



## Mariposa Elementary School

2620 SE MARIPOSA AVE, Port St Lucie, FL 34952

<http://www.stlucie.k12.fl.us/mar/>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	Yes	77%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	56%

### School Grades History

<b>Year</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
<b>Grade</b>	C	C	B	A

### School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

At Mariposa, we will create a learning community that supports and inspires us to be active learners, problem-solvers and decision-makers. Through work, we recognize that our motivation and effort enable us to accomplish our goals.

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

At Mariposa, we believe that children and their progress is our primary concern. We strive to create an active learning environment comprised of teachers, students, and parents who honor each other's talents and gifts. We believe that teachers are designers of challenging and authentic work and are engineers of an encouraging atmosphere where students are motivated to take risks, explore innovative ideas, and be effective decision-makers. We believe that students can be more successful when parents become partners with the school. Our mutual goal is to develop each child's positive self-worth, to be respectful of others, and to demonstrate the expectation that learning is a life-long experience that will ensure success.

#### School Environment

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

Each year in early August, Mariposa holds a Kindergarten Orientation. All newly-registered Kindergarten students and their parents are invited to attend a meeting at the school. The Kindergarten teachers present a powerpoint to parents where they cover curriculum, assessment, report cards, progress reports, Tier 2 and 3 interventions, and school rules and policies for transportation, Media Center, cafeteria, and Resource classes. Students are invited to visit several classrooms to become familiar with their new school. Parents complete surveys for teachers, providing some personal information about students and their life and experiences. This provides opportunities for parents to share what they know about each child with teachers. Also, Mariposa holds a "Meet the Teacher" Event before school starts for all students in grades PK and VPK to 5th grade. This provides a time when parents can begin to share information about what they know about their child with teachers. Teachers prepare newsletters that go home to parents monthly that continues to share information about activities at school that parents and students can participate in, like Reading Night or PTO, homework, take-home projects that families work on together, Reading logs, where parents sign off that students are reading. Teachers take grades on class work, homework, and formal and informal assessments, and this provides information on how the student is progressing. parents can check grades, attendance, completion of work, and tests in Skyward through the Parent Portal. Parents can email questions and teachers can email information to parents as well. Parent communication is key through a variety of methods to keep parents informed about the students learning and other needs that the teacher may need to know about the child's health and welfare. Parents are constantly offered opportunities for participation in school events, field trips, homework, conferences, class presentations, clubs, band, chorus, handbell choir, projects, after-school tutoring, PTO, SAC, and volunteering. Many teachers have multicultural activities which they include in the school calendar as well as school-wide events sponsored by our Social Studies Committee, like Flags Around the World, or our study of countries around the world. Many primary teachers invite parents in to describe the tools they use at work or cultural events or celebrations they would have in their home country.

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

At Mariposa, we have four I Can Expectations: A) Act Responsibly, B) Be Respectful, C) Create Safety, and D) Do Your Best! These four expectations come from our PBIS plan. We have developed rules by location, like cafe, halls, buses, etc. We are always trusting that students will make good choices, when someone is watching and even when no one is watching. This instills responsibility in young students. Then we reinforce their good choices with Butterfly Bucks, Treasure Box, verbal praise, and more independence and trust. Some students that need more support, get additional support through point sheets, check in and check out programs, and mentors. We feel that this system provides students with opportunities to prove to themselves and others that they can make good choices. And good choices brings respect, both for oneself and from others.

**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**

Mariposa is involved in both the PBIS and the CHAMPS initiatives. In the past, Mariposa has been a PBS Model School and we have applied for Bronze Model School for this year. We have found that this system works successfully for our students. Students making good choices are constantly reinforced with Butterfly Bucks. We have recently changed to a catalog system where students view the online catalog of reinforcers and order what they like with the Bucks they have earned. In addition, there are monthly school-wide activities that students can purchase with the Bucks they have earned. As an example, this Friday is Jersey Day. Students can pay 10BB to wear a sports shirt or Jersey. There are also grade level activities that are monthly, like Art Day or extra recess. We have larger, more exciting activities for school-wide nine week reinforcers, like Movie and a Treat, or the Winter Dance. Teachers offer other items like "sit in the teacher's chair" or be "Principal for 1/2 day!"

**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**

The RTI/MTSS process is designed to help teachers review important data to make decisions about the needs of students. We begin the year by checking student data that would include academic, behavior, attendance, etc. to identify students that may need additional support for success. Using the Watch List, we form small groups that will get extra support in Tier 2 groups during school-wide Intervention/Enrichment for 30 minutes every day from 8:30-9:00. Teachers meet in grade groups with the Guidance Counselor and School Psychologist to discuss the needs of students and the area of greatest concern. As students are identified, their data is followed and additional supports are provided. The groups and the support is fluid, as the needs of the students change. For students that indicate a greater concern, they are brought up at a PST meeting and their data is examined. As support is provided, progress is monitored to be certain that the help is benefiting the students. Any students that exhibits needs for additional support are identified and data is collected and monitored. Behavior groups are provided as well, where students are taught social skills and character education lessons from Second Step. Big Brothers, Big Sisters provides two mentors as reading tutors for 20 identified students. Mariposa has a Behavior Tech paid for with Title One funds to support students that need more attention. Guidance provides some small group services as does Castle for High Hopes for children experiencing divorce. In addition, we have a district Behavior Analyst that can be used as needed. We can refer parents with additional needs to the St. Lucie County Mental Health Collaborative. The resources are available as we identify students that have needs or families that need additional support.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

Mariposa currently has a list of at least 100 Business Partners that have provided support to the school in the past. We constantly seek to add to the list through new contacts, parents of new students, staff businesses, etc. As businesses are identified, they are added to the list and assigned to a class. This class is in charge of providing recognition to the business for the wonderful contributions they bring to the school and students. We have been very fortunate to have excellent support. Many local businesses provide coupons and tickets for student achievement through Honor Roll and Perfect Attendance as well as Brag Bracelet. Honor Roll is for academic achievement, so Principal's List is for students with all A's. A Honor Roll is for students achieving a 3.6 to 3.9 GPA, and B Honor Roll is for 3.0 to 3.5 GPA. Perfect Attendance is celebrated each quarter or 45 days, and there is also an award for Most Improved Attendance. Also, teachers and students select a student to be recognized monthly for Brag Bracelet, when following the I Can Expectations. All students receive coupons for free kid's meals or rewards from local Business Partners like Applebee's, Golden Corral, Hungry Howies, Stevi B's, Publix, Papa John's, Moe's, St. Lucie Lanes, and Olive Garden to name a few. Our Family Literacy Nights are well supported by local businesses. We recognize their support by sending them Thank You Cards made by our students or a poster that they can hang in their store or restaurant. Last year, we dedicated a "Thank You" page in our yearbook to those businesses and sent them a copy of the yearbook to show off.

**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
Logue, Craig	Principal
Bushby, Sandra	Assistant Principal
Daza, Vanessa	Instructional Coach
Almeida, Monica	Instructional Coach
Campbell, Terri	Guidance Counselor
Spies, Bill	Teacher, ESE
Schwibner, Lauren	Instructional Coach

**Duties**

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

The Leadership Team is comprised of Mr. R. Craig Logue, Principal, Mrs. Sandra L. Bushby, Assistant Principal, Mrs. Monica Almeida, Literacy Coach, Mrs. Vanessa Daza, Math Coach, Mrs. Terri Campbell, Guidance Counselor, Mr. William Spies, ESE Chair, and our new Intervention Coach, Ms. Lauren Schwibner. This team represents each of the priority areas within the school. Decisions are made by this group based on data collected from all areas of the school. Each grade level K to 5 has a Grade Chair that provides perspective to the Leadership Team. Presently, the Leadership Team is scheduled to formally meet every other Wednesday from 3:15-4:30 p.m. Grade Chairs will meet the first Wed. of each month or more if needed, to discuss and get information from those in their group. This team is constantly in classrooms to observe and see work in action and to share their observations with the Team. Coaches model effective instructional practices and support teachers in collaborative planning. This team serves to provide support to classroom teachers and their work to improve student achievement. This group will set school-wide goals with information collected from the various departments and monitor the progress to be certain that the school is staying on our path to success.

**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**

In providing resources to students, the school-wide schedule is developed to allow for the equitable distribution of personnel, budget and resources. All classes are provided with academic minutes per area as prescribed by state and local requirements. This year, Mariposa utilized FIN (Florida Inclusion Network) to help build the schedule for ESE students that would require push-in support in ELA and Math. This helped us provide ESE Resource support facilitation to these 120 identified students more easily. In addition, FIN is providing professional development for teachers that have the ESE small groups for push-in and the three ESE Resource teachers. This will provide effective instruction in the pairing of the two teachers. As we make progress through the year, teachers will meet with Literacy and Math Coaches to advance our collaborative planning and pacing. As needs are identified, through a variety of methods, and data are examined, resources will be reinforced in areas of need. This year, Mariposa is using Title I funds to provide an Intervention Teacher that will provide both Tier 2 and Tier 3 Interventions to students. The Leadership Team will constantly revisit this distribution.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Craig Logue	Principal
Carl Andor	Parent
Mrs. Tangela Smith	Teacher
Helene Leys	Parent
Randall Cameron	Parent
Trendese George	Parent
Erica Morales	Teacher
Joy Thompson	Parent
Donna Banyas	Parent
Cherie White	Parent
Maria Rivero	Parent
Christine Bedford	Parent
Lisa Delatorre	Business/Community
Teresita Stergiou	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*

Annually, the SAC reviews the SIP goals and our student achievement data from the FCAT. The SAC members are involved in reviewing the previous year's data and then using the data to project goals for the upcoming year. Data is compared by grade level in Reading, Math, Writing and Science. Also, the team looks at the eight subgroups as identified by the State DOE. The schedule reflects the team's priorities and resource distribution. The SAC committee carefully delineates the proficiency scores and learning gains. This review is important as it reflects how the changes in goals, priorities, strategies and resources affected our outcome in terms of student achievement. This provides the basis for helping parents see how we can develop goals and priorities for the upcoming school year and write Mariposa's SIP accordingly.

#### *Development of this school improvement plan*

Although the shell of the plan is completed with preliminary data, and possible goals are presented, parents are involved in developing and finalizing our goals for the current school year. Parents that have been involved in SAC and SIP over several years are verbal in offering their ideas and explaining their concerns. In addition, their input is invaluable for our PIP and in taking on a goal for parent involvement itself. Over the last several years, our SAC Co-Chair, Carl Andor and other returning parent members have increased their understanding of the process and offer a knowledgeable perspective. Last year, the PTO was successful in raising money for books and materials in the Media Center. This year, they have pledged their full support for the school goals in Reading and Math.

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

The annual school budget is presented to the SAC committee and then reviewed. Parent input is used in completing the budget and distributing resources. This year the SAC Committee is pleased to have funds with which to work. The SAC members hope to become a BYOT or "Bring Your Own Technology" School. Also, they are still working on increasing funds for books in the Media Center

and would love to provide Kindles or e-readers for students to have digital access. Parents are also interested in supporting our PE Coach with equipment and our Music teacher with instruments.

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

There were no funds available to SAC for the 2013-2014 school year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Almeida, Monica	Instructional Coach
Schwibner, Lauren	Instructional Coach
Caraballo, Rose	Teacher, K-12
Campbell, Terri	Guidance Counselor
Caldwell, Susan	Teacher, K-12
Whalen, Melissa	Teacher, K-12

**Duties**

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

The Literacy Leadership Team is comprised of a teacher representative from each grade level and is led by the Literacy Coach and Media Specialist. Each representative is responsible for collaborating with their respective grade group to brainstorm ideas for promoting literacy throughout the school from VPK and PK to Grade 5. The teacher representatives bring these ideas to the LLT and the committee plans and implements literacy events.

To encourage parent involvement in every student's education, the school hosts Family Literacy Nights. During these events, parents participate in workshops that provide them with strategies and information they can use when working with their children at home. As parents attend the training, students are involved in literacy activities that address fluency, vocabulary and comprehension. Once the parent workshops are complete, families come back together for a fun literacy-based activity. To encourage students to read more, the LLT provides a unique Mariposa Elementary perspective to Sunshine State Readers. In 3rd, 4th, and 5th grade, any student that reads and has a Book Chat for at least six of the books, is invited to a SSYRA party! Also, students get to vote on the books in a state-wide vote if they read at least 3 of the 15 books. Additional prizes are given to students as they work toward the completion of all 15 books.

**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**

This school year, classroom teachers at every grade are using 7:40 a.m to 8:25 a.m. to plan. This leaves their 45 minute resource time during the school day open for collaborative planning within the grade group. On Tuesdays, our School Psychologist is assigned to us for RTI/MTSS grade group meetings for planning as well as PST meetings on individual students. On Wednesdays, Data Meetings will be held with Grade Groups and administration and teachers will plan with the Math Coach. On Thursdays, teachers will plan in grade groups with the Literacy Coach. The Literacy Coach will be providing professional development in reading strategies in support of the group's work. These important work times will provide a concentrated collaborative planning time which will encourage the group to become interdependent in their planning. Depending on each other will develop bonds as they grow more committed to the success of the group and every group member.

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

At Mariposa, we place great value on a teacher's previous teaching experience when hiring a new staff member. This provides us with some basis to evaluate past teaching success. When considering a new applicant, we require they bring past classroom data. Once hired, teachers are assigned mentors whenever they change grade level or area of instruction. Mentoring provides support to every new teacher at Mariposa. Teachers new to the district are provided mentors and must participate in the NEST Program. NEST provides professional development in small groups at the school level and in larger groups at the district level which allows new teachers to network and support each other. All teachers develop a DPP or Deliberate Practice Plan, highlighting an element for practice and improvement. This allows every teacher the opportunity to identify and track their own progress toward more effective instructional practices. Retaining our effective and successful teachers is the most vital segment of all. Allowing teachers to work in their own autonomy with praise and support of their effort is invaluable.

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

At Mariposa, we identify all teachers new to the school, new to the district, or even new to the grade level or position to become involved in the mentoring program. Generally, we pair a new teacher with an experienced teacher in the same grade level. This helps with many routine tasks like report cards, attendance, etc. Sometimes when it is a new position or a position with no equal, we utilize another specialist in the building.

## **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***

With the introduction of the new Florida Standards this school year, teachers and staff were given multiple opportunities to become more familiar with the changes that these new standards have brought. Teachers use the Florida Standards as their primary guide and refer to St. Lucie County's recommended FOCUS calendar as an aid in the pacing of their instruction.

\* Through collaborative planning, the teachers, Literacy and Math Coach, and administrators have taken apart the Florida Standards and correlated them to the school's instructional programs.

\* Pacing calendars have been created for each subject ensuring that each teacher is following the pacing guide set by the district as well as teaching every standard that is covered in that particular grade level.

\* Bi-monthly meetings are set so that teachers and coaches may collaborate and discuss any new

revelations about the Florida Standards and that all material necessary is being covered.

\* Instructional programs used at the school are programs approved by the St. Lucie County School District.

Mariposa utilizes the HMH Journeys Reading Series as a resource in their reading instruction. Teachers also integrate other related activities and resources to further address the standards. Teachers have access to links to websites that contain the most up-to-date information on the standards (ie, [www.fsassessments.org](http://www.fsassessments.org), [www.Cpalms.com](http://www.Cpalms.com), etc.).

### **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 use data gathered from assessments to drive their instruction. Formative assessments like Easy CBM, oral reading fluency probes, and classroom discussions provide teachers with information on each student. Both the Literacy Coach and Math Coach assist teachers in interpreting their disaggregated data and are able to recommend or model appropriate instruction, reteaching, or differentiated support. Differentiated instruction for both ELA and Math will address the needs or deficiencies that students demonstrate. In addition, the entire school participates in RTI/Walk to Intervention for 30 minutes from 8:30-9:00 a.m. All students are identified and grouped by their greatest need and all staff is involved to provide small group differentiated instruction. As Tier 2 students make progress, groups are reviewed and students may be reassigned. After-school tutoring is also offered to low-achieving students (Level 1 or 2 on previous state assessments). Students participate in fun, engaging activities that further boost their reading skills. The less-formal environment allows students to enjoy reading while still improving their reading skills.

\* Data is reviewed on a regular basis and used to drive instruction in every classroom.

\* As soon as data is received, it is reviewed and shared with teachers. Teachers are given the opportunity to examine the data, reflect and draw conclusions.

\* Teachers use the data and their reflections to drive classroom instruction. Small differentiated groups are formed based on the data. RTI/MTSS groups are formed and modified from the data.

\* The Literacy and Math Coaches also review the data and provide instructional assistance to teachers and grade groups based on the data.

\* Supplemental instructional programs are added to the school curriculum based on the needs as indicated in the data.

\* Data walls are displayed to provide information at a glance and to view the progress of each student, teacher and grade level in each subject area and the progress of the school as a whole.

***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:** 4,500

After-school Tutoring is for identified low-achieving students in grades 2, 3, 4 and 5, are invited to participate in this free hour-and-a-half daily program from 3:30 to 5:00 p.m. Tutors supplement and enrich learning that was done during the day with a different instructional program.

**Strategy Rationale**

Students in smaller groups receive more intensive instruction and attention as compared to the regular school day. Activities are also created to address various intelligences, like kinesthetic, logical-mathematical, interpersonal, etc. This allows students to access the curriculum using their strengths.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Almeida, Monica, monica.almeida@stlucieschools.org

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

A pre-test and a post-test serve as monitoring pieces, as well as teacher observations.

**Strategy:** After School Program

**Minutes added to school year:** 4,500

After-school Tutoring is for identified low-achieving students in grades 3, 4 and 5, are invited to participate in this free hour-and-a-half daily program from 3:30 to 5:00 p.m. Tutors supplement and enrich learning with STEM sessions and Classwork learning program.

**Strategy Rationale**

Students in small groups receive more intensive instruction and attention as compared to the regular school day. STEM activities are created to address various intelligences, like kinesthetic, logical-mathematical, interpersonal, etc. This allows students to access the curriculum using their strengths. Students were highly motivated to use the Classworks learning program.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Almeida, Monica, monica.almeida@stlucieschools.org

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

Classworks provided a pre- and post-test for the tutoring and supported the school's interpretation of the data.

**Strategy:** Summer Program

**Minutes added to school year:** 9,600

In Camp Monarch, we provide incoming third-graders with advanced instruction so that they have necessary skills to succeed in Third Grade. Low-achieving second grade students are invited to attend a five-week camp where reading and math instruction are integrated with science, technology and art experiences. A pre-test and a post-test serve as monitoring pieces, as well as teacher observations.

### **Strategy Rationale**

Students who demonstrate deficiencies in skill areas are given instruction and experiences that allow them to reinforce and strengthen their knowledge.

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

- Core Academic Instruction

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

Almeida, Monica, monica.almeida@stlucieschools.org

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

A pre-test and a post-test serve as monitoring pieces, as well as teacher observations.

## **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**

An annual Kindergarten Orientation is provided for the parents and students that are beginning school at Mariposa. Parents receive information about academic requirements and expectations, report cards, promotion, State Standards, grades, attendance, tardies, transportation, the school lunch program, dress code, after-school programs, RTI/MTSS and the PST process. Also, our 5th graders are given the Choice Applications for middle school to share with their parents. In addition, our Guidance Counselor meets with the Guidance Counselors for the student's next school site in order to discuss the needs of the families represented.

### **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**

As an elementary school, Mariposa provides some initial programs to support students as they learn and grow. Mariposa has a Studio Club that teaches many important aspects of broadcasting, writing scripts, camera use, speaking to an audience, and many technical skills in TV Production, which can lead to interest and participation in Broadcasting Academy where high school students receive TV Production certification. Mariposa has a Safety Patrol Program where students are trained to reinforce the rules and procedures of the school which can lead to student government or leadership roles in middle and high school as well as careers in leadership and safety. Mariposa has a Project NEED Program that supports science-based skills that focus on energy and renewable resources, targeting higher-order thinking skills, leading to school selection of MOA or the Marine Oceanographic

Academy at Forest Grove or other science careers. Mariposa has an awesome Music Program that includes chorus, band, and handbells, which encourages students to choose band and music programs in middle and high school or music careers. In addition, Mariposa has a relationship with Mr. Madden, the drama teacher at Pt. St. Lucie High School. His current drama students participate in teaching our students in 2nd, 4th and 5th grade many drama practices and they may go on to attend Pt. St. Lucie High and participate in that renowned drama program.

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

N/A

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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To improve standards-based instruction emphasizing teacher delivery.
- G2.** Through differentiation, build background knowledge and provide previous skills that are lacking.

## 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. To improve standards-based instruction emphasizing teacher delivery.** 1a

G042550

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	55.0

**Resources Available to Support the Goal** 2

- We have a Math Coach.
- There is collaborative planning for teachers in math with the Math Coach.
- We have signed up to utilize Informative Assessments on the new standards.
- We have a variety of teaching resources and materials- Math their Way, Marilyn Burns, Calendar Math, Destination Math, CPALMS, Share
- Second and Third grade teachers will teach the First Move chess program to students.

**Targeted Barriers to Achieving the Goal** 3

- There is the new FSA Assessment in Math that has a variety formats for questions.
- Students lack the fact fluency necessary to complete tests in the time as allotted.

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

Informal observations of math lessons will indicate an increased use of manipulatives.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Informal observation data will indicate increased use of manipulatives within math lessons.

**G2. Through differentiation, build background knowledge and provide previous skills that are lacking.** 1a

G042548

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0

**Resources Available to Support the Goal** 2

- Fifth grade utilizes departmentalized science instruction.
- Fifth grade has access to resources, c-palms.
- Fifth Grade has frequent access to the computer lab.
- Teachers have identified Fair Game concepts from previous grades.
- Fifth Grade teachers participate in collaboration with the Resource Teacher in science.

**Targeted Barriers to Achieving the Goal** 3

- Fifth Grade students struggle with difficulty of the vocabulary for science terms.

**Plan to Monitor Progress Toward G2.** 8

Students will be assessed on their knowledge of science terms and scores will be monitored. Recognition and reinforcement will be provided for those making progress.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Teachers will review student scores on vocabulary assessments monthly. Comprehensive tests and unit tests will indicate if the increased attention on vocabulary supports the overall rigor of the science instruction.

## 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.** To improve standards-based instruction emphasizing teacher delivery. **1**

 G042550

**G1.B2** There is the new FSA Assessment in Math that has a variety formats for questions. **2**

 B103855

**G1.B2.S2** We need to begin every math lesson with a hands-on activity to develop the concept at a deeper level for the student. **4**

 S114992

### Strategy Rationale

Students will need to be more fluent in their math skills and thinking.

### Action Step 1 **5**

All math teachers K-5 (55) will plan for hands-on opportunities for all students when introducing a new concept, targeting the subgroups- boys, swd, ell, and African-Americans.

### Person Responsible

Vanessa Daza

### Schedule

Monthly, from 9/30/2014 to 3/31/2015

### Evidence of Completion

Lesson plans will indicate students are working with manipulatives when teachers are introducing a new concept.

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

Lesson plans for Math will be checked on the drive T for use of manipulatives, and Observations of lessons and math instruction

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

***Evidence of Completion***

Informal observations of math instruction and lesson plans will indicate use of manipulatives in instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Lesson plans for math will be checked on drive T to monitor the use of manipulatives in classroom instruction.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

***Evidence of Completion***

Math unit assessments will support that students are showing improved growth in understanding math concepts.

**G1.B2.S3** Teachers will utilize the First Move Chess Program in 2nd and 3rd grade. 4

 S116154

### **Strategy Rationale**

Students will become more fluent in math and develop math understanding and problem-solving.

### **Action Step 1** 5

Teachers (14) in 2nd and 3rd grade will utilize the First Move Chess program

#### **Person Responsible**

Vanessa Daza

#### **Schedule**

Monthly, from 9/30/2014 to 3/31/2015

#### **Evidence of Completion**

Unit math test results will indicate overall improvement in math performance.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

Unit assessments in math will indicate improved problem-solving and math fluency.

#### **Person Responsible**

Vanessa Daza

#### **Schedule**

Monthly, from 9/30/2014 to 3/31/2015

#### **Evidence of Completion**

Units assessments in Math for all Second (126) and Third (136) graders will provide evidence that students are acquiring better understanding and use of problem-solving skills.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Unit math tests will provide data to support the general improvement of math achievement.

**Person Responsible**

Craig Logue

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Data chats examining math data will allow grade groups to see the value of the Chess instruction to the students overall math success.

**G1.B5 Students lack the fact fluency necessary to complete tests in the time as allotted. 2**

 B105365

**G1.B5.S1 Students are working to attain math fact fluency as appropriate for their level and our Math Coach will provide school-wide competition to generate interest and motivation. 4**

 S116943

**Strategy Rationale**

All students need to achieve math fact fluency to support their work in higher-order thinking, problem solving and more rigorous work.

**Action Step 1 5**

There will be a school-wide competition for math fact fluency with the Math Coach. Mrs. Daza will give a timed test each week and provide the results on a bulletin board in the cafe. Teachers will utilize Sumdog and Excell for practice.

**Person Responsible**

Vanessa Daza

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

All students 1st to 5th grade will take a 1 minute probe to determine math fact fluency. The bulletin boards in the cafe will indicate K, 1 & 2 results and 3, 4 & 5 results.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Unit math tests will indicate that students are making progress based on the results.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

***Evidence of Completion***

Results from unit math tests taken every 4 to 6 weeks will provide preliminary data of improvement in overall math achievement as compared to data from last school year.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Data Chats will provide teacher observation as well as test results to indicate improved student performance in more rigorous math instruction. Math fact fluency will be looked at as a contributing factor.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

***Evidence of Completion***

Weekly Math fact fluency tests will provide evidence of increased fluency by class and by grade level. Unit math test results will provide evidence of the effect of increased fluency on current math achievement.

**G2.** Through differentiation, build background knowledge and provide previous skills that are lacking. 1

G042548

**G2.B2** Fifth Grade students struggle with difficulty of the vocabulary for science terms. 2

B103851

**G2.B2.S1** Utilize Frayer Boxes for vocab with synonyms, antonyms, drawings, write the term in a meaningful sentence, etc. with important science vocab words. 4

S114980

### Strategy Rationale

Students will recognize and understand the meanings of high frequency science terms.

### Action Step 1 5

Science teachers (2) will utilize the Frayer Box method to increase student understanding of science terms and students will record their work in a science vocab notebook.

#### Person Responsible

Sandra Bushby

#### Schedule

Monthly, from 9/30/2014 to 3/31/2015

#### Evidence of Completion

Evidence will be a checklist completed by the Science teacher, indicating the student's science vocab notebook.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Science teachers (2) will turn in checklists of science students completing the notebook.

#### Person Responsible

Sandra Bushby

#### Schedule

Monthly, from 9/30/2014 to 3/31/2015

#### Evidence of Completion

Data Chats will provide documentation of student completion of the science notebooks and the correlation to overall science achievement .

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Fifth Grade students will have monthly vocab bees with the important vocab terms in cafe at lunch. There will be a class winner from each of the 6 classes and a grade level winner each month!

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Students will demonstrate their understanding of important science terms during a monthly vocab bee!

**G2.B2.S2 ESOL or ELL students will work on science vocab with ESOL paras. 4**

 S114981

**Strategy Rationale**

Students will gain a better understanding of the science terms as para supports their learning and connects with home.

**Action Step 1 5**

Fifth Grade students (115) will take a monthly science vocab assessment.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Scores from student vocab assessments will be examined in relation to their overall science achievement.

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Science terms will be reinforced in small group instruction with games and activities.

**Person Responsible**

Wesley Dessources

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Monthly unit assessments will indicate the ELL students' understanding of science terms.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Assessment data of ELL students will be reviewed and monitored and reteaching will be planned for those students indicating a need.

**Person Responsible**

Wesley Dessources

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Unit science assessments will provide evidence of student learning.

**G2.B2.S3** ESE students will work on science vocab with ESE Resource teacher. 4

S114982

### **Strategy Rationale**

Students will develop a better understanding of the science terms as teacher supports their learning and connects with home.

### **Action Step 1** 5

ESE students will take monthly vocab tests on science terms.

#### **Person Responsible**

Bill Spies

#### **Schedule**

Monthly, from 9/30/2014 to 3/31/2015

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

Student scores on monthly vocab assessment

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

ESE Teacher will monitor data on unit assessments and plan for reteaching as needed.

#### **Person Responsible**

Bill Spies

#### **Schedule**

Monthly, from 9/30/2014 to 3/31/2015

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

Unit assessments will provide evidence of students understanding of science terms.

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

Unit Science Tests and Comprehensive Tests will be reviewed to determine if the emphasis on science vocab is making a difference in students' overall achievement in Science.

**Person Responsible**

Sandra Bushby

**Schedule**

Monthly, from 9/30/2014 to 3/31/2015

**Evidence of Completion**

Scores of the Fifth Grade Students on Unit Tests and Comprehensive Tests in Science will show a correlation.

**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
G2.B2.S1.A1	Science teachers (2) will utilize the Frayer Box method to increase student understanding of science terms and students will record their work in a science vocab notebook.	Bushby, Sandra	9/30/2014	Evidence will be a checklist completed by the Science teacher, indicating the student's science vocab notebook.	3/31/2015 monthly
G2.B2.S2.A1	Fifth Grade students (115) will take a monthly science vocab assessment.	Bushby, Sandra	9/30/2014	Scores from student vocab assessments will be examined in relation to their overall science achievement.	3/31/2015 monthly
G2.B2.S3.A1	ESE students will take monthly vocab tests on science terms.	Spies, Bill	9/30/2014	Student scores on monthly vocab assessment	3/31/2015 monthly
G1.B2.S2.A1	All math teachers K-5 (55) will plan for hands-on opportunities for all students when introducing a new concept, targeting the subgroups- boys, swd, ell, and African-Americans.	Daza, Vanessa	9/30/2014	Lesson plans will indicate students are working with manipulatives when teachers are introducing a new concept.	3/31/2015 monthly
G1.B2.S3.A1	Teachers (14) in 2nd and 3rd grade will utilize the First Move Chess program	Daza, Vanessa	9/30/2014	Unit math test results will indicate overall improvement in math performance.	3/31/2015 monthly
G1.B5.S1.A1	There will be a school-wide competition for math fact fluency with the Math Coach. Mrs. Daza will give a timed test each week and provide the results on a bulletin board in the cafe. Teachers will utilize Sumdog and Excell for practice.	Daza, Vanessa	9/30/2014	All students 1st to 5th grade will take a 1 minute probe to determine math fact fluency. The bulletin boards in the cafe will indicate K, 1 & 2 results and 3, 4 & 5 results.	3/31/2015 monthly
G1.MA1	Informal observations of math lessons will indicate an increased use of manipulatives.	Bushby, Sandra	9/30/2014	Informal observation data will indicate increased use of manipulatives within math lessons.	3/31/2015 monthly
G1.B5.S1.MA1	Data Chats will provide teacher observation as well as test results to indicate improved student performance in more rigorous math instruction. Math fact fluency will be looked at as a contributing factor.	Bushby, Sandra	9/30/2014	Weekly Math fact fluency tests will provide evidence of increased fluency by class and by grade level. Unit math test results will provide evidence of the effect of increased fluency on current math achievement.	3/31/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Unit math tests will indicate that students are making progress based on the results.	Bushby, Sandra	9/30/2014	Results from unit math tests taken every 4 to 6 weeks will provide preliminary data of improvement in overall math achievement as compared to data from last school year.	3/31/2015 monthly
G1.B2.S2.MA1	Lesson plans for math will be checked on drive T to monitor the use of manipulatives in classroom instruction.	Bushby, Sandra	9/30/2014	Math unit assessments will support that students are showing improved growth in understanding math concepts.	3/31/2015 monthly
G1.B2.S2.MA1	Lesson plans for Math will be checked on the drive T for use of manipulatives, and Observations of lessons and math instruction	Bushby, Sandra	9/30/2014	Informal observations of math instruction and lesson plans will indicate use of manipulatives in instruction.	3/31/2015 monthly
G1.B2.S3.MA1	Unit math tests will provide data to support the general improvement of math achievement.	Logue, Craig	9/30/2014	Data chats examining math data will allow grade groups to see the value of the Chess instruction to the students overall math success.	3/31/2015 monthly
G1.B2.S3.MA1	Unit assessments in math will indicate improved problem-solving and math fluency.	Daza, Vanessa	9/30/2014	Units assessments in Math for all Second (126) and Third (136) graders will provide evidence that students are acquiring better understanding and use of problem-solving skills.	3/31/2015 monthly
G2.MA1	Students will be assessed on their knowledge of science terms and scores will be monitored. Recognition and reinforcement will be provided for those making progress.	Bushby, Sandra	9/30/2014	Teachers will review student scores on vocabulary assessments monthly. Comprehensive tests and unit tests will indicate if the increased attention on vocabulary supports the overall rigor of the science instruction.	3/31/2015 monthly
G2.B2.S1.MA1	Fifth Grade students will have monthly vocab bees with the important vocab terms in cafe at lunch. There will be a class winner from each of the 6 classes and a grade level winner each month!	Bushby, Sandra	9/30/2014	Students will demonstrate their understanding of important science terms during a monthly vocab bee!	3/31/2015 monthly
G2.B2.S1.MA1	Science teachers (2) will turn in checklists of science students completing the notebook.	Bushby, Sandra	9/30/2014	Data Chats will provide documentation of student completion of the science notebooks and the correlation to overall science achievement .	3/31/2015 monthly
G2.B2.S2.MA1	Assessment data of ELL students will be reviewed and monitored and reteaching will be planned for those students indicating a need.	Dessources, Wesley	9/30/2014	Unit science assessments will provide evidence of student learning.	3/31/2015 monthly
G2.B2.S2.MA1	Science terms will be reinforced in small group instruction with games and activities.	Dessources, Wesley	9/30/2014	Monthly unit assessments will indicate the ELL students' understanding of science terms.	3/31/2015 monthly
G2.B2.S3.MA1	Unit Science Tests and Comprehensive Tests will be reviewed to determine if the emphasis on science vocab is making a difference in students' overall achievement in Science.	Bushby, Sandra	9/30/2014	Scores of the Fifth Grade Students on Unit Tests and Comprehensive Tests in Science will show a correlation.	3/31/2015 monthly
G2.B2.S3.MA1	ESE Teacher will monitor data on unit assessments and plan for reteaching as needed.	Spies, Bill	9/30/2014	Unit assessments will provide evidence of students understanding of science terms.	3/31/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To improve standards-based instruction emphasizing teacher delivery.

**G1.B2** There is the new FSA Assessment in Math that has a variety formats for questions.

**G1.B2.S2** We need to begin every math lesson with a hands-on activity to develop the concept at a deeper level for the student.

### PD Opportunity 1

All math teachers K-5 (55) will plan for hands-on opportunities for all students when introducing a new concept, targeting the subgroups- boys, swd, ell, and African-Americans.

#### Facilitator

Vanessa Daza, Liz Pruitt

#### Participants

All Teachers (55) in Grades K-5

#### Schedule

Monthly, from 9/30/2014 to 3/31/2015

**G1.B2.S3** Teachers will utilize the First Move Chess Program in 2nd and 3rd grade.

### PD Opportunity 1

Teachers (14) in 2nd and 3rd grade will utilize the First Move Chess program

#### Facilitator

District trainer

#### Participants

Teachers (14) in 2nd and 3rd grades

#### Schedule

Monthly, from 9/30/2014 to 3/31/2015

**G2.** Through differentiation, build background knowledge and provide previous skills that are lacking.

**G2.B2** Fifth Grade students struggle with difficulty of the vocabulary for science terms.

**G2.B2.S1** Utilize Frayer Boxes for vocab with synonyms, antonyms, drawings, write the term in a meaningful sentence, etc. with important science vocab words.

### **PD Opportunity 1**

Science teachers (2) will utilize the Frayer Box method to increase student understanding of science terms and students will record their work in a science vocab notebook.

#### **Facilitator**

Sandra Bushby

#### **Participants**

Science teachers in 5th grade: Sarah Letsch, Kathy Guntow

#### **Schedule**

Monthly, from 9/30/2014 to 3/31/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> To improve standards-based instruction emphasizing teacher delivery.	4,000
<b>Goal 2:</b> Through differentiation, build background knowledge and provide previous skills that are lacking.	200
<b>Grand Total</b>	<b>4,200</b>

### Goal 1: To improve standards-based instruction emphasizing teacher delivery.

Description	Source	Total
<b>B2.S2.A1</b> - Notes- stipends for teachers in PD after the school day	Title III	500
<b>B2.S2.A1</b> - Notes- teachers may need additional manipulatives for classroom use.	Title III	500
<b>B2.S3.A1</b> - Notes- license and materials for First Move	Title III	3,000
<b>Total Goal 1</b>		<b>4,000</b>

### Goal 2: Through differentiation, build background knowledge and provide previous skills that are lacking.

Description	Source	Total
<b>B2.S1.A1</b> - stipends for 2 teachers	Title III	200
<b>Total Goal 2</b>		<b>200</b>