

# Royal Palm Beach Elementary School



2014-15 School Improvement Plan

## Royal Palm Beach Elementary School

11911 OKEECHOBEE BLVD, Royal Palm Beach, FL 33411

[www.edline.net/pages/royal\\_palm\\_beach\\_es](http://www.edline.net/pages/royal_palm_beach_es)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
55%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
64%

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





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Royal Palm Beach Elementary School is to provide a nurturing environment which will promote positive self esteem, academic accountability, develop technological advancements, and social and global awareness, among all culturally diverse students.

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

The vision of Royal Palm Beach Elementary School is to maximize our students' academic potential by providing them with the necessary tools and materials.

#### School Environment

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

Royal Palm Beach Elementary 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

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

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 actions plans during PBS meetings. Supplemental Academic Instruction is provided for identified students at risk.

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

We have a Behavioral Matrix and teach the expected behaviors for all areas. When needed each classroom, fine arts classroom and cafeteria have a "Reflection Table". This is an area where the student goes to reflect on the behaviors and be able to refocus so they can return to the required activity. Each teacher has a tool of corrective strategies that can be used before a referral is given. If behavior continues beyond that then a referral is written and administration follows their procedures.

##### **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**

We instill an appreciation for multicultural diversity and anti-bullying through structured guidance lessons. Our school based team meets weekly to discuss students with barriers to academic and social success. We are in the process of assigning mentors to students identified with SEL concerns.

The PBS team is developing a Check-in/Check-out, Check and Connect process to utilize with students in need of positive adult interactions and positive feedback throughout the school day.

### Early Warning Systems

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

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

We utilize data systems to identify students who have attendance, behavioral or academic concerns. We have developed rules and procedures for number of absences before referral is generated to SBT and the West Area Office. Teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

#### 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     | 13          | 10 | 5  | 9  | 8  | 7  | 52    |
| One or more suspensions         | 2           | 1  | 2  | 1  | 1  | 1  | 8     |
| Course failure in ELA or Math   | 22          | 18 | 13 | 7  | 9  | 3  | 72    |
| Level 1 on statewide assessment | 0           | 0  | 0  | 26 | 16 | 14 | 56    |

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

| Indicator                                  | Grade Level |   |   |    |   |   | Total |
|--|-------------|---|---|----|---|---|-------|
|  | K           | 1 | 2 | 3  | 4 | 5 |       |
| Students exhibiting two or more indicators | 5           | 3 | 3 | 14 | 7 | 4 | 36    |

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

Our school use an effective multi-disciplinary team to problem solve and create action plans. We have SAI, iii, LLI. We also offer notification to parents of agency and community outreach programs available to assist. We have a comprehensive school counseling program with whole group, small group and individual interventions.

### 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**

RPBES offers Meet the Teacher and Curriculum Night to ensure non-threatening methods of introducing parents to teachers and administrators. We communicate through classroom and school newsletters to parents. Parents are invited to after school performances and shows along with academic nights. Parents receive positive notes, letters and phone calls home throughout the year.

**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**

RPBES has a strong Parent Teacher Organization and School Advisory Council. Both of these, have community members that are active. We also have a Family Math Night at Target to support our school and community. Our PTO offers Family Fun Nights once a month at a participating local business. RPBES has several business partners that have adopted individual classrooms. Our school invites community members to our school for all activities.

**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               |
|-------------------|---------------------|
| Morris, Michelle  | Teacher, K-12       |
| Kennedy, Cristina | Teacher, K-12       |
| Murphy, Donna     | Teacher, K-12       |
| Herring, Melissa  | Teacher, K-12       |
| Moseley, Gladys   | Teacher, K-12       |
| Berrieum, Diana   | Guidance Counselor  |
| Waddington, Deb   | Teacher, ESE        |
| Fong, Cristina    | Assistant Principal |
| Gaugler, Tracy    | Principal           |

**Duties**

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

Each team member is responsible for meeting with respective teams and/ or delegating responsibility to monitor progress and address concerns.

**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**

RPBE's data-based problem solving processes include a tiered model of delivery of instruction (core, supplemental, intensive) - iii, SAI, tutoring. Meetings occur: SwPBS - monthly; LTM - bi-weekly; SBT -

weekly; CST - weekly; SAC - monthly. Fidelity checks include adhering to schedules and analysis of data on a regular basis.

### School Advisory Council (SAC)

#### Membership

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

| Name                | Stakeholder Group          |
|---------------------|----------------------------|
| Michelle Wood       | Teacher                    |
| Tracy Gaugler       | Principal                  |
| Greg Spence         | Teacher                    |
| Michele Bonifiglio  | Education Support Employee |
| Angela Abel         | Parent                     |
| Thomas Fihe         | Parent                     |
| Marianella Halleran | Parent                     |
| Aubin Robinson      | Parent                     |
| Maria Woodson       | Parent                     |
| Carmen Campbell     | Business/Community         |
| Lynn Balch          | Business/Community         |

#### 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*

SAC reviewed student achievement data from last year's standardized testing to identify which goals were met and how to make needed adjustments and changes that will be assessed due to the current school year testing requirements. SAC also brainstormed ideas to set new goals for this year that address the change in rigor.

*Development of this school improvement plan*

The SAC met to review last years plan and offered input and suggestions. SAC also brainstormed ideas to set new goals for this year that address the change in rigor. They participated in the finalization of the current plan by reviewing all input from staff and other constituents.

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

SAC will review SIP as needed and vote on changes if required. SIP funds will be discussed and approval for use will be voted on by SAC to enhance the educational programs at our school.

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

No SIP funds were provided last year.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

| Name             | Title               |
|------------------|---------------------|
| Smith, Nan       | Teacher, K-12       |
| Shahin, Carol    | Teacher, K-12       |
| King, Shelly     | Teacher, K-12       |
| Wood, Michelle   | Teacher, K-12       |
| Herring, Melissa | Teacher, K-12       |
| Wolfe, Theresa   | Teacher, K-12       |
| Fong, Cristina   | Assistant Principal |
| Gaugler, Tracy   | Principal           |

#### Duties

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

The major initiatives of the LLT is Reader's and Writer's Workshop as well as unpacking Florida Standards and developing rigorous assessments to match the standards.

### 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**

Learning Team Coaches have been trained on every grade level to assist with unpacking standards and provide support during grade level LTMs. Collaborative Planning Time provided for grade levels and content areas. Professional Development Team will schedule professional development for teachers in core content and requested areas.

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

Administration will set up regular meetings of new teachers, partner new teacher with veteran staff, Job Fairs, soliciting referrals from current employees,

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

No beginning or new teachers at this time.

### 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**

Learning Team Coaches have been trained on every grade level to assist with unpacking standards and provide support during grade level LTMs.

**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**

RPBES schedules LTMs on a regular basis to make decisions about instruction based on Florida Standards and student achievement data. We utilize balanced literacy during our uninterrupted 90 minute reading block and provide intensive reading remediation during 30 minute iii block. Math is also taught whole group, small group and one on one based on students' needs and Florida's standards. We follow Writer's Workshop model school-wide. Student assessments are aligned with the standards and data is tracked through our LTMs. Teachers conduct data chats with administration to discuss student's goals for achievement.

**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:** Before School Program

**Minutes added to school year:** 0

A variety of before and afterschool tutorials are offered to students in core academic subjects.

**Strategy Rationale**

Opportunities are made available for students before school to receive extra assistance as needed.

**Strategy Purpose(s)**

- Enrichment

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

Fong, Cristina, cristina.fong@palmbeachschools.org

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

Pre-test or early data collection is used and monitored with a post-test.

**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**

Kindergarten Round-up is held in the spring prior to students entering school to provide parents with information pertaining to Kindergarten readiness. Pre-assessments are completed on every students prior to entering Kindergarten. All Kindergarten students participate in state-wide FAIR assessment

and regular district assessments. Open House and parent conferences are held to inform parents of progress.

### **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***

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

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

***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***

## 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.** All teachers collaborate to unpack Florida Standards and establish high academic expectations for all students in all content areas
  
- G2.** All teachers collaborate to develop rigorous assessments with fidelity using the Florida Standards in all content areas

## 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.** All teachers collaborate to unpack Florida Standards and establish high academic expectations for all students in all content areas **1a**

G044549

**Targets Supported** **1b**

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 77.0          |
| FSA - Mathematics - Proficiency Rate           | 76.0          |

**Resources Available to Support the Goal** **2**

- Safe School Training Learning Team Coaches
- Learning Team Coach on each grade level
- Scheduled LTM meetings
- Willingness of teachers to actively participate in LTM

**Targeted Barriers to Achieving the Goal** **3**

- Lack of time

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

Assessments, classroom observation trends, classroom testing

**Person Responsible**

Tracy Gaugler

**Schedule**

Monthly, from 9/17/2014 to 5/29/2015

**Evidence of Completion**

Assessments, classroom observation trends, classroom testing

**G2.** All teachers collaborate to develop rigorous assessments with fidelity using the Florida Standards in all content areas **1a**

G044550

**Targets Supported** **1b**

| Indicator                                      | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 77.0          |
| FSA - Mathematics - Proficiency Rate           | 76.0          |

**Resources Available to Support the Goal** **2**

- Learning Village
- Literacy Roll-out - district training
- Items specs.
- Common planning time
- Collaboration across grade levels

**Targeted Barriers to Achieving the Goal** **3**

- Lack of time

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

Monitor progress of Student Data and evidence of teaching standards through iObservation

**Person Responsible**

Tracy Gaugler

**Schedule**

Biweekly, from 9/17/2014 to 5/29/2015

**Evidence of Completion**

Assessments, classroom observation trends, classroom testing

## 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.** All teachers collaborate to unpack Florida Standards and establish high academic expectations for all students in all content areas **1**

 G044549

**G1.B1** Lack of time **2**

 B109521

**G1.B1.S1** Clear school-wide schedule to allow Bi-weekly Learning Team Meetings **4**

 S121056

#### Strategy Rationale

Time will be used to unpack standards to increase high academic expectations for all students

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

A school wide calendar was developed to include bi-weekly LTM for every grade level.

#### Person Responsible

Tracy Gaugler

#### Schedule

On 9/10/2014

#### Evidence of Completion

Completed calendar

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

Administration will monitor LTMs

**Person Responsible**

Tracy Gaugler

**Schedule**

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

**Evidence of Completion**

Agendas and sign-in sheets of LTMs

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

Following through with the meetings dates assigned and meeting LTM needs to review and discuss standards and assessments

**Person Responsible**

Tracy Gaugler

**Schedule**

Biweekly, from 9/17/2014 to 5/29/2015

**Evidence of Completion**

Completed calendar, agendas, notes and sign-in sheets

**G1.B1.S2** Provide half-day substitutes 4

S121057

**Strategy Rationale**

Provides time for teams to unpack the standards

**Action Step 1** 5

Half day substitutes will be provided to give teachers time to unpack the standards.

**Person Responsible**

Tracy Gaugler

**Schedule**

Semiannually, from 9/15/2014 to 5/29/2015

**Evidence of Completion**

Agendas and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Administration will monitor and participate in LTM and provided assistance and feedback as necessary. LT Coaches will meet monthly to discuss progress and needs.

**Person Responsible**

Cristina Fong

**Schedule**

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

**Evidence of Completion**

Agendas and notes from grade level LTMs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Administration will view sign-in sheets, agendas and notes and provide support as needed. Safe Schools staff will be meeting with LT coaches monthly.

**Person Responsible**

Cristina Fong

**Schedule**

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

**Evidence of Completion**

Calendar, sign-in sheets, agendas and notes

**G2. All teachers collaborate to develop rigorous assessments with fidelity using the Florida Standards in all content areas 1**

 G044550

**G2.B1 Lack of time 2**

 B109526

**G2.B1.S1 Clear school-wide schedule to allow Bi-weekly Learning Team Meetings 4**

 S124273

**Strategy Rationale**

Allow teachers time to develop rigorous assessments

**Action Step 1 5**

A school wide calendar was developed to include bi-weekly LTMs for every grade level.

**Person Responsible**

Tracy Gaugler

**Schedule**

On 9/10/2014

**Evidence of Completion**

Completed Calendar

## Action Step 2 5

Provide half-day substitutes

### **Person Responsible**

Tracy Gaugler

### **Schedule**

Semiannually, from 9/10/2014 to 9/10/2014

### **Evidence of Completion**

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

Administration will monitor and participate in LTM and provide assistance and feedback as necessary. LT coaches will meet monthly to discuss progress and needs.

### **Person Responsible**

Cristina Fong

### **Schedule**

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

### **Evidence of Completion**

Agendas, notes and assessments developed from LTMs

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

Administration will view sign-in sheets, agendas, notes and assessments developed. They will provide support as needed. Safe Schools staff will meet with LT coaches monthly.

### **Person Responsible**

Cristina Fong

### **Schedule**

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

### **Evidence of Completion**

Calendar, sign-in sheets, notes, and assessments

## Appendix 1: Implementation Timeline

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

| Source       | Task, Action Step or Monitoring Activity  | Who            | Start Date (where applicable) | Deliverable or Evidence of Completion                        | Due Date/ End Date     |
|--------------|---|----------------|-------------------------------|--|------------------------|
| G1.B1.S1.A1  | A school wide calendar was developed to include bi-weekly LTM for every grade level.  | Gaugler, Tracy | 8/18/2014                     | Completed calendar   | 9/10/2014 one-time     |
| G1.B1.S2.A1  | Half day substitutes will be provided to give teachers time to unpack the standards.  | Gaugler, Tracy | 9/15/2014                     | Agendas and sign-in sheets                                   | 5/29/2015 semiannually |
| G2.B1.S1.A1  | A school wide calendar was developed to include bi-weekly LTMs for every grade level.   | Gaugler, Tracy | 8/18/2014                     | Completed Calendar   | 9/10/2014 one-time     |
| G2.B1.S1.A2  | Provide half-day substitutes  | Gaugler, Tracy | 9/10/2014                     |  | 9/10/2014 semiannually |
| G1.MA1       | Assessments, classroom observation trends, classroom testing  | Gaugler, Tracy | 9/17/2014                     | Assessments, classroom observation trends, classroom testing | 5/29/2015 monthly      |
| G1.B1.S1.MA1 | Following through with the meetings dates assigned and meeting LTM needs to review and discuss standards and assessments  | Gaugler, Tracy | 9/17/2014                     | Completed calendar, agendas, notes and sign-in sheets        | 5/29/2015 biweekly     |
| G1.B1.S1.MA1 | Administration will monitor LTMs  | Gaugler, Tracy | 9/10/2014                     | Agendas and sign-in sheets of LTMs                           | 5/29/2015 biweekly     |
| G1.B1.S2.MA1 | Administration will view sign-in sheets, agendas and notes and provide support as needed. Safe Schools staff will be meeting with LT coaches monthly.                         | Fong, Cristina | 9/10/2014                     | Calendar, sign-in sheets, agendas and notes                  | 5/29/2015 monthly      |
| G1.B1.S2.MA1 | Administration will monitor and participate in LTM and provided assistance and feedback as necessary. LT Coaches will meet monthly to discuss progress and needs.             | Fong, Cristina | 9/10/2014                     | Agendas and notes from grade level LTMs                      | 5/29/2015 monthly      |
| G2.MA1       | Monitor progress of Student Data and evidence of teaching standards through iObservation  | Gaugler, Tracy | 9/17/2014                     | Assessments, classroom observation trends, classroom testing | 5/29/2015 biweekly     |
| G2.B1.S1.MA1 | Administration will view sign-in sheets, agendas, notes and assessments developed. They will provide support as needed. Safe Schools staff will meet with LT coaches monthly. | Fong, Cristina | 9/10/2014                     | Calendar, sign-in sheets, notes, and assessments             | 5/29/2015 monthly      |
| G2.B1.S1.MA1 | Administration will monitor and participate in LTM and provide assistance and feedback as necessary. LT coaches will meet monthly to discuss progress and needs.              | Fong, Cristina | 9/10/2014                     | Agendas, notes and assessments developed from LTMs           | 5/29/2015 monthly      |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description  | Total    |
|--|----------|
| <b>Goal 1:</b> All teachers collaborate to unpack Florida Standards and establish high academic expectations for all students in all content areas | 0        |
| <b>Goal 2:</b> All teachers collaborate to develop rigorous assessments with fidelity using the Florida Standards in all content areas             | 0        |
| <b>Grand Total</b>   | <b>0</b> |

### Goal 1: All teachers collaborate to unpack Florida Standards and establish high academic expectations for all students in all content areas

| Description   | Source                   | Total    |
|---|--------------------------|----------|
| <b>B1.S2.A1</b> - Amount will be determined based on the number of substitutes needed | School Improvement Funds | 0        |
| <b>Total Goal 1</b>   |                          | <b>0</b> |

### Goal 2: All teachers collaborate to develop rigorous assessments with fidelity using the Florida Standards in all content areas

| Description   | Source                   | Total    |
|---|--------------------------|----------|
| <b>B1.S1.A2</b> - Amount to be determined based on number of substitutes needed | School Improvement Funds | 0        |
| <b>Total Goal 2</b>   |                          | <b>0</b> |