

Lantana Elementary School



2014-15 School Improvement Plan

Lantana Elementary School

710 W OCEAN AVE, Lantana, FL 33462

www.edline.net/pages/lantana_elementary_school/

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

92%

Alternative/ESE Center

No

Charter School

No

Minority

79%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	34

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

The parents, staff and community of our school will provide a safe, nurturing, and equitable education that meets the social, academic and physical needs of each student so that all students will be successful learners and productive citizens who are college and career ready.

Provide the school's vision statement

Lantana Elementary School envisions a dynamic collaborative multicultural 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

The school registration form includes information about home language. Our school Registrar and ESOL Coordinator review the registration forms and identify students with home languages other than English. The ESOL Coordinator participates in collection, interpretation and analysis of data, collaborates with the ESOL team to develop and implement student intervention plans and communicates with parents regarding school-based plans and meetings. The ESOL Coordinator assigns our Community Language Facilitators to students to help them in their new classroom. The ESOL Coordinator schedules Parent Leadership Training sessions throughout the year to help ESOL parents understand their rights and responsibilities. With the implementation of a Single School Culture for Academics, Behavior and Climate, and our school counseling program and Student Development Plan, students are coached in the development of behaviors that result in positive and supportive relationships between students and teachers.

Our teachers honor all student experiences and model respect for all cultures. They encourage dialogue between students and also engage in student-teacher conversations to get to know new students. During the first days of school, teachers introduce the Schoolwide Positive Behavior matrix to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. Students share their cultures and experiences through writing. Teachers provide an environment where all students feel safe and accepted and are committed to seeing each child as an individual and avoiding stereotypes. Students build relationships through shared classroom activities and non-academic time. A diverse group of mentors meets with select students to assure that students feel safe and secure in the school environment. Our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

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

Staff schedules have been modified to provide a safe environment for students who arrive early to school. Three staff members greet students as they arrive, some as early as 6:50 a.m. A free breakfast is available for all students.

The Schoolwide Positive Behavior Support (SwPBSS) System is implemented before, during and after school and creates a safe environment for all students during their entire school day. Behavior expectations in classrooms, hallways, and play areas are defined and explained to students during the first week of school.

Our Afterschool Program adheres to the same schoolwide behavior plan so that all students in our Afterschool Program are in a safe environment at all times. The Afterschool Program counselors mentor select students on a daily basis.

We are implementing a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive support to students with referrals to school-based and community resources. Additionally, the Guidance Department guides students through exercises that develop an interest in college and career readiness.

Implementation of Single School Culture includes our Violence Prevention Program which supports an appreciation of multicultural diversity, and an anti-bullying campaign including a dedicated phone line that is monitored each day for anonymous reports of bullying.

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 implement the Schoolwide Positive Behavior Support System. SwPBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. The essential components are:

Administrator support, participation, and leadership

Common purpose and approach to discipline

Positive expectations for all students and staff

Procedures for teaching expected behaviors

Continuum of procedures for encouraging expectations

Continuum of procedures for discouraging inappropriate behavior

Procedures for ongoing monitoring and evaluating effectiveness of the SwPBS system

Schoolwide Positive Behavior Support System Team who monitors implementation and outcomes

The focus of discipline is on academic and behavior success for all students, all staff, and in all settings. It emphasizes prevention, uses research-validated practices, and is coordinated by the SwPBS team. The SwPBS system emphasizes an instructional approach and uses data to guide decisions.

We have a Universal Matrix of Behavior Expectations that is shared with staff, students, and parents at the beginning of each school year. Teachers establish classroom rules with their students, including rewards and consequences. Administration follows District Discipline matrix guidelines for extreme misbehavior.

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

Students have scheduled Guidance classes each week that cover a wide range of topics, including Character Counts lessons. The Guidance teacher also establishes support groups for bereavement, divorce, anger, depression, etc. and meets with those students on a weekly basis, or more, if needed. Through a 16 week Primary Project program, funded by Boystown and the Children's Services Council, select students in Kindergarten and First Grade who are having school adjustment difficulties meet with a Primary Project Mental Health Professional on an individual basis to improve acting out, mood, and learning skills issues.

A diverse group of adult mentors, including Afterschool Program counselors, are assigned to students on an individual basis. Some mentors meet with select students in the morning to ensure a positive start to the school day.

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/188596>.

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

Lantana Elementary School has an appropriately balanced School Advisory Council (SAC). The Mayor and Town Councilman are members of the SAC. The Principal is a member of the Lantana/Hypoluxo Kiwanis Club and the Lantana Education Council. The Vice President and Branch Manager of PNC Bank is also on the Education Council and is one of our business partners. The Kiwanis Club and PNC Bank support our school throughout the year with a variety of resources.

We have Title I Parent meetings to provide families with information about our school and solicit their feedback through the Title I Parent Survey. We have Meet Your Teacher day, before the students return to school and conduct Curriculum Nights for parents to learn about curricula requirements, the Universal Behavior Matrix, and report card. We conduct Family Math and Science Nights for students and families. Our school newsletter, Tiger Times, contains up to date information on school news and events. We hold Parent Leadership Team meetings throughout the year for our ESOL parents. In conjunction with our Student Development Plan, parent trainings are conducted by our school guidance counselor. Our teachers and parents have daily communication through our Student Planners. We use Title I funds to provide for substitute teachers so that teachers can meet with parents during the day to review report cards.

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
Persek, Elaine	Principal
Breistol, Margo	Administrative Support
Daniel, Lisa	Teacher, K-12
Dumas, Jennifer	Teacher, K-12
Eddlemon, Ramona	Instructional Coach
Golia, Janice	Teacher, K-12
Gordon, Elise	Instructional Coach
May, Michele	Teacher, K-12
Ordonez, Lesly	Teacher, K-12
Rabah, Amanda	Teacher, K-12
Russell, Constance	Teacher, K-12
Schwartz, Valerie	Assistant Principal
Walker, Terry	Administrative Support
Lord, Jean	Guidance Counselor
Fowler, Jill	Teacher, ESE

Duties

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

Principal

Provides a common vision for high expectations, school climate, data-based decision-making, student conduct and instructional leadership to ensure:

- a safe environment
- research-based academic program
- progress monitoring
- a School Based Team (SBT) that is implementing MTSS/Rtl processes
- fidelity of implementation of core instruction and intervention strategies
- adequate professional development to support implementation of core instruction and intervention strategies
- a process for teacher observation and evaluation
- establishment of the Principal's Leadership Team that engages in data analysis and shared decision making
- Master Schedule that includes Learning Team meetings and grade level common planning time

Assistant Principal

Ensures that the school-based team is implementing Rtl, ensures implementation of intervention support and documentation, identifies systemic patterns of student need based on assessment data. Plans and implements the school-wide screening and assessment programs, assists in the identification of students considered "at risk"; and helps identify systemic patterns of student need with respect to academic, emotional, behavioral and social needs. Facilitates and supports data collection and data analysis activities. Coordinates implementation of the Schoolwide Positive Behavior Support System and facilitates the shared decision making of the SwPSS team. The Assistant Principal is also the Coordinator for the Pre-School Transition procedures and facilitates a school tour for children in Head Start programs, including the cafeteria and playground, and a visit to Kindergarten classrooms. Serves as the Assessment Coordinator and develops the Assessment Plan including Assessment schedule, resource allocation, student groups, and materials management.

Guidance Counselor

Provides a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports to students with referrals to school-based and community resources. Facilitates student and family support by linking family to community agencies and helps identify systemic patterns of student need with respect to academic, emotional, behavioral and social needs. Guides students through exercises that develop an interest in college and career readiness. Serves as the MTSS/RtI Facilitator and through shared decision making, assists in the design and implementation of progress monitoring, collects and analyzes data, contributes to the development and progress monitoring of intervention plans, implements Tier 3 interventions, and offers professional development and technical assistance.

Instructional Coach:

Provides guidance on instruction of Florida Standards; facilitates Learning Team meetings 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 2 and Tier 3 intervention plans. Through a shared decision making model, collaborates with both ESE, ELL and general education teachers to develop and implement intervention plans.

K-12 Teacher Leaders

Serves as Team Leader and facilitates common planning time using a shared decision making model to develop lesson plans. Communicates information learned at Leadership meetings to their team, participates in student data collection, delivers Tier 1 instruction/intervention and collaborates with other staff to implement Tier 2 interventions. Provides leadership at the team level to ensure that research-based instructional strategies are being implemented.

ESE Teacher

Serves as the ESE Team Leader and facilitates common planning time for ESE teachers using a shared decision making model to develop lesson plans. Provides information about core instruction and modifications for ESE students to classroom and ESE teachers, participates in student data collection, delivers Tier 1 and Tier 2 instruction/intervention and collaborates with other staff to implement Tier 2 interventions.

Administrative Support

Serves as ESE Contact and ESE Team Leader for ASD and PreK. Participates in collection, interpretation and analysis of data; collaborates with the MTSS/RtI team to develop and implement student intervention plans. Communicates with parents regarding school-based RtI plans and meetings. Facilitates Learning Team meetings using a shared decision making model to develop lesson plans with ASD teachers.

Administrative Support

Serves as ESOL Coordinator and participates in collection, interpretation and analysis of ELL student data; ensures the correct placement of ELL students in Sheltered or Collaborative Support classrooms; collaborates with the MTSS/RtI team to develop and implement student intervention plans. Communicates with ELL parents regarding school-based RtI plans and meetings. Provides parent trainings during Parent Leadership Council meetings. Schedules and monitors ELL teachers and Community Language Facilitators to ensure compliance with legislation. Facilitates Learning Team meetings using a shared decision making model to develop lesson plans with ELL teachers.

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

Extended Day

Person Responsible - Elaine Persek, Principal

Through District funding, Lantana Elementary School implements an extended day schedule to provide an additional 60 minutes of Literacy instruction to all students. Members of the Literacy Leadership Team, including the Reading Coach and SAI teachers, analyzed literacy data and determined student groupings. The Master Schedule and Extended Day Action Plan include the extended day schedule, curricula (LLI System Words Their Way, Science Weekly and RAZkids software), and resource teachers aligned to classrooms to facilitate implementation of the Action Plan. Administration monitors implementation of the Action Plan through classroom walkthrough observations and progress monitors through Informal assessments, RRR data, benchmark assessments and Fall/Winter Diagnostic Assessment comparisons. The Reading Coach and Intermediate SAI teacher are funded with District funds. A primary SAI teacher and school tutor are funded through school Title I funds. RAZkids, Science Weekly and Words Their Way are purchased with Title I funds.

School-based Team - Valerie Schwartz, Assistant Principal and Jean Lord, Guidance Counselor
 The SBT meets weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. The team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based RtI Leadership Team. Through a shared decision making model, the team determines students needing Tier 2 and Tier 3 interventions. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/ Inclusion Facilitator,) and progress monitor effectiveness of interventions. The Master Schedule is created to align all resource staff with iii classes and Tier 3 student schedules. A primary SAI teacher and school tutor are funded through school Title I funds to assist in providing iii services to all Level 1 and Level 2 students in groups of 3-6 students.

Title I funds - Elaine Persek, Principal

Based on an analysis of student needs, a Title I budget was created to include a primary SAI teacher, Math coach and in-school tutor for additional opportunities to learn, supplies for classroom instruction, instructional software and publications, parent communication, substitutes for parent conferences and material for parent training, The Principal and School Treasurer monitor expenditures monthly and ensure alignment with School Improvement Plan goals and strategies and compliance with Title I requirements. District and Area staff provide professional development through Title I funding, including Literacy Cohort training. Second grade students were provided with a Summer Slide Reading Academy. Some of our teachers joined the UF STEM partnership which is also funded by Title I.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Oberta Oberson	Parent
Jose Perez	Parent
Nerlande Philemond	Parent
Melissa Bowe	Parent
David Stewart	Business/Community
Thomas Derringer	Business/Community
Denise Sasiain	Education Support Employee
Celio Sanchez	Education Support Employee
Elaine Persek	Principal
Ramona Eddlemon	Teacher

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 School Advisory Council reviewed the results of the FY2014 FCAT and conducted a data analysis to determine academic strengths and weaknesses and progress toward meeting school improvement goals.

Development of this school improvement plan

The School Advisory Council reviewed the results of the FY2014 FCAT and conducted a data analysis to determine academic strengths and weaknesses and progress toward meeting school improvement goals. The members, grouped by goal, reviewed and revised the School Improvement Plan strategies for improving the areas most important to the school for the FY2015 school year.

Preparation of the school's annual budget and plan

The FY2015 General Budget was reviewed with the School Advisory Council. The review included Salary, Benefits, Positions, Projected Enrollment and funded Resource teachers. The FY2015 Title I Budget was also reviewed, including expenditures for Resource teachers, technology, supplies, additional opportunities to learn, and parental involvement expenses.

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

A School Improvement grant for \$1500 was approved by the School Advisory Council to fund a six week Spring afterschool tutorial for struggling kindergarten students.

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
Ebner, Shannon	Teacher, K-12
Eddlemon, Ramona	Instructional Coach
Gomez, Heather	Teacher, K-12
Gonzales, Ashley	Teacher, K-12
Lomelli, Lisa	Teacher, K-12
Ordonez, Lesly	Teacher, K-12
Padgett, Wanda	Teacher, K-12
Persek, Elaine	Principal
Rainey-Reese, Ranada	Teacher, K-12
Schwartz, Valerie	Assistant Principal
Keene, Rachel	Teacher, K-12
Fowler, Jill	Teacher, ESE
Keene, Ashley	Teacher, K-12
Walker, Terry	

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team initiatives for FY 2015 include development of an Action Plan with Literacy Goals, based on an analysis of reading data and includes research-based strategies for R2 (Extended Day) students, iii groups and ESE students and provides iii, Tier 2 and Tier 3 services to identified students. The LLT meets monthly and will review informal and formal assessment data in reading to determine if mid-year revisions should be made to the Action Plan. The team promotes and supports literacy through School Media classes and events, literacy nights, professional development, coaching and/or modeling, summer literacy plans, and addressing scheduling concerns.

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

Through a Master Schedule and Learning Team and Common Planning Time Schedule, teachers are provided with common planning time to develop lesson plans. Teachers work together during bi-weekly Learning Team meetings in literacy and in math on data analysis, Unit planning and assessments. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The following strategies are used to recruit, develop, and retain highly qualified, certified, effective teachers:

1. Assign mentors to new teachers - Assistant Principal
2. Facilitate Beginning Teacher Assistance Program (BTAP) and schedule bi-monthly meetings of new

- teachers and mentors - Assistant Principal and BTAP Mentor Teachers
3. Maintain user-friendly, high interest school web site - ITSA
 4. Maintain a safe and secure environment and a school culture of support for staff, students and parents
 5. Cultivate community collaboration and partnerships - Administration
 6. Conduct professional development to support high quality instructional practices - District and Area staff, Reading Coach, Administration, Resource Teachers
 7. Provide model lessons of best practices in reading, mathematics , science and writing - District and Area staff, Reading Coach, Math Resource Teacher
 - 8 - Identify teacher-leaders and provide opportunities for leadership experiences - Administration
 9. Utilize the District's Recruitment and Retention Department and HR Resource Specialist and Area HR Specialists to provide advice on all hiring and placement procedures.

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

New teachers are assigned a mentor teacher who is certified through the Clinical Education Program and whose responsibilities are closely aligned to that of the new teacher. Assistance is provided in best instructional practices, behavior, and the day to day responsibilities of a classroom teacher. In addition, two teachers who are certified through the Beginning Teacher Assistant Program (BTAP), facilitate monthly BTAP meetings and provide guidance to the new teachers in the completion of the Florida Educator's Accomplished Practices program. New teachers are provided with professional development opportunities and written and oral feedback following classroom observations. New teachers attend Learning Team meetings and have follow up meetings with the Instructional coaches. Struggling teachers are provided with mentor teachers whose strengths complement the needs of the struggling teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lantana Elementary School adheres to District Policy and procedures regarding instructional programs and materials. At Learning Team meetings, the teachers unpack the Florida Standards and plan reading, writing and math curricula that align to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

The Master Schedule reflects a 90 minute Literacy block, 30 minute iii block and 60 minute R2 (Extended Day) block for reading instruction. The Master Schedule also reflects a 60 minute Writing block. Instruction is aligned to the Language Arts Florida Standards at each grade level. Teachers conduct on-going data analysis in reading and identify struggling readers. Students are grouped by reading level for small group instruction, and Immediate, Intensive Interventions (iii). In each small group, materials are determined by the reading level of the group. During iii, students are provided with LLI instruction or Words Their Way vocabulary development based on their individual reading

levels. ESE and ELL teachers provide leveled instruction to students with appropriate modifications as needed. Teachers and Administration monitor student progress. Students not successful with iii services are referred to the School Based Team.

The School-Based Team meets weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies students who are not meeting identified academic targets. The identified students are referred to the school-based Rtl Leadership Team. Through a shared decision making model, the Rtl team determines students needing Tier 2 and Tier 3 interventions. Each case is assigned a case liaison to support the interventionist (e.g., teacher, Rtl/Inclusion Facilitator,) and progress monitor effectiveness of interventions. The Master Schedule is created to align all resource staff with iii classes and Tier 2 and 3 student schedules. Teachers have data chats with students to help them establish short and long term goals in literacy. There is a grade level representative on the Math team who attends Math Learning Team meetings facilitated by the Math Coach who guides development of lesson plans using research-based strategies. All 2nd-5th grade students are scheduled on Reflex Math software which aligns to each student's level of proficiency. Higher performing students use IXL software for enrichment in math, which is also aligned to the student's level of proficiency.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

All classroom teachers, resource teachers and in-school tutor will provide additional 60 minutes of literacy instruction following the R2 Action Plan that includes whole group instruction using Shared Reading, Close Reading, and Word Study, and small group instruction using guided reading strategies and the LLI System.

Strategy Rationale

Research has shown that an extended day:

- 1) provides more time on task;
- 2) provides a greater depth and breadth of learning;
- 3) provides more time for enrichment;
- 4) creates stronger relationships between teachers and students
- 5) increases student performance on standardized tests

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Persek, Elaine, elaine.persek@palmbeachschools.org

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

Baseline data, determined through RRR and Fall Diagnostics, will be compared with benchmark assessments, Winter Diagnostics and RRR and End of Course standardized exams.

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

Lantana Elementary School has a VPK Pre-K program and an ESE Pre-K program. The VPK program serves 9 standard curriculum students and 9 ESE students identified by the District's Child Find Department. The PreK classrooms meet all VPK requirements and prepare the students for entry into Kindergarten. Our Pre-School Kindergarten Transition Plan is designed to ensure a smooth transition from Pre-K/home to Kindergarten. The Assistant Principal is the Coordinator for the Pre-School Transition procedures. The Coordinator facilitates a school tour for children in Head Start programs, including the cafeteria and playground, and a visit to Kindergarten classrooms. Parents of pre-school children are invited to our Kindergarten Round-Up and invited to meet their new teacher and visit a Kindergarten classroom. A Kindergarten information packet is distributed. A staggered start schedule is implemented for Kindergarten students. Upon entering Kindergarten, all students are assessed in order to determine individual and group needs and to assist in the development of rigorous instruction/intervention programs. Screening data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Social skills are reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Identified students are referred to Primary Project for additional reinforcement of social skills. Through a 16 week Primary Project program, funded by Boystown and the Children's Services Council, select students in Kindergarten and First Grade who are having school adjustment difficulties meet with a Primary Project Mental Health Professional on an individual basis to improve acting out, mood, and learning skills issues.

Screening tools are administered mid-year and at the end of the year to determine student learning gains and the need for changes to the instruction/intervention programs.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase literacy and math proficiency in all students.
- G2.** Increase science proficiency in all students.

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. Increase literacy and math proficiency in all students. 1a

G043360

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 2

- Highly Qualified Instructional Staff
- Reading Coach and Math Coach/Resource Teacher
- 2 SAI Teachers
- Learning Team Meetings
- Professional Development Days
- Area and District Professional Development Staff
- Title I Budget

Targeted Barriers to Achieving the Goal 3

- Students have limited knowledge of reading strategies and lack a robust vocabulary.
- School has limited staffing and a high number of Level 1 and 2 students in reading and math

Plan to Monitor Progress Toward G1. 8

Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FLDOE FSA Standardized assessment

Person Responsible

Elaine Persek

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment

G2. Increase science proficiency in all students. 1a

G043361

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Highly-qualified instructional staff
- Science Weekly
- District and Area Science Specialists

Targeted Barriers to Achieving the Goal 3

- Students have limited knowledge of reading strategies and lack a robust vocabulary which hinders their proficiency in science.
- Teachers have had limited professional development in science instruction.

Plan to Monitor Progress Toward G2. 8

Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FCAT 2.0 Science

Person Responsible

Elaine Persek

Schedule

Biweekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science

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. Increase literacy and math proficiency in all students. **1**

 G043360

G1.B1 Students have limited knowledge of reading strategies and lack a robust vocabulary. **2**

 B106273

G1.B1.S1 Provide additional opportunities to learn by extending the school day and provide professional development, modeling and facilitation of Learning Team meetings and common planning time. **4**

 S117573

Strategy Rationale

Students provided with core instruction who are not proficient need additional opportunities to learn and teachers need just-in-time professional development.

Action Step 1 **5**

Schedule additional 60 minutes a day of Literacy instruction for all students, and provide professional development in close reading for 2nd-5th grade teachers.

Person Responsible

Elaine Persek

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Master Schedule, including Resource Teachers and Tutor schedules; PD Agenda and Sign-In Sheets

Action Step 2 5

Purchase a Math Resource Teacher/Math Coach to provide students with additional instructional time in a math lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math Learning Team meetings and common planning meetings.

Person Responsible

Elaine Persek

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Master Schedule, Math Lab Schedule, Math LTM schedule and sign in sheet, Math Common Planning Time schedule, PDD Agenda and sign in sheets

Action Step 3 5

Purchase supplemental materials, publications, and online subscriptions to enhance classroom instruction.

Person Responsible

Elaine Persek

Schedule

On 12/19/2014

Evidence of Completion

Title I Budget Monthly Report

Action Step 4 5

Increase home/school communication through the use of student planners and translated schoolwide parent letters, flyers, class letters, school newsletter and other communications.

Person Responsible

Terry Walker

Schedule

Daily, from 8/15/2014 to 6/4/2015

Evidence of Completion

Title I Monthly Budget; Use of Student Planners, Parent Flyers, class letters, newsletter, etc.

Action Step 5 5

Purchase additional Teacher Editions in content areas to ensure all teachers have the tools necessary for effective instruction.

Person Responsible

Elaine Persek

Schedule

On 10/17/2014

Evidence of Completion

All teachers will have appropriate instructional tools

Action Step 6 5

Purchase substitute teachers to provide coverage for parent-teacher conferences.

Person Responsible

Elaine Persek

Schedule

Semiannually, from 10/6/2014 to 6/4/2015

Evidence of Completion

Title I Monthly Budget Report, Parent Conference Forms

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

Conduct Classroom Observations and monitor attendance at Learning Team meetings and common planning meetings

Person Responsible

Elaine Persek

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

LTM attendance sheets, PD agendas and attendance sheets

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

Analyze iii assessments, LLI assessments, Unit Assessments, Performance Matters assessments in math and literacy, RRR, FAIR, Winter Diagnostics and FLDOE FSA Standardized assessment.

Person Responsible

Ramona Eddlemon


Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Increased proficiency as measured by iii assessments, Unit Assessments, LLI assessments, Performance Matters assessments, RRR, FAIR, Winter Diagnostics and FLDOE FSA Standardized assessment.

G1.B2 School has limited staffing and a high number of Level 1 and 2 students in reading and math 2

 B106274

G1.B2.S1 Provide additional Literacy instruction by purchasing an additional SAI teacher and in-school tutor and provide professional development in reading strategies to K-5 teachers. 4

 S118152

Strategy Rationale

The research-based LLI system requires groups of no more than 3-4 students. The additional SAI teacher and in school tutor will allow the creation of iii groups with 3-6 students per group, which will allow the creation of an optimum number of LLI groups.

Action Step 1 5

Purchase and schedule an additional SAI teacher to enhance iii instruction to struggling readers and ensure iii groups of 3-6 students.

Person Responsible

Elaine Persek

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Master Schedule, iii schedule and student groups, student and tutor attendance sheets, weekly iii assessments.

Action Step 2 5

Purchase and schedule a temporary tutor to enhance iii instruction and ensure iii groups of 3-6 students.

Person Responsible

Elaine Persek

Schedule

Daily, from 8/12/2014 to 5/15/2015

Evidence of Completion

Master Schedule, iii schedule and student groups, student and tutor attendance sheets, weekly iii assessments.

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

Conduct classroom observations in iii classes, Title I Monthly Budget

Person Responsible

Ramona Eddlemon

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student iii attendance sheets and iii assessment data

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

Conduct data analysis of iii assessments, LLI assessments, Fall/Winter Diagnostics and FLDOE FSA standardized test

Person Responsible

Ramona Eddlemon

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on iii assessments, LLI assessments, Winter Diagnostics and FLDOE FSA standardized test

G2. Increase science proficiency in all students. 1

G043361

G2.B1 Students have limited knowledge of reading strategies and lack a robust vocabulary which hinders their proficiency in science. 2

B106275

G2.B1.S1 Provide additional time to read and learn about science through close reading strategies using Science Weekly during the Extended Day Literacy block 4

S117577

Strategy Rationale

Using close reading strategies with science text, students will gain a deeper understanding of science content.

Action Step 1 5

Schedule daily instruction in close reading strategies using Science Weekly during the extended day Literacy block.

Person Responsible

Elaine Persek

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Monitor close reading using Science Weekly through classroom walk-throughs and Learning Team Meeting minutes.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor implementation of Extended Day Literacy Plan, including close reading of Science Weekly.

Person Responsible

Valerie Schwartz

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Classroom Walkthrough observations and Learning Team meeting minutes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FLDOE FSA Standardized assessment

Person Responsible

Elaine Persek


Schedule

Biweekly, from 9/10/2014 to 5/29/2015


Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment

G2.B2 Teachers have had limited professional development in science instruction. 2

 B106276

G2.B2.S1 Provide professional development in science strategies to all K-5 science teachers. 4

 S117578

Strategy Rationale

Providing professional development in science strategies will build teacher capacity in science instruction and result in improved student proficiency in science.

Action Step 1 5

Schedule professional development in science for all K-5 science teachers.

Person Responsible

Elaine Persek

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Evidence of Completion

Science PD sign-in sheets and follow up assignments

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

Monitor attendance at PD and implementation of science strategies through classroom walkthroughs and Learning Team Meetings.

Person Responsible

Elaine Persek

Schedule

Every 6 Weeks, from 9/26/2014 to 5/29/2015

Evidence of Completion

PD sign in sheets, follow up assignments, classroom observations, and Learning Team Meeting minutes.

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

Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FCAT 2.0 Science

Person Responsible

Valerie Schwartz

Schedule

Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Schedule additional 60 minutes a day of Literacy instruction for all students, and provide professional development in close reading for 2nd-5th grade teachers.	Persek, Elaine	9/8/2014	Master Schedule, including Resource Teachers and Tutor schedules; PD Agenda and Sign-In Sheets	5/29/2015 daily
G2.B1.S1.A1	Schedule daily instruction in close reading strategies using Science Weekly during the extended day Literacy block.	Persek, Elaine	9/2/2014	Monitor close reading using Science Weekly through classroom walk-throughs and Learning Team Meeting minutes.	5/29/2015 daily
G2.B2.S1.A1	Schedule professional development in science for all K-5 science teachers.	Persek, Elaine	9/8/2014	Science PD sign-in sheets and follow up assignments	5/29/2015 every-6-weeks
G1.B2.S1.A1	Purchase and schedule an additional SAI teacher to enhance iii instruction to	Persek, Elaine	8/12/2014	Master Schedule, iii schedule and student groups, student and tutor	6/5/2015 daily

Palm Beach - 0751 - Lantana Elementary School - 2014-15 SIP
Lantana Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	struggling readers and ensure iii groups of 3-6 students.			attendance sheets, weekly iii assessments.	
G1.B1.S1.A2	Purchase a Math Resource Teacher/ Math Coach to provide students with additional instructional time in a math lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math Learning Team meetings and common planning meetings.	Persek, Elaine	8/12/2014	Master Schedule, Math Lab Schedule, Math LTM schedule and sign in sheet, Math Common Planning Time schedule, PDD Agenda and sign in sheets	6/5/2015 daily
G1.B2.S1.A2	Purchase and schedule a temporary tutor to enhance iii instruction and ensure iii groups of 3-6 students.	Persek, Elaine	8/12/2014	Master Schedule, iii schedule and student groups, student and tutor attendance sheets, weekly iii assessments.	5/15/2015 daily
G1.B1.S1.A3	Purchase supplemental materials, publications, and online subscriptions to enhance classroom instruction.	Persek, Elaine	8/12/2014	Title I Budget Monthly Report	12/19/2014 one-time
G1.B1.S1.A4	Increase home/school communication through the use of student planners and translated schoolwide parent letters, flyers, class letters, school newsletter and other communications.	Walker, Terry	8/15/2014	Title I Monthly Budget; Use of Student Planners, Parent Flyers, class letters, newsletter, etc.	6/4/2015 daily
G1.B1.S1.A5	Purchase additional Teacher Editions in content areas to ensure all teachers have the tools necessary for effective instruction.	Persek, Elaine	9/26/2014	All teachers will have appropriate instructional tools	10/17/2014 one-time
G1.B1.S1.A6	Purchase substitute teachers to provide coverage for parent-teacher conferences.	Persek, Elaine	10/6/2014	Title I Monthly Budget Report, Parent Conference Forms	6/4/2015 semiannually
G1.MA1	Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FLDOE FSA Standardized assessment	Persek, Elaine	9/8/2014	Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment	5/29/2015 monthly
G1.B1.S1.MA1	Analyze iii assessments, LLI assessments, Unit Assessments, Performance Matters assessments in math and literacy, RRR, FAIR, Winter Diagnostics and FLDOE FSA Standardized assessment.	Eddlemon, Ramona	9/8/2014	Increased proficiency as measured by iii assessments, Unit Assessments, LLI assessments, Performance Matters assessments, RRR, FAIR, Winter Diagnostics and FLDOE FSA Standardized assessment.	5/29/2015 daily
G1.B1.S1.MA1	Conduct Classroom Observations and monitor attendance at Learning Team meetings and common planning meetings	Persek, Elaine	9/8/2014	LTM attendance sheets, PD agendas and attendance sheets	5/29/2015 daily
G1.B2.S1.MA1	Conduct data analysis of iii assessments, LLI assessments, Fall/Winter Diagnostics and FLDOE FSA standardized test	Eddlemon, Ramona	9/12/2014	Increased proficiency on iii assessments, LLI assessments, Winter Diagnostics and FLDOE FSA standardized test	5/29/2015 weekly
G1.B2.S1.MA1	Conduct classroom observations in iii classes, Title I Monthly Budget	Eddlemon, Ramona	9/8/2014	Student iii attendance sheets and iii assessment data	5/29/2015 weekly
G2.MA1	Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FCAT 2.0 Science	Persek, Elaine	9/19/2014	Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science	5/29/2015 biweekly
G2.B1.S1.MA1	Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FLDOE FSA Standardized assessment	Persek, Elaine	9/10/2014	Increased proficiency on formative assessments, Winter Diagnostics and FLDOE FSA Standardized assessment	5/29/2015 biweekly
G2.B1.S1.MA1	Monitor implementation of Extended Day Literacy Plan, including close reading of Science Weekly.	Schwartz, Valerie	9/2/2014	Classroom Walkthrough observations and Learning Team meeting minutes.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Conduct data analysis of formative assessments, Fall/Winter Diagnostics and FCAT 2.0 Science	Schwartz, Valerie	10/15/2014	Increased proficiency on formative assessments, Winter Diagnostics and FCAT 2.0 Science	5/29/2015 monthly
G2.B2.S1.MA1	Monitor attendance at PD and implementation of science strategies through classroom walkthroughs and Learning Team Meetings.	Persek, Elaine	9/26/2014	PD sign in sheets, follow up assignments, classroom observations, and Learning Team Meeting minutes.	5/29/2015 every-6-weeks

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. Increase literacy and math proficiency in all students.

G1.B1 Students have limited knowledge of reading strategies and lack a robust vocabulary.

G1.B1.S1 Provide additional opportunities to learn by extending the school day and provide professional development, modeling and facilitation of Learning Team meetings and common planning time.

PD Opportunity 1

Schedule additional 60 minutes a day of Literacy instruction for all students, and provide professional development in close reading for 2nd-5th grade teachers.

Facilitator

Susan Haag Area Instructional Specialist

Participants

2nd-5th Grade Teachers

Schedule

Daily, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Purchase a Math Resource Teacher/Math Coach to provide students with additional instructional time in a math lab and provide professional development in research based instructional strategies, Math instructional software for core and enrichment, and facilitate math Learning Team meetings and common planning meetings.

Facilitator

Elise Gordon Math Coach/Resource Teacher

Participants

K-5

Schedule

Daily, from 8/12/2014 to 6/5/2015

G2. Increase science proficiency in all students.

G2.B2 Teachers have had limited professional development in science instruction.

G2.B2.S1 Provide professional development in science strategies to all K-5 science teachers.

PD Opportunity 1

Schedule professional development in science for all K-5 science teachers.

Facilitator

Thomas Salinsky, Karla De LaCruz District and Area Science Specialists

Participants

K-5 Teachers

Schedule

Every 6 Weeks, from 9/8/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase literacy and math proficiency in all students.	169,869
Grand Total	169,869

Goal 1: Increase literacy and math proficiency in all students.

Description	Source	Total
B1.S1.A2 - Math Coach/Resource Teacher	Title I Part A	65,878
B1.S1.A3 - Online Subscriptions - Reading A-Z for Tier 2 and Tier 3 students, RAZkids for iii classes , News to You for ASD classes, Reflex Math 2nd-5th Math Proficiency, IXL Math 3rd-5th Math Enrichment	Title I Part A	5,265
B1.S1.A3 - Classroom Supplies, including copy paper, journals, folders, Post-Its for K-5 Literacy	Title I Part A	7,397
B1.S1.A3 - 4 Instructional Easels for additional literacy teachers	Title I Part A	756
B1.S1.A3 - Instructional Material including Science Weekly for 2nd-5th Extended Day classes, Weekly Reader for ESE classes, Words Their Way and Word Study Phonics for iii and Extended Day classes	Title I Part A	1,117
B1.S1.A4 - Student Planners and supplies for parent communication, Family Nights, and training	Title I Part A	2,977
B1.S1.A5 - Math, Science, and Social Studies Teacher Editions for additional content teachers	Title I Part A	2,180
B1.S1.A6 - Substitutes for parent conferences	Title I Part A	2,500
B2.S1.A1 - Primary SAI Teacher	Title I Part A	65,879
B2.S1.A2 - Temporary Tutor	Title I Part A	15,920
Total Goal 1		169,869