Sandpiper Shores Elementary School

2014-15 School Improvement Plan

Sandpiper Shores Elementary School

11201 GLADES RD, Boca Raton, FL 33498

www.edline.net/pages/sandpiper_shores_es

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	43%

Alternative/ESE Center	Charter School	Minority
No	No	51%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Teachers will embed cultural diversity within curriculum and daily course work through reading selections.

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

Sandpiper Shores Elementary will articulate, demonstrate, and teach the specific practices that reflect the application of our SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.
Sandpiper Shores Shining S.T.A.R.S. are Safe, Team Players, Accepting, Respectful, and Successful.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

• Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
• School-wide recognition system is in place;

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

• Operational school based team that meets weekly to discuss students with barriers to academic and social success;
• Mentors assigned to students identified with SEL concerns;
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports. Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

• Utilize data systems to identify students who have attendance, behavioral or academic concerns

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	22	14	13	11	14	12	86
One or more suspensions	5	3	0	1	2	4	15
Course failure in ELA or Math	32	49	40	8	10	19	158
Level 1 on statewide assessment	0	0	0	23	8	11	42

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	13	8	3	10	7	8	49

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

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• SAI , iii, Tutorials, LLI, Wilson, Fundations, etc. ;

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

* Open House, Curriculum Hours (6:00pm), PTA General Meetings (7:00PM) and monthly activities (day and evening), SAC (6:00PM), Parent Educational Training Opportunities (morning and evening)
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators
• Communicate classroom and school news to parents
• Positive notes, letters, phone calls home

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

Business Partnerships are established to provide support for various activities/events throughout the school year.
Families are encouraged to support the businesses that sponsor activities/events at Sandpiper Shores Elementary.

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
Capitano, Rachel	Principal
Boone, Sheila	Assistant Principal
Brandt, Renee	Teacher, ESE
Johnson, Elizabeth	Guidance Counselor
Rice, Traci	Teacher, K-12
Brodbeck, Alison	Psychologist
Coyne, Kate	Teacher, ESE

Duties

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

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, school psychologist, classroom teachers, Speech Language Pathologist, and the school counselor.
The principal provides a common vision for the use of data-based decision-making to ensure:
*a sound, effective academic program is in place
*a process to address and monitor subsequent needs is created
*the School Based Team (SBT) is implementing RTI processes
*assessment of RTI skills of school staff is conducted
*fidelity of implementation of intervention support is documented

*adequate professional development to support RTI implementation is provided
*effective communication with parents regarding school-based RTI plans and activities
The School Based Team/MTSS Leader: The School Based Team/MTSS Leader will assist the principal in overseeing the entire RTI process at the school. The School Based Team/MTSS Counselor and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. She will be responsible for tracking school based team referrals. The SBT/MTSS Leader will provide academic, social and behavioral interventions and track and monitor their progress. The members of the team will also review student referrals, analyze individual student data, problem solve and assign teachers to provide interventions for students in Tier III.
The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.
Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
The School Counselor: The School Counselor will provide guidance lessons, small group counseling and individual support to staff and students. The School Counselor will share effective interventions with staff members. The School Counselor will provide social and behavioral interventions and assist staff members in tracking and monitoring their progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are

available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model -The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.

2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

SAI Teacher services students who are in the lowest 25% in Reading

Nutritious Programs - Free Breakfast for all students every morning

G.R.E.A.T. Program - Fifth Grade program

Anti-Bullying program - Guidance Counselor

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 our SwPBS Team meetings.

We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons and implementation of SwPBS programs. Our Fifth Grade students participate in a six week anti-bullying program called G.R.E.A.T. (Gang Resistance Education and Training). A graduation is held at the end of the six weeks for all Fifth Grade students. Our Guidance Counselor does classroom lessons with our students from other grade levels.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rachel Capitano	Principal
Janet Pilgrim	Teacher
Richard Brandt	Business/Community
Wendy Bronchick	Parent
Paula Weiss	Parent
Melissa Romo	Parent
Francine Martino	Parent
Catherine Macropoulos	Education Support Employee
Mitzi Taylor-Young	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

School Improvement Committee members convened on July 29 and 30, 2014 to discuss FCAT results and grade level student data. Strengths and weaknesses were identified and a preliminary plan was developed for School Improvement goals and strategies.
During the preschool meetings and school year Learning Team meetings, data was analyzed and discussed.

Development of this school improvement plan

School Improvement Committee members convened on July 29 and 30, 2014 to discuss FCAT results and grade level student data. Strengths and weaknesses were identified and a preliminary plan was developed for School Improvement goals and strategies.
The SAC reviewed and approved the SIP at the first SAC meeting on September 3, 2014. The SAC will continue to meet on a monthly basis to review current student data and revise the SIP as the need arises. This process will be ongoing throughout the year as the data becomes available.

Preparation of the school's annual budget and plan

If funds become available, 100% will be applied towards tutorial programs for students.

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

100% was applied towards tutorial programs for 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
Capitano, Rachel	Principal
Boone, Sheila	Assistant Principal
Giblin, Maureen	Teacher, K-12
Fleming, Ann	Teacher, K-12
Stern, Kristen	Teacher, K-12
Pilgrim, Janet	Teacher, K-12
Bentayou, Ashley	Teacher, K-12
Symanski, Carol	Teacher, K-12
Dybas, Mercedes	Teacher, ESE
Strickroot, Millie	Teacher, K-12
Rice, Traci	Teacher, ESE

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Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Goals have been established. The team will create a plan of action and meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy events, professional development, training and support from District Cohort leaders through coaching and/modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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. The master schedule has been designed to provide consistent time for teachers to meet by common content area. 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

Sandpiper Shores continues to partner with local universities in order to participate in their Teacher Intern program. The school pairs student interns with experienced clinical educators who share their professional expertise. Many of the interns have secured permanent positions at Sandpiper Shores upon successful completion of the program. Administration attends job fairs and reaches out to qualified candidates all over the country to find the right fit. Extensive training and peer support offered to all new staff to increase retention rates.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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 English Language Arts and Math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

*Holding meetings on a regular basis to make decisions about literacy instruction in the school
* Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Administering assessments which measure instructed standards
Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of what has been taught

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:

Tutorial programs for students in Reading and Math offered before school (2:15PM-3:00PM).

Strategy Rationale

Our strategy was to identify the students in the lowest 25% and offer strategic instruction based on need to increase student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Capitano, Rachel, rachel.capitano@palmbeachschools.org

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

Pre-test/Post-test data will be reviewed and analyzed.

Strategy: Extended School Day

Minutes added to school year:

Three initiatives are offered in the Aftercare Program. 1) Science, Technology, Engineering, Art and Mathematics (STEAM) for third through fifth grade students on Monday-Thursday. 2) Explore Literacy for kindergarten through second grade on Monday-Thursday. 3) IBM Reading for second grade students on Tuesday and Thursday.

Strategy Rationale

The rationale is to provide enrichment opportunities to our students who attend our After School program.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Capitano, Rachel, rachel.capitano@palmbeachschools.org

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

Data is collected through anecdotal notes, teacher observations and formal and informal assessments in the classrooms.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

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

Na

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

NA

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

NA

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. Based on the 2015 FCAT 2.0, 78% of the student population will achieve a level 3 or above in Science.

G2. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in math. This would be an increase of 5 percentage points.

G3. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in Reading. This would be an increase of 5 percentage points.

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. Based on the 2015 FCAT 2.0, 78% of the student population will achieve a level 3 or above in Science.
`1a`

`G044122`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal `2`

- Class set of laptops on cart, Learning Village resources

Targeted Barriers to Achieving the Goal `3`

- Student's reading deficits are interfering with student's ability to comprehend science content.

- Students are lacking science knowledge from previous grades.

Plan to Monitor Progress Toward G1. `8`

Discussion of data at LTMs to determine if strategies are assisting students.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

FCAT Science results

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G2. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in math. This would be an increase of 5 percentage points. `1a`

🔑 G044123

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	82.0

Resources Available to Support the Goal `2`

- Resources will include: Go Math resources including Think Central, Learning Village resources, Reflex Math, District trainers conducting walk-throughs and providing feedback as well as training teachers on best math practices, professional development sessions provided by District/Math department.

Targeted Barriers to Achieving the Goal `3`

- Transitioning to full implementation of the Math Florida Standards (MAFS).

- Students are weak in basic Math facts.

Plan to Monitor Progress Toward G2. `8`

Learning Team meetings twice per month, common planning sessions, common assessments, data chats with the teachers and students, professional development sessions for Math teachers.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA).

G3. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in Reading. This would be an increase of 5 percentage points. 1a

🔍 G044124

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	82.0

Resources Available to Support the Goal 2

- Resources will include:1) The new Scholastic Core reading adoption 2) Units of Study Guides 3) Mentor Texts 4) Reader's notebooks 5) Extensive classroom libraries for independent reading 6) Words Their Way resources 7) LLI kits.

Targeted Barriers to Achieving the Goal 3

- The new balanced literacy reading program is taking time to implement with fidelity.

- Students entering grade level lacking Reading skills for grade level.

- Transitioning to full implementation of the Language Arts Florida Standards(LAFS).

Plan to Monitor Progress Toward G3. 8

Review of student data at Learning Team meetings twice per month.

Person Responsible
Rachel Capitano

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

Evidence of Completion
Assessment results (Diagnostics, K-5 Assessments, Palm Beach Performance Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA)

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. Based on the 2015 FCAT 2.0, 78% of the student population will achieve a level 3 or above in Science. 1

🔑 G044122

G1.B1 Student's reading deficits are interfering with student's ability to comprehend science content. 2

🔑 B108362

G1.B1.S1 Provide reading remediation delivered through iii, provide small group instruction for students who are not proficient in reading. 4

🔑 S119812

Strategy Rationale

By improving the Reading proficiency of the students who are struggling readers, they will be able to comprehend Science concepts.

Action Step 1 5

Identify students who are not reading proficiently, offer remediation with iii and small group instruction.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Documentation in lesson plans, classroom walk-throughs, Common Assessment results

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

LTM data and discussions, tutorial pre/post test, Classroom walk-throughs

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from assessments (RRR, Performance Matters, teacher notes, formal/informal assessments), attendance in tutorial program

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

Data from assessments (FCAT Reading/Science, Diagnostics, Performance Matters, formal/informal)

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from assessments (FCAT Reading/Science, Diagnostics, Performance Matters, formal/informal)

G1.B2 Students are lacking science knowledge from previous grades. 2

🔍 B108363

G1.B2.S1 Provide instruction on the science content that the students lack from previous grade(s). 4

🔍 S119813

Strategy Rationale

By providing Science instruction that was not mastered in previous grades the students will gain the required knowledge and be able to demonstrate proficiency.

Action Step 1 5

Science instruction will be given to all students lacking content from previous grade(s).

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Performance Matters Benchmark assessments, formal and informal assessments

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

LTM data discussions, formal/informal assessments and observations, classroom walk-throughs

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from assessments (Performance Matters, Diagnostics, formal/informal assessments and observations).

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

Data will be collected from assessments (FCAT, Diagnostics, Performance Matters, formal/ informal and teacher observations).

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from assessments (FCAT, Diagnostics, Performance Matters, formal/informal and teacher observations).

G2. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in math. This would be an increase of 5 percentage points. 1

🔑 G044123

G2.B1 Transitioning to full implementation of the Math Florida Standards (MAFS). 2

🔑 B108364

G2.B1.S1 District staff developers will train teachers on the Math Florida Standards (MAFS) throughout the school year. 4

🔑 S119814

Strategy Rationale

The rationale is to provide guidance and support to implement the new standards with fidelity.

Action Step 1 5

Provide professional development for teachers, discuss implementation at LTMs.

Person Responsible

Rachel Capitano

Schedule

Every 2 Months, from 8/25/2014 to 6/4/2015

Evidence of Completion

Diagnostic and Common Assessments.

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

Classroom walk-throughs and LTM discussions.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from Diagnostic tests, Common Assessments, Performance Matters, informal and formal observations.

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

Results from assessments

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from Diagnostic tests, Common Assessments, Performance Matters, informal and formal observations.

G2.B2 Students are weak in basic Math facts. 2

B108365

G2.B2.S1 Utilize the Go-Math resources and Reflex Math. 4

S119815

Strategy Rationale

The rationale is to increase fluency in math facts.

Action Step 1 5

Utilize the Go-Math resources with fidelity, and implement the Reflex Math program.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data from Go-Math assessments, tutorial pre-tests and post-tests.

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

LTM discussions, unit assessments, Diagnostics, classroom walk-throughs, student's data folders, Performance Matters assessments

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Data analyzed at LTMs from assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA).

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

Chapter assessments, Performance Matters, Diagnostics, Teacher observations.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA).

G3. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in Reading. This would be an increase of 5 percentage points. `1`

🔍 G044124

G3.B1 The new balanced literacy reading program is taking time to implement with fidelity. `2`

🔍 B108366

G3.B1.S1 Provide ongoing training opportunities for teachers on the new Core reading program. `4`

🔍 S119816

Strategy Rationale

The rationale is to provide guidance and support to implement the new Core reading program with fidelity.

Action Step 1 `5`

Teachers are attending District training on the core reading program, participating in LTMs/ common planning twice per month, lead teachers attend cadre meetings and train team members, District cadre trainers are conducting on site training sessions with teachers.

Person Responsible

Rachel Capitano

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Minutes, Agendas, sign in sheets, classroom walk-through data, student achievement data.

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

Administration will participate in LTMs/unit planning to monitor the implementation of the reading program, conduct classroom observations and review student's assessment data.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Review of student achievement data and classroom walk-through data.

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

Classroom walk-throughs, Performance Matters Assessments, Diagnostic data, student work, classroom assessments.

Person Responsible

Rachel Capitano

Schedule

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

Evidence of Completion

Review of student achievement data and classroom walk-though data.

G3.B2 Students entering grade level lacking Reading skills for grade level. 2

B108367

G3.B2.S1 Provide Reading remediation for students who are not proficient. 4

S119817

Strategy Rationale

The rationale is to provide remediation to students identified as reading below grade level.

Action Step 1 5

Identify students, determine the areas of weakness in students, obtain materials for teachers to use during tutorial, obtain teachers to teach tutorial, prepare schedule (2 groups at 3rd, 4th and 5th grades total 6 groups)

Person Responsible

Rachel Capitano

Schedule

Semiannually, from 11/5/2014 to 2/27/2015

Evidence of Completion

Results from Fall and Winter Diagnostics.

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

Monitoring student attendance.

Person Responsible

Rachel Capitano

Schedule

Biweekly, from 11/5/2014 to 2/27/2015

Evidence of Completion

Sign-in sheet

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

Pre-test/Post-test, Diagnostic Tests

Person Responsible

Rachel Capitano

Schedule

On 2/27/2015

Evidence of Completion

Assessment results

G3.B3 Transitioning to full implementation of the Language Arts Florida Standards(LAFS). `2`

🔑 B112453

G3.B3.S1 District staff developers will train teachers on the Language Arts Florida Standards (LAFS) throughout the school year. `4`

🔑 S123844

Strategy Rationale

The rationale is to provide guidance and support to implement the new standards with fidelity.

Action Step 1 `5`

Contact district support to schedule staff developers to train teachers on the LAFS.

Person Responsible

Rachel Capitano

Schedule

Every 2 Months, from 8/28/2014 to 6/4/2015

Evidence of Completion

The 2015 results from the Florida State Assessment.

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

Teachers will attend staff development training on the new Language Arts Florida Standards.

Person Responsible

Rachel Capitano

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets for each training.

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

Teachers will implement the new Language Arts Florida Standards with fidelity.

Person Responsible

Rachel Capitano

Schedule

Monthly, from 8/28/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthroughs, Informal and Formal observations.

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	Identify students who are not reading proficiently, offer remediation with iii and small group instruction.	Capitano, Rachel	9/1/2014	Documentation in lesson plans, classroom walk-throughs, Common Assessment results	6/4/2015 daily
G1.B2.S1.A1	Science instruction will be given to all students lacking content from previous grade(s).	Capitano, Rachel	8/25/2014	Performance Matters Benchmark assessments, formal and informal assessments	6/4/2015 weekly
G2.B1.S1.A1	Provide professional development for teachers, discuss implementation at LTMs.	Capitano, Rachel	8/25/2014	Diagnostic and Common Assessments.	6/4/2015 every-2-months
G2.B2.S1.A1	Utilize the Go-Math resources with fidelity, and implement the Reflex Math program.	Capitano, Rachel	8/18/2014	Data from Go-Math assessments, tutorial pre-tests and post-tests.	6/4/2015 weekly
G3.B1.S1.A1	Teachers are attending District training on the core reading program, participating in LTMs/common planning twice per month, lead teachers attend cadre meetings and	Capitano, Rachel	8/18/2014	Minutes, Agendas, sign in sheets, classroom walk-through data, student achievement data.	6/4/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	train team members, District cadre trainers are conducting on site training sessions with teachers.				
G3.B2.S1.A1	Identify students, determine the areas of weakness in students, obtain materials for teachers to use during tutorial, obtain teachers to teach tutorial, prepare schedule (2 groups at 3rd, 4th and 5th grades total 6 groups)	Capitano, Rachel	11/5/2014	Results from Fall and Winter Diagnostics.	2/27/2015 semiannually
G3.B3.S1.A1	Contact district support to schedule staff developers to train teachers on the LAFS.	Capitano, Rachel	8/28/2014	The 2015 results from the Florida State Assessment.	6/4/2015 every-2-months
G1.MA1	Discussion of data at LTMs to determine if strategies are assisting students.	Capitano, Rachel	8/18/2014	FCAT Science results	6/4/2015 biweekly
G1.B1.S1.MA1	Data from assessments (FCAT Reading/Science, Diagnostics, Performance Matters, formal/informal)	Capitano, Rachel	9/1/2014	Data from assessments (FCAT Reading/Science, Diagnostics, Performance Matters, formal/informal)	6/4/2015 biweekly
G1.B1.S1.MA1	LTM data and discussions, tutorial pre/post test, Classroom walk-throughs	Capitano, Rachel	9/1/2014	Data from assessments (RRR, Performance Matters, teacher notes, formal/informal assessments), attendance in tutorial program	6/4/2015 biweekly
G1.B2.S1.MA1	Data will be collected from assessments (FCAT, Diagnostics, Performance Matters, formal/informal and teacher observations).	Capitano, Rachel	8/25/2014	Data from assessments (FCAT, Diagnostics, Performance Matters, formal/informal and teacher observations).	6/4/2015 biweekly
G1.B2.S1.MA1	LTM data discussions, formal/informal assessments and observations, classroom walk-throughs	Capitano, Rachel	8/25/2014	Data from assessments (Performance Matters, Diagnostics, formal/informal assessments and observations).	6/4/2015 biweekly
G2.MA1	Learning Team meetings twice per month, common planning sessions, common assessments, data chats with the teachers and students, professional development sessions for Math teachers.	Capitano, Rachel	8/25/2014	Assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA).	6/4/2015 biweekly
G2.B1.S1.MA1	Results from assessments	Capitano, Rachel	8/25/2014	Data from Diagnostic tests, Common Assessments, Performance Matters, informal and formal observations.	6/4/2015 monthly
G2.B1.S1.MA1	Classroom walk-throughs and LTM discussions.	Capitano, Rachel	8/25/2014	Data from Diagnostic tests, Common Assessments, Performance Matters, informal and formal observations.	6/4/2015 biweekly
G2.B2.S1.MA1	Chapter assessments, Performance Matters, Diagnostics, Teacher observations.	Capitano, Rachel	8/18/2014	Assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA).	6/4/2015 biweekly
G2.B2.S1.MA1	LTM discussions, unit assessments, Diagnostics, classroom walk-throughs, student's data folders, Performance Matters assessments	Capitano, Rachel	8/18/2014	Data analyzed at LTMs from assessment results (Diagnostics, K-5 Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA).	6/4/2015 biweekly
G3.MA1	Review of student data at Learning Team meetings twice per month.	Capitano, Rachel	8/25/2014	Assessment results (Diagnostics, K-5 Assessments, Palm Beach Performance Assessments, Formal and Informal Assessments, Teacher observations, Performance Matters, FSA)	6/4/2015 biweekly
G3.B1.S1.MA1	Classroom walk-throughs, Performance Matters Assessments, Diagnostic data, student work, classroom assessments.	Capitano, Rachel	8/18/2014	Review of student achievement data and classroom walk-though data.	6/4/2015 biweekly
G3.B1.S1.MA1	Administration will participate in LTMs/unit planning to monitor the	Capitano, Rachel	8/18/2014	Review of student achievement data and classroom walk-through data.	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
	implementation of the reading program, conduct classroom observations and review student's assessment data.				
G3.B2.S1.MA1	Pre-test/Post-test, Diagnostic Tests	Capitano, Rachel	11/5/2014	Assessment results	2/27/2015 one-time
G3.B2.S1.MA1	Monitoring student attendance.	Capitano, Rachel	11/5/2014	Sign-in sheet	2/27/2015 biweekly
G3.B3.S1.MA1	Teachers will implement the new Language Arts Florida Standards with fidelity.	Capitano, Rachel	8/28/2014	Classroom Walkthroughs, Informal and Formal observations.	6/4/2015 monthly
G3.B3.S1.MA1	Teachers will attend staff development training on the new Language Arts Florida Standards.	Capitano, Rachel	8/28/2014	Sign-in sheets for each training.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in math. This would be an increase of 5 percentage points.

G2.B1 Transitioning to full implementation of the Math Florida Standards (MAFS).

G2.B1.S1 District staff developers will train teachers on the Math Florida Standards (MAFS) throughout the school year.

PD Opportunity 1

Provide professional development for teachers, discuss implementation at LTMs.

Facilitator

Lead Teachers and District Math Contact Dale Carruthers.

Participants

All Math Teachers.

Schedule

Every 2 Months, from 8/25/2014 to 6/4/2015

G2.B2 Students are weak in basic Math facts.

G2.B2.S1 Utilize the Go-Math resources and Reflex Math.

PD Opportunity 1

Utilize the Go-Math resources with fidelity, and implement the Reflex Math program.

Facilitator

Math Teacher Leaders (cadre)

Participants

Math teachers

Schedule

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

G3. Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in Reading. This would be an increase of 5 percentage points.

G3.B1 The new balanced literacy reading program is taking time to implement with fidelity.

G3.B1.S1 Provide ongoing training opportunities for teachers on the new Core reading program.

PD Opportunity 1

Teachers are attending District training on the core reading program, participating in LTMs/common planning twice per month, lead teachers attend cadre meetings and train team members, District cadre trainers are conducting on site training sessions with teachers.

Facilitator

Lead teachers, District Cadre trainers Linda Golightly and Melissa Rothmel.

Participants

All Reading teachers.

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

G3.B2 Students entering grade level lacking Reading skills for grade level.

G3.B2.S1 Provide Reading remediation for students who are not proficient.

PD Opportunity 1

Identify students, determine the areas of weakness in students, obtain materials for teachers to use during tutorial, obtain teachers to teach tutorial, prepare schedule (2 groups at 3rd, 4th and 5th grades total 6 groups)

Facilitator

Traci Rice (SAI Teacher)

Participants

All Reading Teachers.

Schedule

Semiannually, from 11/5/2014 to 2/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 3: Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in Reading. This would be an increase of 5 percentage points.	0
Grand Total	**0**

Goal 3: Based on the 2015 Florida State Assessment (FSA) 82% of the total student population will score proficient in Reading. This would be an increase of 5 percentage points.		
Description	**Source**	**Total**
B2.S1.A1	School Improvement Funds	0
B2.S1.A1 - Community Schools Grant	Other	0
Total Goal 3		**0**