

Elbridge Gale Elementary School

1915 ROYAL FERN DR, Wellington, FL 33414

www.edline.net/pages/elbridge_gale_es

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

61%

School Grades History

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

Elbridge Gale Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Elbridge Gale Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Elbridge Gale Elementary integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

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

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;
- 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/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;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- 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 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;
- 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).

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, course failure, college-career planning gaps (FAFSA completion), etc.

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 | 20 | 16 | 17 | 11 | 12 | 17 | 93 |
| One or more suspensions | 0 | 1 | 0 | 1 | 0 | 3 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 13 | 15 | 21 | 49 |

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 | 8 | 7 | 7 | 11 | 15 | 21 | 69 |

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;
- Reading Plus, SAI , iii, Tutorials, LLI;
- 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;

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- 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.

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

- Work with community groups and businesses at integrating community services for young children and their families
- Encourage parents and community members to share their skills and experiences with students as part of classroom activities.

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 |
|------------------|---------------------|
| Pasterczyk, Gail | Principal |
| Phillips, Chad | Assistant Principal |
| Zimmer, Donna | Teacher, K-12 |
| Rivas, Natasha | Teacher, K-12 |
| Arena, Laura | Teacher, K-12 |
| Madore, Kimberly | Teacher, K-12 |
| Scozzaro, Ben | Teacher, K-12 |
| Sheppard, Tracy | Teacher, K-12 |
| Oldham, Michelle | Teacher, ESE |

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Grade Level Chairs: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE Contact/Speech Language Pathologist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching. Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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 RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Elbridge Gale Elementary integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Gail Pasterczyk | Principal |
| Jessica Picciano | Teacher |
| Yanerys Vitier | Teacher |
| Olga Alvarez | Education Support Employee |
| Anne Wassman | Business/Community |
| Michelle Wharton | Parent |
| Amy Keevey | Parent |
| Patricia Gete | Teacher |
| Jacqueline Piedra | Teacher |
| Aaron Keevey | Teacher |
| Hellen Cook | Parent |
| Annah Sanchez | Parent |
| Donnamarie Garcia | Parent |
| Susan Oodal | Parent |
| Erika Rodriguez | Parent |

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

Review of last year's school improvement plan at initial meeting of school year to discuss FY14 strengths and weaknesses.

Development of this school improvement plan

The SAC chair and secretary are members of the school-based writing team. SAC members review and discuss strategies to assist in meeting the school goals. The SAC committee will meet the third Thursday of each month.

Preparation of the school's annual budget and plan

SAC provides input in matters concerning the disbursement of school improvement funds and other monies related to school improvement.

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

N/A

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 |
|------------------|---------------------|
| Pasterczyk, Gail | Principal |
| Phillips, Chad | Assistant Principal |
| Zimmer, Donna | Teacher, K-12 |
| Rivas, Natasha | Teacher, K-12 |
| Arena, Laura | Teacher, K-12 |
| Madore, Kimberly | Teacher, K-12 |
| Scozzaro, Ben | Teacher, K-12 |
| Sheppard, Tracy | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the 2014-2015 school year are:

1. Aligning the "grade book" to the new standards.
2. Determining what shows "mastery" of each benchmark.
3. Training new staff and supporting teachers.
4. Monitoring and planning for the needs of students.
5. Planning a Family Literacy Night.
6. Planning two Barnes and Noble Nights.
7. Monitoring the strategies in the SIP.
8. Supporting the roll-out of the district literacy program.

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

One venue for encouraging positive working relationships with teachers is participation in Grade Level Planning Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' 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

1. Regular meetings of new teachers with Principal/Assistant Principal.
2. Partnering new teachers with veteran staff.
3. National Board teachers will mentor new teachers.
4. Soliciting referrals from current employees.

Persons Responsible:

1. Principal
2. Assistant Principal
3. NBCT Teachers

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

Common Planning

GLP Collaboration

Educator Support Program (ESP) - ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Teachers model lessons and observe to provide feedback for new teachers. New teachers are paired with veteran, stellar teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Elbridge Gale Elementary ensures every teacher contributes to literacy improvement of every student by:

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

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

Strategy: After School Program

Minutes added to school year: 2,400

Tutoring level 1 and level 2 students in fourth and fifth grade in mathematics, reading and science twice a week for approximately 20 weeks.

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pasterczyk, Gail, gail.pasterczyk@palmbeachschools.org

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

Diagnostics, FSA, common assessments and RRR.

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

Elbridge Gale Elementary currently has a VPK program that prepares four year olds for their transition to kindergarten. Teachers utilize curriculum provided by the school district. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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 our teachers collaborate to establish expectations for reading and student feedback in the content areas during grade level meetings, our student achievement will increase, specifically with our lowest 25%.
- G2.** If we provide professional development in various reading strategies, our students' comprehension of rigorous text will increase.

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 our teachers collaborate to establish expectations for reading and student feedback in the content areas during grade level meetings, our student achievement will increase, specifically with our lowest 25%.

1a

G040919

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 68.0 |

Resources Available to Support the Goal 2

- Provide daily guided reading for students in the lowest 25% by effectively implementing inclusion; students will use Reading Plus, SAI, and iii to support reading success. Leveled Literacy Intervention, FCAT explorer, Riverdeep, Reading Plus, and cross curricular comprehension strategy reinforcement will be used to both aid and facilitate reaching the target goal. Daily practice as a bellringer will be implemented in all reading classes.

Targeted Barriers to Achieving the Goal 3

- Money for tutoring.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring

Person Responsible

Gail Pasterczyk

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Assessment data

G2. If we provide professional development in various reading strategies, our students' comprehension of rigorous text will increase. 1a

G040920

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 74.0 |

Resources Available to Support the Goal 2

- Teachers will utilize FCAT Explorer, Time for Kids, Reading A-Z, and Literacy Resource Room.
- Reading Running Record
- Learning Village

Targeted Barriers to Achieving the Goal 3

- Resources

Plan to Monitor Progress Toward G2. 8

Data chats, assessments (formal and informal), Item Analysis

Person Responsible

Gail Pasterczyk

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Learning gains

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 our teachers collaborate to establish expectations for reading and student feedback in the content areas during grade level meetings, our student achievement will increase, specifically with our lowest 25%. **1**

 G040919

G1.B1 Money for tutoring. **2**

 B099220

G1.B1.S1 Funds will be used to pay for tutorial to increase student achievement. **4**

 S110517

Strategy Rationale

Action Step 1 **5**

School-wide events (Color Run, Fall Fun Night, Literacy Night) will be used to pay for tutoring.

Person Responsible

Gail Pasterczyk

Schedule

On 6/1/2015

Evidence of Completion

Tutorial attendance rosters.

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

Tutorial classroom visits.

Person Responsible

Gail Pasterczyk

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Tutorial rosters

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

Tutorial classroom assessments

Person Responsible

Gail Pasterczyk

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

District diagnostics

G2. If we provide professional development in various reading strategies, our students' comprehension of rigorous text will increase. 1

G040920

G2.B2 Resources 2

B099224

G2.B2.S3 Professional development 4

S110527

Strategy Rationale

Action Step 1 5

Language Arts Florida Standards

Person Responsible

Gail Pasterczyk

Schedule

On 6/1/2015

Evidence of Completion

Meeting agenda and sign-in

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Classroom walkthroughs

Person Responsible

Gail Pasterczyk

Schedule

On 6/1/2015

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Progress Monitoring

Person Responsible

Gail Pasterczyk

Schedule

On 6/1/2015

Evidence of Completion

Assessment Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|------------------|-------------------------------|---------------------------------------|--------------------|
| G1.B1.S1.A1 | School-wide events (Color Run, Fall Fun Night, Literacy Night) will be used to pay for tutoring. | Pasterczyk, Gail | 9/1/2014 | Tutorial attendance rosters. | 6/1/2015 one-time |
| G2.B2.S3.A1 | Language Arts Florida Standards | Pasterczyk, Gail | 9/1/2014 | Meeting agenda and sign-in | 6/1/2015 one-time |
| G1.MA1 | Progress Monitoring | Pasterczyk, Gail | 9/1/2014 | Assessment data | 6/1/2015 weekly |
| G1.B1.S1.MA1 | Tutorial classroom assessments | Pasterczyk, Gail | 10/1/2014 | District diagnostics | 4/30/2015 monthly |
| G1.B1.S1.MA1 | Tutorial classroom visits. | Pasterczyk, Gail | 10/1/2014 | Tutorial rosters | 4/30/2015 monthly |
| G2.MA1 | Data chats, assessments (formal and informal), Item Analysis | Pasterczyk, Gail | 9/1/2014 | Learning gains | 6/1/2015 weekly |
| G2.B2.S3.MA1 | Progress Monitoring | Pasterczyk, Gail | 10/1/2014 | Assessment Data | 6/1/2015 one-time |
| G2.B2.S3.MA1 | Classroom walkthroughs | Pasterczyk, Gail | 9/1/2014 | iObservation | 6/1/2015 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.

G2. If we provide professional development in various reading strategies, our students' comprehension of rigorous text will increase.

G2.B2 Resources

G2.B2.S3 Professional development

PD Opportunity 1

Language Arts Florida Standards

Facilitator

School District of Palm Beach County Area 3 Reading Specialists

Participants

K-5 Language Arts teachers

Schedule

On 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|--|---------------|
| Goal 1: If our teachers collaborate to establish expectations for reading and student feedback in the content areas during grade level meetings, our student achievement will increase, specifically with our lowest 25%. | 15,000 |
| Goal 2: If we provide professional development in various reading strategies, our students' comprehension of rigorous text will increase. | 6,500 |
| Grand Total | 21,500 |

Goal 1: If our teachers collaborate to establish expectations for reading and student feedback in the content areas during grade level meetings, our student achievement will increase, specifically with our lowest 25%.

| Description | Source | Total |
|---------------------------------|--------|---------------|
| B3.S1.A1 - Keely Spinelli Grant | | 15,000 |
| Total Goal 1 | | 15,000 |

Goal 2: If we provide professional development in various reading strategies, our students' comprehension of rigorous text will increase.

| Description | Source | Total |
|--|--------|--------------|
| B1.S2.A1 - PTO | | 5,000 |
| B3.S1.A1 - K-12 Support Programs Grant | | 1,500 |
| Total Goal 2 | | 6,500 |