



## Boca Raton Elementary School

103 SW 1ST AVE, Boca Raton, FL 33432

[www.edline.net/pages/boca\\_raton\\_elementary\\_school](http://www.edline.net/pages/boca_raton_elementary_school)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

81%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

71%

### School Grades History

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

### 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

At Boca Raton Elementary it is our mission to incorporate technology into all aspects of instruction for every student on a daily basis; in a school that is global enough to bring the world to your children yet small enough to make a difference.

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

As educators, we will ensure every child has the opportunity to succeed.

#### School Environment

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

ESE Coordinator makes home visits. SAC meetings are held at least once a year in the community. Cultural Diversity is recognized through Hispanic Heritage, lessons, class projects, and Black History Studies.

Our school will infuse the content required by Florida Statute 1003.43(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to to:

- \* History of Holocaust
- \* History of Africans and African Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

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

At Boca Raton Elementary we provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self management skills) and its relationship to creating a positive, caring and supportive school community. Including classroom guidance lessons, focused small group counseling support groups. We teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts that students face before/during/after school. Adults throughout the campus have clarified their expectations for positive interpersonal interactions and create structures and processes for reporting violations of bullying/harassment/violence/civil rights policies.

##### 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

Boca Raton Elementary utilizes the CHAMPS program along with SwPBS. All teachers the first week of school taught lessons on both programs to review student expectations while on campus. Teachers review lessons and expectations throughout the day, and this will continue throughout the school year. Teachers differentiate learning instruction to meet the needs of individual learners. This year we have also implemented the school-wide use of Class Dojo, a behavior management system through the use of I-pads. Behavior is monitored in classrooms, fine arts, hallways, and cafeteria.

**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**

Mentors are assigned to students with particular needs. Mentors will meet on a regular basis with their students to discuss any issues they have, including homework, class instruction, etc. The mentor will have lunch with the student at least once a month. Classroom teachers constantly monitor students for any signs of social or emotional issues, at which time they would refer to the guidance counselor. Students with social-emotional issues may also be referred to the School-Based Team (SBT) for assistance.

**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**

We utilize data systems to identify students who have attendance, behavioral or academic concerns.  
 \* Create data decisions based on data pulled for number of absences or OSS before referral generated to SBT.

\* Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

\* Utilize the Student Development Plan Data Driven Practices to access the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	7	9	6	3	9	42
One or more suspensions	0	5	2	3	2	6	18
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	8	27	51

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	3	5	3	1	6	23

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

\* Effective multi-disciplinary teams in place to problem solve and create actions plans

\* SAI, iii, Tutorials, LLI , Foundations, etc

\* Planned Discussions, Goal Settling for identified student

\* Notification procedures for parents, agency and community outreach

\* Connecting students and their families to needed school-based and community resources

\* Create evidence-based interventions to close student need gaps related to 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185652>.

**Description**

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

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

Boca Raton Elementary over the years has built business partnerships with many business that provide goods and services to help in the education process. These are broken into the categories of: Increase academic achievement, Enhance the Learning Environment, Career Awareness, Take an Advisory Role (Member of SAC), Faculty or Staff Development, and Donors.

Also we have many volunteers including parents, retired grandmothers, and members of the PBC Literacy Coalition that volunteer on a weekly basis in the school to read, listen to children read and work in other ways with teachers to support student achievement.

**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
Craft, Eleanor	Guidance Counselor
Elfe, Renee	Principal
Fusco , Patricia	Instructional Coach
Vidueira, Laura	Instructional Coach
Barenburg, Jordan	Assistant Principal
Braisted, Mary Jo	Other
Drautz, Marc	Other

**Duties**

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

**SBLT Members**

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 RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The principal is an integral member of the School-based RtI team to ensure all team members are heard and all pertinent information disseminated.

Assistant Principal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to

support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The assistant principal is an integral member of the School-based RtI team to ensure all team members are heard and all pertinent information disseminated.

Guidance Counselor - the guidance counselor schedules and calls the SBT meetings to order. She ensures that pertinent feedback and input is received from each member of the team, and that particular cases are assigned to a case manager. She also helps coordinate with school services personnel to ensure that all necessary outside sources necessary will be present at School Based RtI Meetings. The guidance counselor helps general education teachers and works with ESE teachers on problem areas in dealing with outside agencies to resolve any issues.

Learning Team Facilitator – the Learning Team Facilitator meets weekly with all grade levels to analyze data, preview unit tests for better instruction, plan units of instruction and review student work to analyze strengths and weaknesses. Teachers while in LTM's also unpack standards and write learning goals to match standards currently being taught in the classroom.

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. Classroom teachers are chosen on a volunteer basis; however experience on the school-based RtI team, for a teacher, is an incredible opportunity to see the entire process in action.

Exceptional Student Education (ESE) Coordinator: Coordinator 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. The ESE Teachers many times attend meetings with the general education teachers they co-teach with to help advocate for a particular child.

Instructional Coach(as) Reading/Math/Science:

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 needs 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.

ELL Contact: Our ELL Contact works with students in the classrooms, tests students with districtwide tests annually, and attends area and districtwide meetings representing Boca Raton Elementary. Represents the needs of the students in meetings that he attends, and communicates with parents.

Instructional Coach(es) Reading/Math:

Coaches contribute information regarding instructional methodologies, strategies, and curriculum. Assist teachers in choosing research-based interventions in area of expertise. Analyze data to monitor the effectiveness of core, supplemental and intervention programs. Assist in the design and implementation progress monitoring, and data analysis. Provides job-embedded on going professional development and follow-up coaching to ensure effectiveness of instruction. Provides professional development on the RtI process to ensure fidelity to the process for all students.

**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**

#### Effectiveness of Core Instruction

The school improvement plan has identified areas in need of improvement. These areas have been identified and addressed with strategies to improve the targeted goal. Monthly meetings are held with all stakeholders to review and update the plan as necessary.

#### Resource Allocation (funding and staffing)

SAI- supplemental materials have been purchased by the school administration and school district in order to ensure that each student has the materials necessary to attain grade level expectations in reading and ultimately school success.

#### Teacher Support System

Our school has hired a Learning Team Facilitator that monitors school data and provides teacher support to analyze their classroom data for all subjects. The data is used to determine small group structuring and to brainstorm strategies and resources available to address each student's individual academic needs. Teachers are provided with professional development in all areas to ensure they are trained in the best practices to structure their class and delivery methods of teaching to obtain proficiency of learning in their classroom for all students.

#### Small group and Individual needs

##### SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)

SAI classes are conducted by a certified classroom teacher who meets with small groups of select students from grades 2-5 on a daily basis to assist with developing targeted reading competencies. This highly qualified classroom teacher has been specifically trained by district personnel to assist students, who have been identified by their teachers through district and state assessments, as having a deficit in one or more areas of reading. Students meet with the teacher in individualized groups of 3-6 in order to receive more individualized assistance in a smaller setting. Additionally, supplemental materials have been purchased by the school administration and school district in order to ensure that each student has the materials necessary to attain grade level expectations in reading and ultimately school success.

#### Tier 2 instruction

Small group instruction is performed by the teachers in the classroom for identified students.

Tier 3 interventions are provided by the Reading Coach and other support personnel for identified students.

Our school integrates Single School Culture by sharing our Universal Guidelines For Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation on SwPBS programs.

#### SwPBS

School wide expectations are taught and modeled in all our classrooms and our campus. Volunteers and substitutes are provided copies of the SwPBS schoolwide expectations and lesson plans for behavior expectations are included in the teacher's lesson plans. Our universal guidelines and behavior matrix are posted in all classrooms and around campus. In student agendas, there is a clear overview of our school wide expectations and classroom behavior expectations. A copy of our schoolwide expectations matrix is posted on our school edline page. At our annual open house teachers address and inform parents of our schoolwide expectations matrix for all areas and explain our classroom behavior model CHAMPS.

Students receive EAGLE EYE coupons for following the schoolwide behavior expectations. They are acknowledged on the morning announcements and their coupons are entered in a drawing to earn

time with the Principal or the Assistant Principal to play Wii sports during their FITKIDS. They all spin the Wheel of Wii and earn prizes.

#### VIOLENCE PREVENTION

Violence prevention programs are conducted school-wide with the implementation of a developmental guidance program which is implemented by the Certified School Counselor. The school-wide developmental guidance program is aligned with the standards delineated by the American School Counseling Association and focuses on anti-bullying, conflict-resolution, character education, social skills acquisition, goal setting and career exploration. The school counselor conducts classroom guidance lessons in order to impart the requisite skills students need to attain social competence thus resulting in a campus that is free from violence. Furthermore, the certified school counselor, as the School Based Team (SBT) chair, meets once per week with a school-based team of professional stakeholders to discuss students' behaviors and identify academic deficits with a view to provide research-based interventions geared toward improving academic competencies, modifying anti-social behaviors and develop social skills. This with a view of providing a violence-free positive school climate.

#### Title I , Part A

Title I funds are being used to provide Boca Raton Elementary with a math coach that supports the math curriculum by conducting professional development in math. In addition, we have Title I funds for a parent liaison that is available for home visits and to coordinate with staff to provide parent involvement activities to increase parent awareness of resources available to assist their children with academic needs. Services are provided to ensure students requiring additional remediation are assisted through after-school programs. Reading and Math tutorials will be provided to identified students after school throughout the school year. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Additional remediation is provided to our SACC students through ALIE. The Summer Reading Academy provides additional time and support for struggling 3rd grade students. At our annual faculty Title I training, our staff is appraised of the role of Title I in our school, its expectations and use of funds. Title I funds are used to support professional development to the staff and programs for parents and families to increase learning and academics.

#### Title I, Part C Migrant

District standardized curriculum provides consistency to transitory students. Students are provided meals at a free or reduced cost and a local organization provides backpacks of food to ensure weekend meals. The school also provides a clothing bank and school supplies to assist students. Counseling services provide assistance to families needing referrals for medical and supplemental support.

#### Title I, Part D

The district receives funds to provide support services. These services are coordinated with the District Drop-Out prevention programs.

#### Title II

The District receives supplemental funds for improving basic education programs through Area Support Teams, District Curriculum Support, LLI Interventionist, Literacy Cohort Training and Marzano Professional Development.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

Area attendance specialist provide resources for students identified as Homeless under the McKinney - Vento ACT to eliminate barriers for a free and appropriate education.

#### SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)

SAI classes are conducted by a certified classroom teacher who meets with small groups of select students from grades 2-5 on a daily basis to assist with developing targeted reading competencies. This highly qualified classroom teacher has been specifically trained by district personnel to assist students, who have been identified by their teachers through district and state assessments, as having a deficit in one or more areas of reading. Students meet with the teacher in individualized

groups of 3 (LLI), in order to receive more individualized assistance in a smaller setting. Additionally, supplemental materials have been purchased by the school administration and school district in order to ensure that each student has the materials necessary to attain grade level expectations in reading and ultimately school success.

**Nutrition Programs**

Boca Raton Elementary in conjunction with Boca Helping Hands supports "Blessings in a Backpack", now the BHH sackpack Program. A program where students on free/reduced lunch have the opportunity to take home a sackpack every Friday filled with nutritional food for the weekend. Boca Raton Elementary has been providing Blessing in a Backpack program, now BHH Sack packs, for several years. Additionally, Boca Raton Elementary offers a FREE breakfast each school day to all students. These programs have contributed to lower absenteeism and have given students an opportunity to begin their day with a nutritious meal.

**Housing Programs**

N/A

**Head Start**

N/A

**Adult Education**

N/A

**Career and Technical Education**

N/A

**Job Training**

Every May, students participate in a career day, in which they see the demands and qualifications needed for various positions in the community and professions. This year, 5th grade will participate in the District Wide Exchange City.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Renee Elfe	Principal
Michele Brown	Teacher
Mary Jo Braisted	Teacher
Rachel Bennett	Teacher
Cornelius Reiley	Business/Community
Royce Deale	Business/Community
Christelle Miller	Business/Community
Luz Miranda	Parent
Nicole Spikes	Parent
Jennifer Thomason	Parent
Juanita Tiona	Teacher
Lana Rosenzweig	Business/Community
Rachel Stormont	Parent
Michael Fanchon	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*

The evaluation of last year's school improvement plan is a constant cycle throughout the year. Each objective of the plan is reviewed at a monthly SAC Meeting and any changes or adjustments necessary take place at that time. The plan is in a constant state of review, based on the needs of the school.

*Development of this school improvement plan*

The involvement of SAC and the school improvement plan includes monthly meetings where each section of the plan is revised and discussed with input from all stakeholders. The document is updated accordingly as needed to meet the needs of all stakeholders in designated areas specific to the set targets outlined in each section of our school improvement plan.

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

The SAC Committee gives input to the principal on the annual school budget and plan. Once the budget is completed and approved by the district, Mrs Elfe reviews the budget with the SAC Committee, answering any questions or concerns as to why certain budget items were approved or denied.

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

The projected use of funds include:

A Math Coach position

Tutors to host after-school tutoring for math and reading remediation

Parental involvement events for all families to increase awareness for academic support for their children

Supplies to enhance academic support in the classroom.

**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
Vidueira, Laura	Instructional Coach
Lanza, Pam	Teacher, K-12
Vickers, Karoline	Teacher, K-12
Smith, Danielle	Teacher, K-12
Henegar, Holly	Teacher, K-12
Elfe, Renee	Principal

**Duties**

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

The LLT will play an integral role in fostering a rich literacy environment at the school for all students and staff. The team will help build professional conversations, promote collegiality and collaboration. Initiatives are based on literacy-related data and needs assessments. Among other topics, there will be a focus on increasing the vocabulary through out all grade levels. A school-wide vocabulary program will be continued through the duration of the school year. The team promotes and supports literacy in a variety of ways: through family literacy nights, professional development, leaders coaching and/or modeling,

**Public and Collaborative Teaching**

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

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings (LTM). Our teams meet weekly with their grade level or common content area with the Learning Team Facilitator (LTF), and administration. Research-based protocols are utilized to focus the meetings on students' academic needs and how students

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

Strategy Who When

1. Regular meetings of new teachers Principal and Assistant Principal Ongoing
2. Completion of ESP "New teacher Program" Assistant Principal Ongoing
3. Mentoring Program Assistant Principal Ongoing
4. Professional development trainings in various venues Professional Development Team Ongoing
5. Utilization of Learning Team Meetings Administration/LTF/Coaches Ongoing
6. Utilizes the Department of Recruitment and Retention (HR) Principal Ongoing
7. Attends minimum of 1 job fair a year to recruit highly qualified teachers Principal Ongoing

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

Mentor Name	Mentor Assigned	Rationale for Pairing	Planned Mentoring Activities
Rhonda Johnson	Raniqua Gooden	Same grade level	Weekly meetings, modeling of classroom instruction, guidance on policies and procedures, ongoing support on data analysis, weekly meetings, modeling of classrooms
Rachel Bennett	Danielle Smith	Same grade level	Weekly meetings, modeling of classroom instruction, guidance on policies and procedures, ongoing support on data analysis, weekly meetings, modeling of classrooms
Charisse Cason	Evelyn Frias	Same grade level	Weekly meetings, modeling of classroom instruction, guidance on policies and procedures, ongoing support on data analysis, weekly meetings, modeling of classrooms

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. Each grade level or common curriculum area meets on a weekly basis during Learning Team Meetings (LTMs). This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### Instructional Strategies

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

Our school holds meetings on a weekly basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS). Our school utilizes a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. We have an uninterrupted 90 minute reading block and an uninterrupted 45 minute writing block. Teachers provide 30 minutes of instruction based on student needs daily. Our school is equipped with resources to support instruction which include: extensive classroom libraries, texts to support units of study, and leveled books for small group instruction. Assessments are administered to measure instructed standards. Data chats are conducted with students to discuss progress and create student goals. Individual class and grade level progress is discussed and monitored during weekly Learning Team Meetings. Students are able to self select texts based on RRR levels. ESE and ELL students receive push-in/pull out services.

***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: 4,800**

Before-school and after-school math and reading tutorial for 3rd-5th grade students.

**Strategy Rationale**

Increase comprehension of the lowest 25% of students in math and reading, using technology and small group differentiated instruction.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Braisted, Mary Jo, maryjo.braisted@palmbeachschools.org

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

Student diagnostic results from October will determine lowest 25%. Tutors will collect bi-weekly reports on how students are performing on technology and in small groups.

**Strategy: After School Program**

**Minutes added to school year: 0**

Learning Team Meeting (LTM) - Teams meet weekly with learning team facilitator to analyze data, review student work, complete unit planning, unpack standards, write learning goals, and develop a greater understanding and working knowledge of the Florida Standards.

**Strategy Rationale**

To assist teachers in becoming more knowledgeable about the Florida Standards

**Strategy Purpose(s)**

""

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

Braisted, Mary Jo, maryjo.braisted@palmbeachschools.org

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

Copies of student work, assessments, unpacked standards, learning scales completed, data analyzed, agendas.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

The preschool to elementary transition program is coordinated by the Certified School Counselor along with the kindergarten team. During the year, the local preschool programs receive educational materials from the Boca Raton Elementary kindergarten team, Also, visits are conducted by the kindergarten teachers to local preschools in order to acclimate them to the kindergarten expectations. Additionally, students from the preschool programs, along with their teachers and administrators, participate in a one day transition program with Boca Raton Elementary kindergarten teachers and students. Participating students are provided with the opportunity to meet key members of faculty, participate in a kindergarten classroom as a student for a few hours, tour the campus, eat in the cafeteria and generally become familiar with a day in the life of a kindergartner at Boca Raton Elementary. Furthermore, preschool students and their parents participate in our Kindergarten round-up night where students get a second opportunity to meet with staff members and tour the school while parents get an opportunity to register their students for kindergarten and receive information and resources for kindergarten readiness for August . The kindergarten Round up is advertised on our school edline page, flyers are sent to local feeder preschools in our boundaries, flyers are sent home with current students and it is posted on our school marquee..

### 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***

Boca Elementary has business partnerships with many businesses in the area; including banks, city workers, restaurants, etc. These business partners come in from time to time to speak to classes about their business and what college or career training is necessary for that job. We also provide a career day each year in May where city, county, and local businesses and professionals come to the school and speak about their careers and what education and training is necessary.

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

Students learn many technology programs and software programs with Boca Raton Elementary being a school of technology. Students in grades 3-5 have the opportunity to make I-Movies on the Apple Computers during Media. Students learn about various careers available in technology as well as becoming proficient. Students utilize technology in all subject areas.

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

Students utilize technology in all grade levels K-5. Students begin to learn to type using Type to Learn as early as primary grades, becoming proficient early. Intermediate grades utilize Think Central, VMath, Educational Discovery. Students utilize technology in projects they create for class, starting to integrate some of the technology they would use in the workplace.

***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

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Boca Raton Elementary School will improve math instruction and student achievement through data driven well planned FSA instruction.
- G2.** Boca Raton Elementary School parental attendance at academic trainings will increase by a minimum of 10% by year end 2015.
- G3.** Students at Boca Raton Elementary School will increase proficiency in math and reading.

## 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.** Boca Raton Elementary School will improve math instruction and student achievement through data driven well planned FSA instruction. 1a

G045760

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	58.0

**Resources Available to Support the Goal** 2

- Tutoring (before and after-school)
- Rigorous small group instruction, Higher order questioning.
- Technology i.e. VMath, Think Central, Destination Math
- Common Area Planning, Learning Team Meetings

**Targeted Barriers to Achieving the Goal** 3

- Learning gaps among subgroups

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

EDW Reports, Unit and Trimester Reports on Excel, Item Analysis

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

EDW Reports, Unit and Trimester Reports, Item Analysis

**G2.** Boca Raton Elementary School parental attendance at academic trainings will increase by a minimum of 10% by year end 2015. 1a

G043084

**Targets Supported** 1b

Indicator	Annual Target
	10.0

**Resources Available to Support the Goal** 2

- Primary teachers will provide childcare and activities for siblings of student in intermediate grades so parents can attend FCAT/Technology Night .
- Homeroom teachers will invite parents by phone and utilize Community Language Facilitators(CLF'S) to call parents if translation is needed in their native language, in addition to the ROBO calls sent out by school.
- Provide dinner for attendees.

**Targeted Barriers to Achieving the Goal** 3

- Parents have a need for explanation and understanding of new FSA standards and Math Curriculum.
- Parents need to be able to support children at home with new state requirements.

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

Information to parents are sent home in a timely manner and advertised in all forums

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

Copy of flyer sent home including translated versions, copy of edline calendar, picture of marquis, agenda and sign in for all parent events

**G3. Students at Boca Raton Elementary School will increase proficiency in math and reading.** 1a

G043085

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ED	53.0
AMO Reading - ED	63.0

**Resources Available to Support the Goal** 2

- Afterschool tutoring will be provided on Tuesday and Thursday and VMath will be utilized in the computer lab before school on Monday and Wednesday mornings.
- Technology programs such as VMath, Think Central, Destination Math, and Go Math will be implemented at appropriate grade levels.
- Common planning for grade level K-3, and subject area 4-5 level teachers. Data analysis and planning of effective instruction, and unpacking standards during LTM's.
- Afterschool tutoring will be provided on Tuesday and Thursday for Reading. Students will utilize I-Ready Reading Program. Tutoring will also be offered Monday and Wednesday Mornings before school.
- Technology programs during school to be utilized are I- Ready, SRI, Reading Counts, Tumble Books,
- All teachers have access to leveled age/grade appropriate books in a central location for checkout.
- Common Planning for grade level K-3, and subject area 4-5 level teachers. Data analysis and planning of effective instruction, and unpacking standards for reading during LTM's.

**Targeted Barriers to Achieving the Goal** 3

- Teachers not comfortable with teaching math standards.
- The varied levels of student abilities are greater than the allotted time scheduled and need for tutoring is greater than resource of staff to implement
- Increased evidence of guided and independent practice in mathematics classrooms is necessary.
- Students lack of exposure in applying higher order thinking skills.
- Limited time for applying and processing information given at professional development for teachers to process ELA Standards.

**Plan to Monitor Progress Toward G3.** 8

Diagnostics, SRI, IReady Reports, Florida Standards Assessment

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

Teachers will incorporate more higher order questioning in classroom 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.** Boca Raton Elementary School will improve math instruction and student achievement through data driven well planned FSA instruction. **1**

 G045760

**G1.B1** Learning gaps among subgroups **2**

 B113049

**G1.B1.S1** Small group differentiated instruction will be provided. Also, we will provide tutoring within the community to meet the needs of various student subgroups. **4**

 S124374

### Strategy Rationale

Many students are not able to attend tutoring at school, this provides instruction in the community where they live or attend aftercare.

### Action Step 1 **5**

Provide differentiated instruction in small groups during class and tutorials.

#### Person Responsible

Patricia Fusco

#### Schedule

Weekly, from 9/22/2014 to 6/4/2015

#### Evidence of Completion

Assessments, lesson plans, VMath reports, Math Coach observations

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

Lesson Plans, Walkthroughs

**Person Responsible**

Jordan Barenburg

**Schedule**

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

***Evidence of Completion***

Teacher Lesson Plans, I-Observations

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

Analyze Unit and Diagnostic Test Data

**Person Responsible**

Mary Jo Braisted

**Schedule**

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

***Evidence of Completion***

Item Analysis of Unit Tests, EDW Reports, Excel Reports for Unit and Trimester Tests

**G2.** Boca Raton Elementary School parental attendance at academic trainings will increase by a minimum of 10% by year end 2015. **1**

G043084

**G2.B1** Parents have a need for explanation and understanding of new FSA standards and Math Curriculum. **2**

B105298

**G2.B1.S2** Specific parent training activities scheduled: FSA/Technology Night October 15, 2014 Family Game Night/Technology December 17,2014 Literacy Night November 19, 2014 Decision Making Opportunities scheduled: Title I Annual Parent Night/ Parental Involvement Plan September 10, 2014 SAC Meeting Dates: September 10, 2014 October 8, 2014 November 12, 2014 December 10, 2014 January 14, 2015 February 11, 2015 March 11, 2015 April 8,2015 May 13, 2015 **4**

S116584

### Strategy Rationale

Parental awareness of school events, especially Title

### Action Step 1 **5**

Parents will receive timely notice of all available trainings and parent meetings in their native language

#### Person Responsible

Renee Elfe

#### Schedule

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

#### Evidence of Completion

Sample of flyer sent home, sign in sheets from event

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

Information is sent home to parents and advertised on edline, marquis

#### Person Responsible

Renee Elfe

#### Schedule

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

#### Evidence of Completion

copy of flyer sent home, sign in sheets, edline codes

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

Parent notification is sent home, advertised on marquee and on edline, translated in native languages

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

Copy of flyer sent home, copy of edline calendar, picture of marquee and sign in sheets from event

**G2.B1.S7** During parent teacher conferences, teachers can review the Title 1 compact that includes parental responsibilities including notifying the school within 48 hours of any changes in their contact information. Student agendas will include Title I Compact, Schoolwide behavior matrix expectation and form 1941. 4

 S116591

**Strategy Rationale**

Title I Compact shows parents and students their responsibilities in regards to Schoolwide expectations.

**Action Step 1 5**

Parents will be notified about the Title I compact at annual meeting, copy sent in student agenda and reviewed at parent conferences.

**Person Responsible**

Jordan Barenburg

**Schedule**

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

**Evidence of Completion**

Copy of Annual meeting agenda and sign in sheet, signed copy of compact from student agenda.

**Plan to Monitor Fidelity of Implementation of G2.B1.S7** 6

Collection of Title I compacts and parent conference documenting that Title I compact was reviewed.

**Person Responsible**

Jordan Barenburg

**Schedule**

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

***Evidence of Completion***

Copy of parent conference logs and signed copies of Title I compact

**Plan to Monitor Effectiveness of Implementation of G2.B1.S7** 7

Parents are aware of Title I compact and have signed the form in student agenda.

**Person Responsible**

Jordan Barenburg

**Schedule**

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

***Evidence of Completion***

Signed Title I compacts

**G2.B2** Parents need to be able to support children at home with new state requirements. 2

B105299

**G2.B2.S1** Parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet, and how they can be involved in decision making opportunities about their child's education by attending SAC meetings, attending FSA Night, attending Literacy Night and Primary Educational Game Night. In addition to attending parent training nights and meetings, parents can meet with teachers regularly for parent/teacher conferences at least once a trimester. 4

S116592

**Strategy Rationale**

**Action Step 1** 5

Parents will receive timely notice of all available trainings and parent meetings in their native language

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

copy of flyer sent home to parents including translated versions, agenda and sign in sheets

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

Information is sent home to parents and advertised in edline and on school marquee

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

copy of flyer sent home to parents including translated version, agenda and sign in sheets

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

Parent notification is sent home in native language, advertised on marquis and edline.

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

Copy of flyer sent home including translated versions, copy of edline calendar, picture of marquis, agenda and sign in sheets.

**G2.B2.S2** Specific parent training activities scheduled: FCAT/Technology Night October 15, 2014 Family Game Night/Technology December 17, 2014 Literacy Night November 19, 2014 Decision Making Opportunities scheduled: Title I Annual Parent Night/ Parental Involvement Plan September 10, 2014 SAC Meeting Dates: September 10, 2014 October 8, 2014 November 12, 2014 December 10, 2014 January 14, 2015 February 11, 2015 March 11, 2015 April 8, 2015 May 13, 2015 [copied strategy - enter new description] 4

 S116593

**Strategy Rationale**

Parental awareness (especially Title I) of events occurring at school.

**Action Step 1** 5

Parents will receive timely notice of all available trainings and parent meetings in their native language

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

copy of flyer sent home to parents including translated versions, agenda and sign in sheets

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

Information is sent home to parents and advertised in edline and on school marquis.

**Person Responsible**

Renee Elfe

**Schedule**

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

***Evidence of Completion***

copy of flyer sent home to parents including translated version, agenda and sign in sheets

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

Parent notification is sent home in native language, advertised on marquis and edline.

**Person Responsible**

Renee Elfe

**Schedule**

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

***Evidence of Completion***

Copy of flyer sent home including translated versions, copy of edline calendar, picture of marquis, agenda and sign in sheets.

**G3. Students at Boca Raton Elementary School will increase proficiency in math and reading.** 1

G043085

**G3.B1 Teachers not comfortable with teaching math standards.** 2

B105300

**G3.B1.S1** Teachers will attend weekly LTM's where strategies that work will be shared. Unpacking standards and sharing successful teaching practices are shared with the team. Area 1 math contact visits for common planning two days a week. Professional development through visiting the classroom of master math teachers. Possibly visit other schools to see math practices in action. 4

S116595

**Strategy Rationale**

Foster professional development first at the school level by through LTM's and common planning, also possibly at other schools that are doing a great job with the new standards.

**Action Step 1** 5

Foster professional development with new math standards and teaching a successful 60 minute block.

**Person Responsible**

Mary Jo Braisted

**Schedule**

Monthly, from 8/18/2014 to 9/16/2014

**Evidence of Completion**

Unpacking standards, rigorous instruction, higher level questioning, scales to match learning goals, and track and analyze student assessments

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

Administrative walkthroughs, math coach, LTM strategy sharing. lesson plan checks.

**Person Responsible**

Jordan Barenburg

**Schedule**

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

**Evidence of Completion**

Grade level common board configurations, appropriate feedback and updated student work on a timely basis.

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

Teacher tracking of student assessments, through student binders, and LTM Meeting strategy sessions..

**Person Responsible**

Jordan Barenburg

**Schedule**

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

**Evidence of Completion**

Up-to-date student assessments tracked in binders, and item analysis shared at LTM Meetings. Updated student work with timely and specific feedback to assist students.

**G3.B2** The varied levels of student abilities are greater than the allotted time scheduled and need for tutoring is greater than resource of staff to implement 2

 B105301

**G3.B2.S2** With Florida Standards, the curriculum is scaffolded throughout the grade levels. All teachers will follow District Scope and Sequence provided through Learning Village for teachers. 4

 S116597

**Strategy Rationale**

By utilizing the District Scope and Sequence in Learning Village, teachers are pacing themselves and students in the learning process.

**Action Step 1 5**

Teachers will follow District Common Core Scope and Sequence provided through Learning Village, during LTMS will analyze data to determine secondary benchmarks and determine needs for math tutoring.

**Person Responsible**

Patricia Fusco

**Schedule**

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

**Evidence of Completion**

Review of Lesson Plans and walkthroughs.

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Teachers are following Scope and Sequence in the classroom

**Person Responsible**

Renee Elfe

**Schedule**

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

***Evidence of Completion***

Marzano Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Student Performance

**Person Responsible**

Jordan Barenburg

**Schedule**

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

***Evidence of Completion***

Assessment Results: Chapter Tests, Unit Assessments, Diagnostic Test, Teacher observation, and FCAT.

**G3.B5** Increased evidence of guided and independent practice in mathematics classrooms is necessary.

2

 B105304

**G3.B5.S1** Increase guided and independent practice in mathematics classrooms. Reinforce the instructional components of explicit instruction. i.e. less introduction, teacher modeling conceptual skill, guided practice, and independence to result in gradual release. Leading to more small group instruction, math centers, technology, student differentiated learning. 4

 S116600

### Strategy Rationale

Small group differentiated instruction will lead to more student growth and comprehension in math.

### Action Step 1 5

Increase guided and independent practice in mathematics classrooms.

#### Person Responsible

Patricia Fusco

#### Schedule

Daily, from 9/22/2014 to 6/4/2015

#### Evidence of Completion

Gradual release of teacher modeling and guided practice to more student independent practice.

### Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Evidence of guided and independent instruction in classrooms. Teachers will model target skill, show examples, give students time to practice as a class before assigning independent work.

#### Person Responsible

Jordan Barenburg

#### Schedule

Daily, from 9/22/2014 to 6/4/2015

#### Evidence of Completion

Teachers modeling, student use of more manipulatives and guided math groups and independent practice.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Guided and independent math instruction.

**Person Responsible**

Patricia Fusco

**Schedule**

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

**Evidence of Completion**

Exit Card Results, Diagnostic Improvements, eventually FSA results, Walkthroughs,

**G3.B7** Students lack of exposure in applying higher order thinking skills. 2

 B122998

**G3.B7.S1** Teachers will increase the use of higher order questions during reading to increase critical thinking during interactive read alouds, shared reading, and small group differentiated instruction. 4

 S134902

**Strategy Rationale**

By utilizing higher order questioning teachers will increase rigorous instruction to improve student achievement in reading.

**Action Step 1** 5

Teachers will increase rigor during reading instruction by planning and utilizing higher order questions during interactive read aloud and shared reading.

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

Walkthroughs, Exit Tickets, Formative Assessments

**Plan to Monitor Fidelity of Implementation of G3.B7.S1** 6

Walkthroughs, prompting and probing, inquiry, and lesson plans

**Person Responsible**

Renee Elfe

**Schedule**

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

***Evidence of Completion***

i-Observations, viewing higher order thinking that was modeled, utilization of scoring rubrics, inquiry methods, and lesson plans.

**Plan to Monitor Effectiveness of Implementation of G3.B7.S1** 7

i-Observations and walkthroughs

**Person Responsible**

Renee Elfe

**Schedule**

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

***Evidence of Completion***

Unit Assessments, Diagnostics, Florida Standards Assessment

**G3.B8** Limited time for applying and processing information given at professional development for teachers to process ELA Standards. **2**

 B122999

**G3.B8.S1** Teachers will attend weekly LTM's where strategies that work will be shared. Unpacking reading standards and sharing successful teaching practices will be shared with the team. Area 1 reading contact will meet on Thursdays with 4/5 reading teachers beginning 10/2. **4**

 S134917

### **Strategy Rationale**

Teachers will have the opportunity to share best practices in reading and unpack reading standards which helps in unit planning and planning for higher order instruction.

### **Action Step 1** **5**

Foster professional development with ELA standards and teaching successful 90 minute reading blocks.

#### **Person Responsible**

Mary Jo Braisted

#### **Schedule**

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

#### **Evidence of Completion**

Unpacking standards, rigorous instruction, higher level questioning, scales to match learning goals, and track and analyze student assessments.

### **Plan to Monitor Fidelity of Implementation of G3.B8.S1** **6**

Administrative walkthroughs, reading coach, LTM strategy sharing, lesson plan checks

#### **Person Responsible**

Renee Elfe

#### **Schedule**

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

#### **Evidence of Completion**

Unpacking standards, learning scales, unit planning, and observation of rigorous instruction

**Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7**

Check lesson plans, classroom walkthroughs

**Person Responsible**

Renee Elfe

**Schedule**

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

**Evidence of Completion**

Unpacked Standards/Scales, Lesson Plans, I-observations, Unit Assessments, Diagnostics, Florida Standards Assessments

**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.B1.S2.A1	Parents will receive timely notice of all available trainings and parent meetings in their native language	Elfe, Renee	8/18/2014	Sample of flyer sent home, sign in sheets from event	6/4/2015 weekly
G2.B1.S7.A1	Parents will be notified about the Title I compact at annual meeting, copy sent in student agenda and reviewed at parent conferences.	Barenburg, Jordan	8/18/2014	Copy of Annual meeting agenda and sign in sheet, signed copy of compact from student agenda.	6/4/2015 weekly
G2.B2.S1.A1	Parents will receive timely notice of all available trainings and parent meetings in their native language	Elfe, Renee	8/18/2014	copy of flyer sent home to parents including translated versions, agenda and sign in sheets	6/5/2015 monthly
G2.B2.S2.A1	Parents will receive timely notice of all available trainings and parent meetings in their native language	Elfe, Renee	8/18/2014	copy of flyer sent home to parents including translated versions, agenda and sign in sheets	6/4/2015 weekly
G3.B1.S1.A1	Foster professional development with new math standards and teaching a successful 60 minute block.	Braisted, Mary Jo	8/18/2014	Unpacking standards, rigorous instruction, higher level questioning, scales to match learning goals, and track and analyze student assessments	9/16/2014 monthly
G3.B2.S2.A1	Teachers will follow District Common Core Scope and Sequence provided through Learning Village, during LTMS will analyze data to determine secondary benchmarks and determine needs for math tutoring.	Fusco , Patricia	8/18/2014	Review of Lesson Plans and walkthroughs.	6/4/2015 daily
G3.B5.S1.A1	Increase guided and independent practice in mathematics classrooms.	Fusco , Patricia	9/22/2014	Gradual release of teacher modeling and guided practice to more student independent practice.	6/4/2015 daily
G1.B1.S1.A1	Provide differentiated instruction in small groups during class and tutorials.	Fusco , Patricia	9/22/2014	Assessments, lesson plans, VMath reports, Math Coach observations	6/4/2015 weekly
G3.B8.S1.A1	Foster professional development with ELA standards and teaching successful 90 minute reading blocks.	Braisted, Mary Jo	8/18/2014	Unpacking standards, rigorous instruction, higher level questioning, scales to match learning goals, and track and analyze student assessments.	6/4/2015 biweekly
G3.B7.S1.A1	Teachers will increase rigor during reading instruction by planning and utilizing higher order questions during	Elfe, Renee	8/18/2014	Walkthroughs, Exit Tickets, Formative Assessments	6/4/2015 biweekly

**Palm Beach - 0951 - Boca Raton Elementary School - 2014-15 SIP**  
*Boca Raton Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	interactive read aloud and shared reading.				
G1.MA1	EDW Reports, Unit and Trimester Reports on Excel, Item Analysis	Elfe, Renee	8/18/2014	EDW Reports, Unit and Trimester Reports, Item Analysis	6/4/2015 weekly
G1.B1.S1.MA1	Analyze Unit and Diagnostic Test Data	Braisted, Mary Jo	8/18/2014	Item Analysis of Unit Tests, EDW Reports, Excel Reports for Unit and Trimester Tests	6/4/2015 biweekly
G1.B1.S1.MA1	Lesson Plans, Walkthroughs	Barenburg, Jordan	8/18/2014	Teacher Lesson Plans, I-Observations	6/4/2015 biweekly
G2.MA1	Information to parents are sent home in a timely manner and advertised in all forums	Elfe, Renee	8/18/2014	Copy of flyer sent home including translated versions, copy of edline calendar, picture of marquis, agenda and sign in for all parent events	6/5/2015 biweekly
G2.B2.S1.MA1	Parent notification is sent home in native language, advertised on marquis and edline.	Elfe, Renee	8/18/2014	Copy of flyer sent home including translated versions, copy of edline calendar, picture of marquis, agenda and sign in sheets.	6/5/2015 biweekly
G2.B2.S1.MA1	Information is sent home to parents and advertised in edline and on school marquee	Elfe, Renee	8/18/2014	copy of flyer sent home to parents including translated version, agenda and sign in sheets	6/5/2015 biweekly
G2.B1.S2.MA1	Parent notification is sent home, advertised on marquee and on edline, translated in native languages	Elfe, Renee	8/18/2014	Copy of flyer sent home, copy of edline calendar, picture of marquee and sign in sheets from event	6/4/2015 weekly
G2.B1.S2.MA1	Information is sent home to parents and advertised on edline, marquis	Elfe, Renee	8/18/2014	copy of flyer sent home, sign in sheets, edline codes	6/4/2015 weekly
G2.B2.S2.MA1	Parent notification is sent home in native language, advertised on marquis and edline.	Elfe, Renee	8/18/2014	Copy of flyer sent home including translated versions, copy of edline calendar, picture of marquis, agenda and sign in sheets.	6/4/2015 weekly
G2.B2.S2.MA1	Information is sent home to parents and advertised in edline and on school marquis.	Elfe, Renee	8/18/2014	copy of flyer sent home to parents including translated version, agenda and sign in sheets	6/4/2015 weekly
G2.B1.S7.MA1	Parents are aware of Title I compact and have signed the form in student agenda.	Barenburg, Jordan	8/18/2014	Signed Title I compacts	6/4/2015 monthly
G2.B1.S7.MA1	Collection of Title I compacts and parent conference documenting that Title I compact was reviewed.	Barenburg, Jordan	8/18/2014	Copy of parent conference logs and signed copies of Title I compact	6/4/2015 biweekly
G3.MA1	Diagnostics, SRI, IReady Reports, Florida Standards Assessment	Elfe, Renee	8/18/2014	Teachers will incorporate more higher order questioning in classroom instruction.	6/4/2015 every-6-weeks
G3.B1.S1.MA1	Teacher tracking of student assessments, through student binders, and LTM Meeting strategy sessions..	Barenburg, Jordan	8/18/2014	Up-to-date student assessments tracked in binders, and item analysis shared at LTM Meetings. Updated student work with timely and specific feedback to assist students.	6/4/2015 biweekly
G3.B1.S1.MA1	Administrative walkthroughs, math coach, LTM strategy sharing. lesson plan checks.	Barenburg, Jordan	8/18/2014	Grade level common board configurations, appropriate feedback and updated student work on a timely basis.	6/4/2015 biweekly
G3.B5.S1.MA1	Guided and independent math instruction.	Fusco , Patricia	8/18/2014	Exit Card Results, Diagnostic Improvements, eventually FSA results, Walkthroughs,	6/4/2015 daily
G3.B5.S1.MA1	Evidence of guided and independent instruction in classrooms. Teachers will model target skill, show examples, give students time to practice as a class before assigning independent work.	Barenburg, Jordan	9/22/2014	Teachers modeling, student use of more manipulatives and guided math groups and independent practice.	6/4/2015 daily
G3.B7.S1.MA1	i-Observations and walkthroughs	Elfe, Renee	8/18/2014	Unit Assessments, Diagnostics, Florida Standards Assessment	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.B7.S1.MA1	Walkthroughs, prompting and probing, inquiry, and lesson plans	Elfe, Renee	8/18/2014	i-Observations, viewing higher order thinking that was modeled, utilization of scoring rubrics, inquiry methods, and lesson plans.	6/4/2015 biweekly
G3.B8.S1.MA1	Check lesson plans, classroom walkthroughs	Elfe, Renee	8/18/2014	Unpacked Standards/Scales, Lesson Plans, I-observations, Unit Assessments, Diagnostics, Florida Standards Assessments	6/4/2015 biweekly
G3.B8.S1.MA1	Administrative walkthroughs, reading coach, LTM strategy sharing, lesson plan checks	Elfe, Renee	8/18/2014	Unpacking standards, learning scales, unit planning, and observation of rigorous instruction	6/4/2015 biweekly
G3.B2.S2.MA1	Student Performance	Barenburg, Jordan	8/18/2014	Assessment Results: Chapter Tests, Unit Assessments, Diagnostic Test, Teacher observation, and FCAT.	6/4/2015 weekly
G3.B2.S2.MA1	Teachers are following Scope and Sequence in the classroom	Elfe, Renee	8/18/2014	Marzano Walkthroughs	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.** Boca Raton Elementary School will improve math instruction and student achievement through data driven well planned FSA instruction.

### **G1.B1** Learning gaps among subgroups

**G1.B1.S1** Small group differentiated instruction will be provided. Also, we will provide tutoring within the community to meet the needs of various student subgroups.

#### **PD Opportunity 1**

Provide differentiated instruction in small groups during class and tutorials.

##### **Facilitator**

Seth Groveman, Math Coach, Math Cadre's

##### **Participants**

All Math Teachers

##### **Schedule**

Weekly, from 9/22/2014 to 6/4/2015

**G3.** Students at Boca Raton Elementary School will increase proficiency in math and reading.

### **G3.B1** Teachers not comfortable with teaching math standards.

**G3.B1.S1** Teachers will attend weekly LTM's where strategies that work will be shared. Unpacking standards and sharing successful teaching practices are shared with the team. Area 1 math contact visits for common planning two days a week. Professional development through visiting the classroom of master math teachers. Possibly visit other schools to see math practices in action.

#### **PD Opportunity 1**

Foster professional development with new math standards and teaching a successful 60 minute block.

##### **Facilitator**

Patricia Fusco

##### **Participants**

K-5 Math Teachers

##### **Schedule**

Monthly, from 8/18/2014 to 9/16/2014

**G3.B5** Increased evidence of guided and independent practice in mathematics classrooms is necessary.

**G3.B5.S1** Increase guided and independent practice in mathematics classrooms. Reinforce the instructional components of explicit instruction. i.e. less introduction, teacher modeling conceptual skill, guided practice, and independence to result in gradual release. Leading to more small group instruction, math centers, technology, student differentiated learning.

**PD Opportunity 1**

Increase guided and independent practice in mathematics classrooms.

**Facilitator**

Seth Groveman

**Participants**

K-5 Math Teachers

**Schedule**

Daily, from 9/22/2014 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
<b>Goal 1:</b> Boca Raton Elementary School will improve math instruction and student achievement through data driven well planned FSA instruction.	43,997
<b>Goal 2:</b> Boca Raton Elementary School parental attendance at academic trainings will increase by a minimum of 10% by year end 2015.	1,767
<b>Goal 3:</b> Students at Boca Raton Elementary School will increase proficiency in math and reading.	36,328
<b>Grand Total</b>	<b>82,092</b>

### Goal 1: Boca Raton Elementary School will improve math instruction and student achievement through data driven well planned FSA instruction.

Description	Source	Total
<b>B1.S1.A1</b> - Tutorial Instruction Buy HQ tutors (salary & benefits)	Title I Part A	9,058
<b>B1.S1.A1</b> - Tutorial Supplies such as consumables, paper, manipulatives, books, pencils, ink, folders	Title I Part A	2,000
<b>B1.S1.A1</b> - Math Resource Teacher (salary & benefits)	Title I Part A	32,939
<b>Total Goal 1</b>		<b>43,997</b>

### Goal 2: Boca Raton Elementary School parental attendance at academic trainings will increase by a minimum of 10% by year end 2015.

Description	Source	Total
<b>B2.S1.A1</b>	Title I Part A	0
<b>B2.S1.A1</b> - Parental Involvement Supplies such as paper, ink, post-its, highlighters, make and take supplies and refreshments.	Title I Part A	500
<b>B2.S1.A1</b> - Parent Liason (part-time salary & benefits)	Title I Part A	1,267
<b>Total Goal 2</b>		<b>1,767</b>

### Goal 3: Students at Boca Raton Elementary School will increase proficiency in math and reading.

Description	Source	Total
<b>B1.S1.A1</b> - Math Coach (0.5 Position salary & benefits)	Title I Part A	32,939
<b>B1.S1.A1</b> - Coach Supplies such as paper, ink, chart paper, highlighters, PDD resource books, markers, post-its	Title I Part A	389
<b>B2.S2.A1</b> - Technology VMath	Title I Part A	3,000
<b>B5.S1.A1</b>	Title I Part A	0
<b>Total Goal 3</b>		<b>36,328</b>