

Jupiter Elementary School



2014-15 School Improvement Plan

Jupiter Elementary School

200 S LOXAHATCHEE DR, Jupiter, FL 33458

www.edline.net/pages/jupiter_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

No

Minority

69%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

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

Jupiter Elementary School 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

Jupiter Elementary School 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

Jupiter Elementary practices Single School Culture regarding academics, behavior, and climate. Beginning on the first day of school, we set high expectations and routines necessary to develop strong interpersonal relationships and positive climate for school. We provide Collaboration for collegial discussions, grade-level planning, and data chats to interpret and analyze data. Our SwPBS Committee (Schoolwide Positive Behavior Support) continues to create school procedures for common areas such as bathrooms and hallways.

We will provide professional development on understanding the Mayan culture and learning new strategies for teaching English Language Learners.

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

Jupiter Elementary will create a Multicultural Night to foster an understanding and appreciation of various cultures.

Provide professional development to staff on increasing positive interactions with students.

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

We have Spanish speaking translators and guidance counselors supervising the cafeteria during breakfast to assist students and their parents with their needs. We have bilingual staff in the office to assist parents and students before during and after school. We have two afterschool programs to provide more opportunities for enrichment for the students. Adults supervise the four areas that students are dropped off and picked up for arrival and dismissal.

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

We have universal school wide procedures in place for classrooms and all areas of the building. These procedures teach the students how to be respectful, responsible and safe depending on their location. We provide professional development on major and minor infractions and for the procedures dealing with it.

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

Developmental guidance classes are taught. Guidance teachers have small groups for targeted interventions. We have the RTI process for more severe needs. Boys' Town program provides individual relationship building for students in Kindergarten and First Grade who need additional support.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Where we have seen an increase in parent participation in both academic and not academic evening events, we still struggle with participation in academic training for parents, open house, general parent workshops, and ability to assist children at the 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

Involve parents and community members to help select materials used in training parents to work with their children in academic areas. Monthly parent meetings held by the Guidance department incorporate guidance and assistance with social and services that would benefit the household and educate the parent on what is available in local community.

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
Smith, Daniel	Principal
Rives, Gwenn	Assistant Principal
Nolf, Jody	SAC Member
McLaren, Donna	Other
Nardelli, Robert	Instructional Coach
Menz, Michelle	Teacher, ESE

Duties

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

Assistant 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.

Select General Education Teachers (Primary and Intermediate): 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.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Supplemental Academic Instructor (SAI): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: 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.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

ESOL Coordinator: To offer additional ELL strategies, background knowledge, and support through staff development and materials.

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 school based RTI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective

Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rti Leadership Team. The Rti will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional Tier 2 or Tier 3 academic, and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate researched-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings. *Problem Solving Model: The four steps of the Problem Solving Model are:

Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluating. A reading coach position is purchased to assist teachers in their continued development in reading instruction. An additional SAI position for grades 2-3 will also be purchased to better meet the needs for our lower performing reading students. Funds will be utilized to ensure tutoring for students requiring

additional remediation and/or enrichment through an after school and/or Saturday program. Funds will be

utilized for continuous staff development and increasing parental involvement. Funds will purchase additional materials necessary to implement the SIP in the classroom. The district coordinates with Title II

and Title III in ensuring staff development needs are provided.

We are using the Specific ESOL Intervention model with our three ESOL teachers to provide research based interventions in a small group setting to our ELL students.

In conjunction with Single School Culture, Jupiter Elementary School utilizes School wide Positive Behavior Systems. JES utilizes a discipline matrix with specific behavior guidelines for various locations around campus. This system also incorporates a noise level system, hand signals, A school wide pledge that is built around Respect, Responsible, and Safe, and reward system. The schools SwPBS Committee meets monthly to look at data and discuss areas of concern and make any necessary changes that are necessary.

Through a Multicultural Family Night activity, sponsored by our Multicultural Committee, JES will increase student and family awareness to the diversity of our school

Title I funding provides individual school allocation, area support teams, curriculum support, MTSS, Reading interventionist/LLI, literacy cohort support, and Second Grade Academy.

Title II funding also supplies area support teams, curriculum support for professional development, SIP training and support, Marzano training and online support, MTSS professional development, reading interventionist/LLI, and literacy cohort training.

Title X provides services of our District Homeless Education Assistance Resource Team.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jody Nolf	Parent
Daniel Smith	Principal
Heather Beacher	Teacher
Sharyn Geller	Teacher
Lauren Johnson	Teacher
Rhonda Kunda	Teacher
Paola Riley	Education Support Employee
Suzanne Rothman	Parent
Sara Martin	Parent
Gina Clark	Parent
Ellen Vargas	Business/Community
Anamaria Lamb	Parent
Emila Gonzalez	Student
Lucia Martinez	Parent
Maria Tomas	Parent
Albertina Nolasco	Parent
Alberto Gomez	Parent
Jose Santos	Student
Patricia Martinez	Student
Ludivina Mendoza	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

Student data is presented to SAC for consideration and discussion as it compares to the SIP. Input is gathered that can be utilized in preparation of the next years plan.

Development of this school improvement plan

School Performance data is presented at the first SAC meeting of the year. SAC members are encouraged to be active participants in the assessment of needs, development of priorities, and identification of use of resources for school improvement.

Preparation of the school's annual budget and plan

Title I funds are allocated based on the data obtained through State Assessments, CELLA, and local Reading Running, Record Assessment. Based on school deficiencies money is allocated to those resources and personnel to necessary to positively affect necessary growth change.

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

\$500 translators for meetings

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
Smith, Daniel	Principal
Rives, Gwenn	Assistant Principal
McLaren, Donna	Other
Nardelli, Robert	Instructional Coach
Burts, Maureen	Teacher, K-12
McDonough, justine	Teacher, K-12
Johnson, Lauren	Instructional Media

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

Increase proficiency of all students K-5. Reduce the number of retained students in 3rd grade due to reading deficiencies. Increase oral language development and fluency at the K-2 level. Implement reading and writing workshop K-5. Increase reading and writing in all content areas. Foster a love of literature in the media center. Sponsor book giveaways and book swaps to put books in students' homes to develop their personal libraries. Continual training of teachers to ensure students are getting a consistent, quality instruction to maximize growth.

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

We provide a calendar with scheduled grade level planning, collaboration, and committee meetings. As much as possible, we provide a common lunch time and fine arts time to allow teachers to foster a positive working relationship with their colleagues.

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

The Principal and Assistant Principal review resumes and interview highly qualified, certified-in-field effective teachers as vacancies arise within the school. The reading coach will be utilized to model effective teaching techniques and provide 1:1 attention where needed on effective strategies. District level staff development courses will be recommended to ensure all teachers have the same training and skill set as those already on staff. PDD and LTM will offer grade level support and planning along with Peer and Mentor teachers being assigned to new teachers.

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

Kristina Sanford, Second Grade Teacher - Robert Nardelli, Reading Coach
Lynca Diaz, Fourth Grade Dual Language - Jenelle Gillis, Dual Language Coordinator
Hillary Bostick, First Grade Teacher - Robert Nardelli, Reading Coach
Planned mentoring activities include observations, collaborative planning, and appropriate and necessary staff development to support all instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The reading and writing Units of Study are aligned to the Florida Standards. District generated scope and sequence calendars are utilized along with state item specs when planning. Science is aligned to the Next Generation Sunshine State Standards. During collaboration the teachers have unpacked the standards and are aligning their instruction to the standards.

Instructional Strategies

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

The data is analyzed in collaboration, and in grade level meetings in order to differentiate instruction. Reading teachers use RRR data to provide appropriate text levels for their students. Instruction is differentiated based on the student's reading level. Math teachers analyze formative assessments given in order to provide interventions to those students needing them.

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:

Students performing below grade level are offered tutoring twice per week after school, and some Saturdays, grades 3-5. Students in grades K-1 are offered a separate 12 week tutoring program to increase the basic skill level of students not performing at grade level. Through small group instruction individual student deficiencies are addressed through immediate intensive instruction. Minutes of tutorial instruction varies child to child depending on the number of academic subjects receiving tutoring.

Through the After School Program and 21st Century After School Program additional academic opportunities are provided to students that both work core academic and/or enrich the standards.

Strategy Rationale

We're using small group instruction to meet the students' needs. Small group instruction provides a more differentiated instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Daniel, daniel.smith@palmbeachschools.org

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

Through diagnostic testing, benchmark assessments, and Reading Running Record data, students below grade level are identified and placed in tutorial programs aligned with the deficient academic area. During LTM students are discussed and assigned to their tutorial group.

Strategy: Extended School Day

Minutes added to school year: 540

Teachers meet to collaborate as a grade level or by content area to discuss teaching techniques, work sampling of students, planning, and analyzing data.

Strategy Rationale

Professionals learn from each other.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Smith, Daniel, daniel.smith@palmbeachschools.org

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

Increased student achievement.

Strategy: Extended School Day

Minutes added to school year:

SECME Program to enrich students in the areas of math and science.

Strategy Rationale

To provide hands on activities in a small group supervised by a sponsor who will motivate the students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Daniel, daniel.smith@palmbeachschools.org

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

Data is not collected for this program. Students grade 3-5 are encouraged to join and participate in the club to enrich learning.

Strategy: Summer Program

Minutes added to school year: 1,440

Identify below 2nd grade readers and retained 3rd grade readers for a 2 week intensive tutorial program.

Strategy Rationale

To provide students with a concentrated area of instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Daniel, daniel.smith@palmbeachschools.org

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

Through diagnostic testing, FCAT, and Reading Running Record data, students below grade level are identified and placed in tutorial programs. During LTM students are discussed and assigned to their tutorial group.

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

Where invited JES will send representatives to pre-school locations to meet with parents and staff, and answer any questions. We provide for a smooth transition from preschool to starting kindergarten by providing a Kindergarten Round-Up in the Spring. Parents and children come to school to hear all about our programs and the Kindergarten students provide entertainment; upon completion the parents and preschool children are invited to tour the school. Parents are also given information on preparing their child for Kindergarten, and how to be more involved in the school. Books are provided for parents to read with their child along with necessary skills a child should possess upon entering Kindergarten. We provide parents with a "Meet the Teacher" day in August before school starts so parents and children can meet their teacher, drop off supplies, and see their classroom. We provide a staggered start for Kindergarten during the first week of school so that only one-third of the students attend each of the first three days. This very small group ensures every student gets ample personal care and attention to learn the rules and procedures necessary for success. A "Boo-Hoo Tea" is held for Kindergarten parents on each of the three days of staggered start allowing parents to meet each other and have any questions answered regarding the school day and year.

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

N/A

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 increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students.
- G2.** Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn.
- G3.** Increase the percentage of student proficiency in the area of science based on the FY15 FCAT.

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 increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students. 1a

 G047886

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0

Resources Available to Support the Goal 2

- Mentor text, specific genre titles, classroom libraries, books to send home with students

Targeted Barriers to Achieving the Goal 3

- lack of language understanding and comprehension skills
- lack of parental support at home to work with child

Plan to Monitor Progress Toward G1. 8

Formative, diagnostic, and state assessments will monitored for desired results

Person Responsible

Daniel Smith

Schedule

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

Evidence of Completion

Formative, diagnostic, and state assessments will monitored for desired results

G2. Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn. 1a

 G042359

Targets Supported 1b

Indicator	Annual Target
CELLA Listening/Speaking Proficiency	85.0

Resources Available to Support the Goal 2

- Mondo, Rosetta Stone, Phonics materials, LLI training and kits, "Words Their Way" grades 4-5, Reading and Writing workshop training, ESOL teachers, Reading Coach

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary and grammar in the English language.
- Building oral language activities into the full day.

Plan to Monitor Progress Toward G2. 8

Final monitoring will be conducted by using the CELLA speaking/listening section for overall growth during FY14. Palm Beach Performance Assessments will used to monitor growth in the areas of grammar and vocabulary.

Person Responsible

Donna McLaren

Schedule

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

Evidence of Completion

Increased proficiency percentage as determined by the CELLA. Increased proficiency writing as determined by grade level rubrics.

G3. Increase the percentage of student proficiency in the area of science based on the FY15 FCAT. 1a

G042362

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Laptop computer lab cart, ipad lab cart, hands-on science materials, science literacy, S. Fl. Science Museum, gardens

Targeted Barriers to Achieving the Goal 3

- lack of scientific vocabulary and understanding
- Teacher comfort level in the area of science and amount of time available to teach science.
- Lack of science related exposure in real life

Plan to Monitor Progress Toward G3. 8

EDW reports to gather data. During LTM discussions student proficiency based on data will be discussed to determine who needs enrichment, re-teaching, or successful completion.

Person Responsible

Daniel Smith

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Notes from LTM and classroom observations with the Marzano observation system

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 increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students. **1**

 G047886

G1.B1 lack of language understanding and comprehension skills **2**

 B119260

G1.B1.S1 Through increased content-oriented text, genre diversity in classroom libraries, and mentor text we will increase student comprehension through writing **4**

 S131081

Strategy Rationale

Many students increase their reading comprehension abilities through increased writing skills. The new FSA assessment will incorporate these two skills into one assessment so we must be sure to have the necessary materials to do the same across curriculum.

Action Step 1 **5**

Increase the use of literacy in all subject areas and the students ability to write to, and explain what they read or completed.

Person Responsible

Daniel Smith

Schedule

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

Evidence of Completion

observational data, lesson plans, collaborative planning discussions

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

collaborative and Team planning will be implemented

Person Responsible

Daniel Smith

Schedule

Weekly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Notes from meetings and plans generated by teachers

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

classroom observations

Person Responsible

Daniel Smith

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Marzano observation data

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

RRR, Formative, diagnostic, and state assessments

Person Responsible

Daniel Smith


Schedule

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

Evidence of Completion

Data will analyzed to determine if students are progressing at the appropriate rates

G1.B3 lack of parental support at home to work with child **2**

 B119262

G1.B3.S1 Provide after school tutoring for students who are not a proficient level **4**

 S131059

Strategy Rationale

With many households unable to provide assistance with learning at home, we provide extended day tutoring to assist them in their efforts to become proficient.

Action Step 1 **5**

provide extended day tutoring for below proficient students

Person Responsible

Gwenn Rives

Schedule

On 3/13/2015

Evidence of Completion

attendance logs and formative assessments to show student growth

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

Observation of tutoring classrooms will be utilized to ensure fidelity

Person Responsible

Gwenn Rives

Schedule

Weekly, from 11/3/2014 to 3/13/2015

Evidence of Completion

Data from the observations will be collected

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

Formative assessments will be given and monitored to determine if the instruction is moving the student

Person Responsible

Gwenn Rives

Schedule

Biweekly, from 11/3/2014 to 3/13/2015

Evidence of Completion

Formative assessment data will be collected to monitor effectiveness

G1.B3.S2 Provide students with leveled books so they have the ability to read while not in the school classroom. 4

 S131060

Strategy Rationale

Increased familiarity with written text will help to foster student comprehension and the ability write about what they have read.

Action Step 1 5

provide with leveled books to read and keep

Person Responsible

Robert Nardelli

Schedule

Semiannually, from 11/17/2014 to 6/5/2015

Evidence of Completion

Collection of portfolios that will accompany books that monitor the students' ability to write about and understand what they read.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Make sure leveled books are ordered and all students get a book to keep

Person Responsible

Robert Nardelli

Schedule

Semiannually, from 11/17/2014 to 6/4/2015

Evidence of Completion

Books are ordered and schedule designed for teachers to pick books for their students

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

portfolios will be assessed for student comprehension

Person Responsible

Robert Nardelli

Schedule

Semiannually, from 1/6/2015 to 8/17/2015


Evidence of Completion

School designed portfolios will be collected and assessed to determine if students have utilized the the skills and processes they have been taught.


G2. Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn. 1

 G042359

G2.B1 Lack of vocabulary and grammar in the English language. 2

 B103340

G2.B1.S2 Utilize Words Their Way grades 1-5, Phonics Lessons, Foundations, Leveled Literacy Intervention kits 4

 S114440

Strategy Rationale

Action Step 1 5

Schedule staff to target students, provide any staff development necessary

Person Responsible

Robert Nardelli

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

monitor lesson plans and administrative observations

Person Responsible

Gwenn Rives

Schedule

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

Evidence of Completion

lesson plans will be monitored for fidelity and observational data will be monitored for any further staff development

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

increased oral language scores as shown on CELLA and RRR

Person Responsible

Donna McLaren


Schedule

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

Evidence of Completion

CELLA reports and RRR data

G2.B1.S4 utilize ESOL teachers to target students in grades K-2 and build capacity in oral language, letter sounds, and comprehension through targeted small group instruction 4

 S130839

Strategy Rationale

Action Step 1 5

Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension

Person Responsible

Robert Nardelli

Schedule

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

Evidence of Completion

oral proficiency scores and RRR data

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

observations

Person Responsible

Gwenn Rives

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

observations will be utilized to monitor the programs being utilized are following the scripts and being performed with fidelity

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

Monitor CELLA and RRR results

Person Responsible

Donna McLaren


Schedule

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


Evidence of Completion

Monitoring the RRR and CELLA will allow monitoring of growth or lack thereof to determine if optional methods need to be considered for desired results.

G2.B3 Building oral language activities into the full day. **2**

 B103342

G2.B3.S1 Increase the the amount of oral activities for students to participate in the classroom **4**

 S130808

Strategy Rationale

By increasing the use of Mondo, turn and talk, small group discussion projects, etc. in the classroom students will practice speaking. If they can speak it they can write it, and if they can write it they can read it.

Action Step 1 **5**

utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it

Person Responsible

Daniel Smith

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

CELLA results, Reading Running Records,

Action Step 2 **5**

utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it

Person Responsible

Daniel Smith

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

CELLA results, Reading Running Records,

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

scripted programs, Rosetta Stone usage data, administrative observations

Person Responsible

Donna McLaren

Schedule

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

Evidence of Completion

CELLA results, LLI growth, RRR data, observational data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

scripted programs, Rosetta Stone usage data, administrative observations

Person Responsible

Donna McLaren

Schedule

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

Evidence of Completion

CELLA results, LLI growth, RRR data, observational data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

lesson plan monitoring and observation

Person Responsible

Daniel Smith

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

CELLA data, RRR data, observational data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

lesson plan monitoring and observation

Person Responsible

Daniel Smith

Schedule

Biweekly, from 8/25/2014 to 6/4/2015


Evidence of Completion

CELLA data, RRR data, observational data

G3. Increase the percentage of student proficiency in the area of science based on the FY15 FCAT. 1

 G042362

G3.B1 lack of scientific vocabulary and understanding 2

 B103353

G3.B1.S1 Purchase STEM related student readers in both math and science, strand specific student book bins, Sciencesaurus, science content big books in math and science, National Geographic student magazines, ipad lab cart 4

 S114461

Strategy Rationale

By increasing student exposure to scientific content through literature and technology we can employ a more cross-curricular approach to learning as we build the vocabulary background necessary.

Action Step 1 5

Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary, increase the amount of writing and journal writing to increase the use and understanding of the vocabulary

Person Responsible

Daniel Smith

Schedule

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

Evidence of Completion

lesson plan monitoring and observational data

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

lesson plan monitoring, classroom walk throughs and LTM discussions will be utilized

Person Responsible

Daniel Smith

Schedule

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

Evidence of Completion

Lesson Plans, observational data, and Benchmark Assessments

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

Observational data, Benchmark assessments, Diagnostic tests, FCAT

Person Responsible

Daniel Smith


Schedule

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


Evidence of Completion

EDW reports showing growth and proficiency

G3.B2 Teacher comfort level in the area of science and amount of time available to teach science. 2

 B103354

G3.B2.S1 Provide staff development in the area of STEM science and model science activities to increase hands on learning 4

 S130708

Strategy Rationale

Teachers are not comfortable in the area of science and shy away from activities sticking mostly to the text book. STEM incorporates a cross curricular approach to include other areas of student need and move science to more student centered learning at a higher complexity.

Action Step 1 5

Provide on-going staff development in the area of STEM for entire staff and train the trainer for specific staff.

Person Responsible

Daniel Smith

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

staff development agendas and sign in sheets, lesson plan incorporation, diagnostic and state assessment data

Action Step 2 5

Utilize a teaching garden that students develop, monitor, grow, and harvest

Person Responsible

Daniel Smith

Schedule

On 5/15/2015

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

During collaboration, teachers will plan STEM and other hands-on activities

Person Responsible

Daniel Smith

Schedule

Biweekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

lesson plans will be monitored for inclusion and walk through observations will be utilized to monitor implementation.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

teacher monitoring of the activities, administrative observations, formative assessments for understanding, collaborative discussions by staff on effectiveness of activities

Person Responsible

Daniel Smith


Schedule

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


Evidence of Completion

increased proficiency demonstrated by students on formative assessments, diagnostic assessments, and state assessments.

G3.B3 Lack of science related exposure in real life **2**

 B103355

G3.B3.S1 Offer opportunities for students to have scientific experiences both on and off campus. **4**

 S114462

Strategy Rationale

By utilizing resources available in the surrounding community students have the opportunity to science in action around them

Action Step 1 **5**

Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips

Person Responsible

Schedule

On 3/13/2015

Evidence of Completion

TDEs and field trip packets, attendance roster for SECME, on campus hands-on family nights

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

field trip forms, participation sign-in sheets to events

Person Responsible

Gwenn Rives

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Field trip forms to monitor locations and event sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

LTM discussions to evaluate effectiveness of field trips and SECME activities, student response journals to identified what was learned

Person Responsible

Gwenn Rives

Schedule

Monthly, from 10/1/2014 to 6/4/2015

Evidence of Completion

LTM notes

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
G3.B3.S1.A1	Increase participation in SECME club, hands-on science experiments, in-house science field trips, and off-campus field trips		10/1/2014	TDEs and field trip packets, attendance roster for SECME, on campus hands-on family nights	3/13/2015 one-time
G3.B2.S1.A1	Provide on-going staff development in the area of STEM for entire staff and train the trainer for specific staff.	Smith, Daniel	8/12/2014	staff development agendas and sign in sheets, lesson plan incorporation, diagnostic and state assessment data	6/4/2015 monthly
G3.B1.S1.A1	Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary, increase the amount of writing and journal writing to increase the use and understanding of the vocabulary	Smith, Daniel	8/18/2014	lesson plan monitoring and observational data	6/4/2015 weekly
G2.B3.S1.A1	utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it	Smith, Daniel	8/25/2014	CELLA results, Reading Running Records,	6/4/2015 daily
G2.B1.S2.A1	Schedule staff to target students, provide any staff development necessary	Nardelli, Robert	8/18/2014		6/4/2015 daily
G2.B1.S4.A1	Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension	Nardelli, Robert	8/18/2014	oral proficiency scores and RRR data	6/4/2015 biweekly
G1.B3.S2.A1	provide with leveled books to read and keep	Nardelli, Robert	11/17/2014	Collection of portfolios that will accompany books that monitor the students' ability to write about and understand what they read.	6/5/2015 semiannually
G1.B3.S1.A1	provide extended day tutoring for below proficient students	Rives, Gwenn	11/3/2014	attendance logs and formative assessments to show student growth	3/13/2015 one-time
G1.B1.S1.A1	Increase the use of literacy in all subject areas and the students ability to write	Smith, Daniel	8/18/2014	observational data, lesson plans, collaborative planning discussions	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to, and explain what they read or completed.				
G3.B2.S1.A2	Utilize a teaching garden that students develop, monitor, grow, and harvest	Smith, Daniel	10/1/2014	lesson plans	5/15/2015 one-time
G2.B3.S1.A2	utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it	Smith, Daniel	8/25/2014	CELLA results, Reading Running Records,	6/4/2015 daily
G1.MA1	Formative, diagnostic, and state assessments will monitored for desired results	Smith, Daniel	8/18/2014	Formative, diagnostic, and state assessments will monitored for desired results	6/4/2015 biweekly
G1.B3.S1.MA1	Formative assessments will be given and monitored to determine if the instruction is moving the student	Rives, Gwenn	11/3/2014	Formative assessment data will be collected to monitor effectiveness	3/13/2015 biweekly
G1.B3.S1.MA1	Observation of tutoring classrooms will be utilized to ensure fidelity	Rives, Gwenn	11/3/2014	Data from the observations will be collected	3/13/2015 weekly
G1.B1.S1.MA1	RRR, Formative, diagnostic, and state assessments	Smith, Daniel	8/18/2014	Data will analyzed to determine if students are progressing at the appropriate rates	6/4/2015 weekly
G1.B1.S1.MA1	collaborative and Team planning will be implemented	Smith, Daniel	8/12/2014	Notes from meetings and plans generated by teachers	6/4/2015 weekly
G1.B1.S1.MA2	classroom observations	Smith, Daniel	9/2/2014	Marzano observation data	6/4/2015 weekly
G1.B3.S2.MA1	portfolios will be assessed for student comprehension	Nardelli, Robert	1/6/2015	School designed portfolios will be collected and assessed to determine if students have utilized the the skills and processes they have been taught.	8/17/2015 semiannually
G1.B3.S2.MA1	Make sure leveled books are ordered and all students get a book to keep	Nardelli, Robert	11/17/2014	Books are ordered and schedule designed for teachers to pick books for their students	6/4/2015 semiannually
G2.MA1	Final monitoring will be conducted by using the CELLA speaking/listening section for overall growth during FY14. Palm Beach Performance Assessments will used to monitor growth in the areas of grammar and vocabulary.	McLaren, Donna	8/18/2014	Increased proficiency percentage as determined by the CELLA. Increased proficiency writing as determined by grade level rubrics.	6/4/2015 semiannually
G2.B3.S1.MA1	lesson plan monitoring and observation	Smith, Daniel	8/25/2014	CELLA data, RRR data, observational data	6/4/2015 biweekly
G2.B3.S1.MA1	lesson plan monitoring and observation	Smith, Daniel	8/25/2014	CELLA data, RRR data, observational data	6/4/2015 biweekly
G2.B3.S1.MA1	scripted programs, Rosetta Stone usage data, administrative observations	McLaren, Donna	8/18/2014	CELLA results, LLI growth, RRR data, observational data	6/4/2015 biweekly
G2.B3.S1.MA1	scripted programs, Rosetta Stone usage data, administrative observations	McLaren, Donna	8/18/2014	CELLA results, LLI growth, RRR data, observational data	6/4/2015 biweekly
G2.B1.S2.MA1	increased oral language scores as shown on CELLA and RRR	McLaren, Donna	8/18/2014	CELLA reports and RRR data	6/4/2015 monthly
G2.B1.S2.MA1	monitor lesson plans and administrative observations	Rives, Gwenn	8/18/2014	lesson plans will be monitored for fidelity and observational data will be monitored for any further staff development	6/4/2015 biweekly
G2.B1.S4.MA1	Monitor CELLA and RRR results	McLaren, Donna	8/18/2014	Monitoring the RRR and CELLA will allow monitoring of growth or lack their of to determine if optional methods need to be considered for desired results.	6/4/2015 monthly
G2.B1.S4.MA1	observations	Rives, Gwenn	9/1/2014	observations will be utilized to monitor the programs being utilized are following the scripts and being performed with fidelity	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	EDW reports to gather data. During LTM discussions student proficiency based on data will be discussed to determine who needs enrichment, re-teaching, or successful completion.	Smith, Daniel	9/1/2014	Notes from LTM and classroom observations with the Marzano observation system	6/4/2015 biweekly
G3.B1.S1.MA1	Observational data, Benchmark assessments, Diagnostic tests, FCAT	Smith, Daniel	8/18/2014	EDW reports showing growth and proficiency	6/4/2015 monthly
G3.B1.S1.MA1	lesson plan monitoring, classroom walk throughs and LTM discussions will be utilized	Smith, Daniel	8/18/2014	Lesson Plans, observational data, and Benchmark Assessments	6/4/2015 monthly
G3.B3.S1.MA1	LTM discussions to evaluate effectiveness of field trips and SECME activities, student response journals to identified what was learned	Rives, Gwenn	10/1/2014	LTM notes	6/4/2015 monthly
G3.B3.S1.MA1	field trip forms, participation sign-in sheets to events	Rives, Gwenn	10/1/2014	Field trip forms to monitor locations and event sign in sheets	6/4/2015 monthly
G3.B2.S1.MA1	teacher monitoring of the activities, administrative observations, formative assessments for understanding, collaborative discussions by staff on effectiveness of activities	Smith, Daniel	8/18/2014	increased proficiency demonstrated by students on formative assessments, diagnostic assessments, and state assessments.	6/4/2015 biweekly
G3.B2.S1.MA1	During collaboration, teachers will plan STEM and other hands-on activities	Smith, Daniel	9/1/2014	lesson plans will be monitored for inclusion and walk through observations will be utilized to monitor implementation.	6/4/2015 biweekly

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 increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students.

G1.B1 lack of language understanding and comprehension skills

G1.B1.S1 Through increased content-oriented text, genre diversity in classroom libraries, and mentor text we will increase student comprehension through writing

PD Opportunity 1

Increase the use of literacy in all subject areas and the students ability to write to, and explain what they read or completed.

Facilitator

District Personnel and reading coach

Participants

all staff members

Schedule

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

G2. Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn.

G2.B1 Lack of vocabulary and grammar in the English language.

G2.B1.S2 Utilize Words Their Way grades 1-5, Phonics Lessons, Foundations, Leveled Literacy Intervention kits

PD Opportunity 1

Schedule staff to target students, provide any staff development necessary

Facilitator

District Personnel, Reading Coach

Participants

selected teachers

Schedule

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

G2.B1.S4 utilize ESOL teachers to target students in grades K-2 and build capacity in oral language, letter sounds, and comprehension through targeted small group instruction

PD Opportunity 1

Focus ELL teachers to K-2 students and work on oral language and letter sounds followed by the Leveled Literacy Intervention scripted program to increase comprehension

Facilitator

District Personnel and Reading Coach

Participants

selected teachers

Schedule

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

G2.B3 Building oral language activities into the full day.

G2.B3.S1 Increase the the amount of oral activities for students to participate in the classroom

PD Opportunity 1

utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it

Facilitator

District Personnel

Participants

selected teachers, ESOL teachers

Schedule

Daily, from 8/25/2014 to 6/4/2015

PD Opportunity 2

utilize the ESOL teachers through small group instruction work through the process of speaking it, writing it, reading it

Facilitator

District Personnel

Participants

selected teachers, ESOL teachers

Schedule

Daily, from 8/25/2014 to 6/4/2015

G3. Increase the percentage of student proficiency in the area of science based on the FY15 FCAT.

G3.B1 lack of scientific vocabulary and understanding

G3.B1.S1 Purchase STEM related student readers in both math and science, strand specific student book bins, Sciencasaurus, science content big books in math and science, National Geographic student magazines, ipad lab cart

PD Opportunity 1

Incorporate literature in the areas of math and science to enhance STEM learning while building content and vocabulary, increase the use of technology to offer a broader exposure to topics, content, and vocabulary, increase the amount of writing and journal writing to increase the use and understanding of the vocabulary

Facilitator

District personnel

Participants

Jupiter Elementary staff

Schedule

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

G3.B2 Teacher comfort level in the area of science and amount of time available to teach science.

G3.B2.S1 Provide staff development in the area of STEM science and model science activities to increase hands on learning

PD Opportunity 1

Provide on-going staff development in the area of STEM for entire staff and train the trainer for specific staff.

Facilitator

multiple district personnel and select staff members will provide training

Participants

entire Jupiter Elementary Staff

Schedule

Monthly, from 8/12/2014 to 6/4/2015

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: To increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students.	36,785
Goal 2: Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn.	151,658
Goal 3: Increase the percentage of student proficiency in the area of science based on the FY15 FCAT.	33,570
Grand Total	222,013

Goal 1: To increase proficiency with the new LAFS standards, students below proficiency will increase their proficiency in reading by 1.33 grade levels by utilizing reading and writing across the curriculum. Writing will be geared to comprehending text and writing to explain, to meet the higher level expected of students.

Description	Source	Total
B1.S1.A1 - Time for Kids magazine	Title I Part A	1,000
B1.S1.A1 - Mentor text	Title I Part A	4,000
B1.S1.A1 - classrooms libraries and reading resources	Title I Part A	9,000
B3.S1.A1 - Funds to support a tutoring program	Title I Part A	18,000
B3.S2.A1 - leveled novels	Title I Part A	3,435
B3.S2.A1 - Notes- postage and freight	Title I Part A	1,350
Total Goal 1		36,785

Goal 2: Based on the sharp decline in speaking/listening on CELLA, students will increase proficiency by a minimum of 13% in oral language in FY15 as determined by the CELLA. RRR data will also be utilized to monitor comprehension growth in the area of reading to ensure students understand what they learn.

Description	Source	Total
B1.S2.A1 - reading coach	Title I Part A	65,879
B1.S2.A1 - resource teacher	Title I Part A	65,879
B1.S2.A1 - LLI kits	Title I Part A	5,000
B1.S2.A1 - LLI kits	Other	5,000
B1.S2.A1 - Prompting guides in Spanish and English to focus literacy questions prompting more oral response for the student	Title I Part A	900
B1.S2.A1 - tutoring for K-1 students in oral language, letter sounds, reading	Other	9,000
Total Goal 2		151,658

Goal 3: Increase the percentage of student proficiency in the area of science based on the FY15 FCAT.

Description	Source	Total
B1.S1.A1 - 22 ipads and lab cart	Title I Part A	13,000
B1.S1.A1 - apps for use with ipads	Title I Part A	500
B1.S1.A1 - National Geographic Explorer magazines	Title I Part A	920
B1.S1.A1 - Content specific math and science books and big books for schoolwide content strand bins and guided sets	Title I Part A	1,500
B2.S1.A1 - Picture Perfect Science books and the coordinating libraries necessary for teachers to incorporate the hands on exercises	Title I Part A	900
B2.S1.A1 - materials necessary for teachers to perform STEM activities	Title I Part A	600
B2.S1.A2 - seeds and materials necessary for students to grow a garden	Title I Part A	400
B3.S1.A1 - S. Florida Science Museum STEM events for family's	Title I Part A	750
B3.S1.A1 - field trips to various locations	Other	15,000
Total Goal 3		33,570