's needs than we will increase the number of students who will meet proficiency in the Florida State Wide Assessment. 1a

G049012

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Reading, Math, and Science Coaches
- Tutorial programs for Reading, Math, and Science

Targeted Barriers to Achieving the Goal 3

- Students have varying learning styles and time afforded to target student needs is limited.
- Teachers have not had time to become experts with the new standards and use of data may not be carried through to instructional practice.
- Parents are unfamiliar with new standards and resources available to support student learning at home.

Plan to Monitor Progress Toward G1. 8

Students will take a Fall and Winter diagnostic assessment as well as Performance Matters assessments throughout the year. This data will be collected and utilized to provide the students with differentiated instruction that will help them reach proficiency.

Person Responsible

Bryan White

Schedule

On 4/2/2015

Evidence of Completion

Data from the fall/winter diagnostics will assist with monitoring progress towards increasing student proficiency.

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. If we increase our school-wide teaching practices to ensure instruction is aligned to standards and differentiated to meet student's needs than we will increase the number of students who will meet proficiency in the Florida State Wide Assessment. **1**

 G049012

G1.B1 Students have varying learning styles and time afforded to target student needs is limited. **2**

 B122433

G1.B1.S1 Utilize data to identify students in need of additional support and provide extended learning opportunities differentiated to meet those needs. **4**

 S134348

Strategy Rationale

Targeted instruction will assist students in reaching proficiency.

Action Step 1 **5**

We will provide after and before school tutorials for identified students.

Person Responsible

Karen Arnold

Schedule

Biweekly, from 10/20/2014 to 4/2/2015

Evidence of Completion

A collection of weekly lesson plans, student sign in sheets, teacher attendance will be collected.

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

Student work and assessments for Math will be monitored by the tutorial teacher.

Person Responsible

Karen Arnold

Schedule

On 4/2/2015

Evidence of Completion

Data will be collected from assessments to monitor student progress. We will utilize assessments from Performance Matters created by the school district and Area 1 support team.

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

Student work and assessments for Science will be monitored by the tutorial teacher.

Person Responsible

Scott Lehman

Schedule

On 4/2/2015

Evidence of Completion

Data will be collected from assessments to monitor student progress. We will utilize assessments from Performance Matters created by the school district and Area 1 support team.

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

Students will take a pre/post test to monitor the effectiveness of the tutorials.

Person Responsible

Karen Arnold

Schedule

On 4/2/2015


Evidence of Completion

The data from the assessments and the post test will be collected to monitor the tutorial's effectiveness.

G1.B2 Teachers have not had time to become experts with the new standards and use of data may not be carried through to instructional practice. **2**

 B122435

G1.B2.S1 Provide ongoing, sustained professional development in the use of data and the Florida Standards. **4**

 S134351

Strategy Rationale

The continued professional development will increase capacity of teachers to better relate the Florida Standards with effective teaching practices to enhance student learning based on student needs.

Action Step 1 **5**

Instructional coaches will conduct trainings in the use of data and in content specific standards.

Person Responsible

Bryan White

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PD agendas, sign ins, follow up activities

Action Step 2 **5**

Instructional coaches and instructional leaders will participate in district, local, state, and national conferences and share strategies learned upon return.

Person Responsible

Annmarie Dilbert

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

TDE's, conference agendas, follow up activities

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

Professional development will be provided by the Reading, Math and Science coaches. Teachers will be provided with strategies that incorporate differentiated instruction to meet the needs of students.

Person Responsible

Bryan White

Schedule

On 6/5/2015

Evidence of Completion

Sign in sheets from Professional development, agendas, and classroom walk-through observations.

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

Administration will provide parent training's to ensure the parents are informed of the new standards and assessment.

Person Responsible

Annmarie Dilbert


Schedule

On 6/5/2015


Evidence of Completion

Samples of agendas and sign in sheets from parent training's.

G1.B3 Parents are unfamiliar with new standards and resources available to support student learning at home. **2**

 B122436

G1.B3.S1 Provide parent trainings and frequent communication to inform parents of new standards, to share resources students can use at home, and to provide parents with strategies to assist students at home. **4**

 S134352

Strategy Rationale

Parent trainings will build parent capacity to assist students in reaching their full academic potential.

Action Step 1 **5**

Parents will be informed of new standards and resources through parent trainings, conferences and school communication.

Person Responsible

Bryan White

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Samples of parent communication, agendas and sign ins from trainings, conference records

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

Attendance will be taken at all parent meetings to monitor attendance.

Person Responsible

Bryan White

Schedule

On 6/5/2015

Evidence of Completion

Agendas, sign in sheets, and conference notes

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

Attendance of parent meetings and data chats with parents.

Person Responsible

Annamarie Dilbert

Schedule

On 6/5/2015

Evidence of Completion

Parental attendance and student proficiency on the new standard assessment.

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	We will provide after and before school tutorials for identified students.	Arnold, Karen	10/20/2014	A collection of weekly lesson plans, student sign in sheets, teacher attendance will be collected.	4/2/2015 biweekly
G1.B2.S1.A1	Instructional coaches will conduct trainings in the use of data and in content specific standards.	White, Bryan	8/18/2014	PD agendas, sign ins, follow up activities	6/5/2015 weekly
G1.B3.S1.A1	Parents will be informed of new standards and resources through parent trainings, conferences and school communication.	White, Bryan	8/18/2014	Samples of parent communication, agendas and sign ins from trainings, conference records	6/5/2015 monthly
G1.B2.S1.A2	Instructional coaches and instructional leaders will participate in district, local, state, and national conferences and share strategies learned upon return.	Dilbert, Annmarie	8/18/2014	TDE's, conference agendas, follow up activities	6/5/2015 monthly
G1.MA1	Students will take a Fall and Winter diagnostic assessment as well as Performance Matters assessments throughout the year. This data will be collected and utilized to provide the students with differentiated instruction that will help them reach proficiency.	White, Bryan	10/7/2014	Data from the fall/winter diagnostics will assist with monitoring progress towards increasing student proficiency.	4/2/2015 one-time
G1.B1.S1.MA1	Students will take a pre/post test to monitor the effectiveness of the tutorials.	Arnold, Karen	10/20/2014	The data from the assessments and the post test will be collected to monitor the tutorial's effectiveness.	4/2/2015 one-time
G1.B1.S1.MA1	Student work and assessments for Math will be monitored by the tutorial teacher.	Arnold, Karen	10/20/2014	Data will be collected from assessments to monitor student progress. We will utilize assessments from Performance Matters created by the school district and Area 1 support team.	4/2/2015 one-time
G1.B1.S1.MA1	Student work and assessments for Science will be monitored by the tutorial teacher.	Lehman, Scott	10/20/2014	Data will be collected from assessments to monitor student progress. We will utilize assessments from Performance Matters created by the school district and Area 1 support team.	4/2/2015 one-time
G1.B2.S1.MA1	Administration will provide parent training's to ensure the parents are	Dilbert, Annmarie	8/18/2014	Samples of agendas and sign in sheets from parent training's.	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	informed of the new standards and assessment.				
G1.B2.S1.MA1	Professional development will be provided by the Reading, Math and Science coaches. Teachers will be provided with strategies that incorporate differentiated instruction to meet the needs of students.	White, Bryan	8/18/2014	Sign in sheets from Professional development, agendas, and classroom walk-through observations.	6/5/2015 one-time
G1.B3.S1.MA1	Attendance of parent meetings and data chats with parents.	Dilbert, Annmarie	8/18/2014	Parental attendance and student proficiency on the new standard assessment.	6/5/2015 one-time
G1.B3.S1.MA1	Attendance will be taken at all parent meetings to monitor attendance.	White, Bryan	8/18/2014	Agendas, sign in sheets, and conference notes	6/5/2015 one-time

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. If we increase our school-wide teaching practices to ensure instruction is aligned to standards and differentiated to meet student's needs than we will increase the number of students who will meet proficiency in the Florida State Wide Assessment.

G1.B2 Teachers have not had time to become experts with the new standards and use of data may not be carried through to instructional practice.

G1.B2.S1 Provide ongoing, sustained professional development in the use of data and the Florida Standards.

PD Opportunity 1

Instructional coaches will conduct trainings in the use of data and in content specific standards.

Facilitator

Instructional coaches

Participants

teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Instructional coaches and instructional leaders will participate in district, local, state, and national conferences and share strategies learned upon return.

Facilitator

Administration, coaches, teachers

Participants

teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If we increase our school-wide teaching practices to ensure instruction is aligned to standards and differentiated to meet student's needs than we will increase the number of students who will meet proficiency in the Florida State Wide Assessment.	238,038
Grand Total	238,038

Goal 1: If we increase our school-wide teaching practices to ensure instruction is aligned to standards and differentiated to meet student's needs than we will increase the number of students who will meet proficiency in the Florida State Wide Assessment.

Description	Source	Total
B1.S1.A1 - HQ tutors and benefits.	Title I Part A	21,003
B1.S1.A1 - Tutorial supplies such as Ready consumables, paper, ink, toner, pencils, composition books, sticky notes, etc.	Title I Part A	14,059
B1.S1.A1 - On-line subscriptions like Reading A-A, Raz Kids, etc.	Title I Part A	7,707
B2.S1.A1 - Academic coaches (1.0 Reading, 1.0 Math, 0.5 Science), salary and benefits	Title I Part A	175,174
B2.S1.A1 - Supplies for professional development such as chart paper, pens/pencils, ink, markers, highlighters, post its, book study books, etc.	Title I Part A	1,000
B2.S1.A2 - Registration and travel for out of county conferences such as FCTM, FRA, STEM conferences.	Title I Part A	1,000
B2.S1.A2 - Registration and travel for out of state conferences such as, NRA, NCTM, Teacher College.	Title I Part A	5,000
B2.S1.A2 - Substitutes for teacher release times to attend trainings.	Title I Part A	798
B3.S1.A1 - Salary and benefits for teaches to coordinate and conduct parent trainings.	Title I Part A	990
B3.S1.A1 - Substitutes for parent conference days.	Title I Part A	2,807
B3.S1.A1 - Supplies for parent trainings and communication such as paper, ink, chart paper, make and take supplies, refreshments, etc.	Title I Part A	7,500
B3.S1.A1 - Postage	Title I Part A	1,000
Total Goal 1		238,038