West Gate Elementary School

2014-15 School Improvement Plan

West Gate Elementary School

1545 LOXAHATCHEE DR, West Palm Beach, FL 33409

www.edline.net/pages/west_gate

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	97%

Alternative/ESE Center	Charter School	Minority
No	No	93%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

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

Provide the school's vision statement

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

School Environment

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

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
Students participate in programs that welcome veterans to the school who share experiences first hand.
During each specific month (Hispanic Heritage Month, etc.) students read contributions of the various groups on the morning announcements.

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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 teachers are trained in Classroom management strategies (CHAMPS, etc.)
•SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
•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.")
•Class meetings will occur on a frequent basis to include student feedback.
•School-wide recognition system is in place;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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 monthly to discuss students with barriers to academic and social success;
•West Gate has in place various campus activities that address social/emotional needs of students;
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
•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 (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, and social-emotional 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
•Create data decision rules for number of absences or OSS before referral generated to SBT
•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure,etc.

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	28	24	24	17	16	15	124
One or more suspensions	7	7	1	6	6	2	29
Course failure in ELA or Math	49	67	60	74	66	35	351
Level 1 on statewide assessment	0	0	0	61	34	34	129

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	22	15	13	52	37	27	166

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;
•Programs are being utilized at West Gate Elementary in FY15: Lexia CORE5 online reading program is being implemented in all grade levels (K-5) , V-Math, SAI , iii, Tutorials, LLI, and Fountas and Pinnell Continuum.
•Planned Discussions during Student Reviews, Goal Setting for identified student;
•Notification procedures for parents, agency and community outreach;
•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link

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

Description

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
• Communicate classroom and school news to parents;
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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

Title i Part A funds are used to support classroom instruction (resource teachers, after-school tutorial, mobile devices and online subscriptions, ie Lexia Core 5 reading program, V-Math, LLI, and Fountas and Pinnell to supplemental educational programs). Additionally, funds are utilized to purchase materials for our parent resource center. Funds are also utilized to secure the services of a Reading Coach who offers professional development for our teachers.
West Gate Elementary partners with The Rotary Club, Kiwanis Club, Palm Beach County Sheriff's Office, Horace Mann Insurance, and other local businesses to secure and utilize all resources to support the diverse needs of our students.
Title II funds provide for SIP training and support, Marzano training and online support, Area Support Teams, and substitutes for various professional development.
VPK Head Start at West Gate Elementary is partially funded by Title I.
Lastly, Staff and Administration collaborate with the Homeless Education Assistance Resource Team as needed to meet the needs of our students and families.

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
Ordonez Feliciano, Patricia	Principal
Greene, Mary Beth	Assistant Principal
Althouse, Laura	Instructional Coach
Bail, Jill	Teacher, ESE
Abbott, Chris	Teacher, K-12
Richer, Merissa	Teacher, K-12

Duties

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

Principal and Assistant Principal - Provide a common vision for the use of data-based decision making. Work collaboratively with all stakeholders to set goals, identify and implement instructional programs that help the school achieve its goals. Oversee daily school operations. Ensure that the school-based team is implementing RTI, and that students in Special Education program as well as English Language Learners receive appropriate services.
The ESE Contact is the SBT Leader who schedules and facilitates meetings. All members of the team provide data analysis and input as each case is evaluated to best meet the needs of each individual student. The ESE contact participate in data collection, integrates instructional activities/materials into Tier 3 instruction, and collaborates with the general education teachers helping to identify interventions for students.
Team Leaders collaborate with Administration to analyze data frequently and maintain constant communication to ensure the school educational plan is meeting the academic needs of our students. Reading coach and resource teachers facilitate meetings during collaborative grade level planning. Teachers analyze data and use results to plan instruction. Professional Learning Communities at West Gate Elementary meet twice weekly (one for literacy and one for math) to plan appropriate instructional lessons for diverse learners based on data.
School Counselors provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, they link child-serving and community agencies to the school and families in support of the child's academic, emotional and social success.

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

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading coach, math resource teacher, reading resource teacher,and guidance staff. The team identifies those students who need supplemental instruction and follows the MTSS model to provide services to these students.
West Gate Elementary 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 monthly School Wide Positive Behavior Expectations meetings. We instill appreciation for multicultural diversity though our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.
Title I, Part A funds are used to purchase supplies and refreshments for parent trainings, hire reading

resource teachers, math resource teacher and .5 reading coach as well as provide for staff development opportunities for teachers . We use a large portion of the funding for both after school and Saturday tutorial programs for our students in grades 3 -5. Instructional supplies and programs are also purchased to enhance instruction.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Ordóñez	Principal
Genay Mitchell	Teacher
Evelyne Adras-Evilus	Parent
Wendy Venoff	Teacher
Mirlene Papayoutte	Parent
Fidel Flores	Business/Community
Augustina Rivera	Parent
Norberta Pascual	Parent
Maria Mateo	Parent
Paola Naranjo	Parent
Nehemi Lopez	Parent
Martha P. Martinez	Parent
Dora Mejia	Parent
Frantz Berrouet	Education Support Employee

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

Last year's School Improvement Plan (SIP) was evaluated at various meetings throughout the year. Specifically, SAC members did the following:
1. Assisted in the development and review of the SIP
2. Participated in discussions related to SIP updates.
3. Reviewed the Title 1 budget to ensure it was aligned with the SIP goals.
4. Provided input regarding support services and training
5. Reviewed, approved, and monitored the use of School Improvement funds

Development of this school improvement plan

School data is reviewed by stakeholders including SAC members, and the plan is developed based on the needs of the school. SIP updates are presented to SAC for additional feedback or approval throughout the year.
Student data from diagnostic tests and educational programs is shared with SAC members and based on those results, changes and updates to educational programs are made. Additionally, Title 1 budget is developed based on the SIP.

Preparation of the school's annual budget and plan

The proposed Title 1 budget was shared with all stakeholders at the end of the last academic year and their input was solicited at that time. Additionally, the budget was again presented at the first FY15 SAC meeting to allow new SAC members to provide their input. During this first meeting the School Improvement Plan was presented and reviewed. SAC members were asked to provide input and approve the SIP. Updates to the annual budget and SIP will be provided throughout the year.

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

$1,128 were used to purchased our "Student of the Month" incentives, FCAT incentives, and student journals.

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
Althouse, Laura	Instructional Coach
Richer, Merissa	Teacher, K-12
D'Arcangelo, Megan	Teacher, K-12
Venoff, Wendy	Instructional Media
Morse, Diana	Teacher, K-12
Ordonez Feliciano, Patricia	Principal
Wilson, Ryann	Teacher, K-12
Puppo, Sheri	Teacher, K-12
Pichardo, Arelis	Teacher, K-12
Minnich, Alyssa	Teacher, K-12
Hughes, Bailey	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT is comprised of leaders in literacy, one from each grade level, the literacy coach, reading resource teacher, a representative from the ESOL department, a representative from the ESE department, and the school Principal. The team uses data to establish the literacy goals and plan for the school year. The team meets monthly to execute the action plan that promotes and supports the implementation of the District adopted balanced literacy program. The team promote and support literacy in a variety of ways: literacy nights, professional development, leaders coaching and/or modeling, summer literacy program, 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

Every day, two grade levels have the opportunity to participate in our Professional Learning Community meetings to plan collaboratively with either the Reading Coach or a Resource Teacher. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The recruiting and retention of highly qualified staff begins with a detailed screening process of candidates. We also work with our staffing specialist at the District level. Once candidates are screened they go through a rigorous interview process. When the candidate is hired, he/she is immediately paired with a veteran teacher mentor in their grade level and are entered into the Educator Support Program. Their performance is monitored and support is provided as needed.
West Gate Elementary provides ongoing support to teachers in the form of mentoring and professional development programs.
Each teacher develops a Professional Growth Plan which is used and monitored throughout the year to help with individual professional growth.

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.
New teachers meet with administration once a month to learn about important topics that affect their job. Additionally, each new teacher is paired with a veteran teacher mentor who is in the same grade level and Clinical Ed Certified. The mentor is able to observe and provide feedback on an ongoing basis when needed. Administrators conduct frequent walkthroughs, informal and formal observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, 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
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Professional Learning Communities
•Conducting data chats with students
•Creating units of study based on current data
•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 teaching

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

Strategy: Extended School Day

Minutes added to school year: 2,880

After school tutoring program for students below grade level. Three hours per week for 16 weeks.

Strategy Rationale

Need for supplemental instruction

Strategy Purpose(s)

 • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ordonez Feliciano, Patricia, patricia.ordonez-feliciano@palmbeachschools.org

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

Common assessments and diagnostic results are monitored.

Strategy: Weekend Program

Minutes added to school year: 2,520

Saturday tutorial program. Three hours per day for 14 Saturdays.

Strategy Rationale

Need for supplemental

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ordonez Feliciano, Patricia, patricia.ordonez-feliciano@palmbeachschools.org

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

Common assessments and diagnostic results are monitored

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, content areas, and feeder schools. 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.
Local Head Start and private pre-schools are invited to bring their students to visit our K classes every spring. Staff and teaches go over the curriculum and instructional programs in place. Each parent receives a packet to use to take home and work with their student. A Kindergarten Round-up is also scheduled in the spring to register and orient future Kindergarten students and parents. During the roundup, teachers review the curriculum and send packets home. All incoming kindergarten students are invited to participate in our Summer Slide Program and receive a brand new book upon registering. Within the first 30 days of school, all Kindergarten students are assessed through the state's FLKRS. In addition, all students whose parents have checked on the registration form that they speak another language in the home are given a test of oral language to determine eligibility for the ELL program.

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.   Teachers will effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to ELA, Mathematics and Science Florida Standards.

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. Teachers will effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to ELA, Mathematics and Science Florida Standards. 1a

🔑 G044688

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0
Math Gains	70.0
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Literacy Coach Literacy Resource Teacher Math Resource Teacher Supplemental Academic Instruction Teacher 100% Highly Qualified Teachers Science IDEAS - National Science Foundation Grant STEM Training Lexia CORE5 Reading program V-Math program Professional Learning Community Technology - computer and iPad labs

- Level Literacy Intervention Program

- Tutoring Program

- Parent Training on Literacy and Math

- Professional Development includes Professional Learning Communities for Math and Literacy, Book Study - "Engaging Students With Poverty in Mind: Practical Strategies for Raising Achievement", Marzano, Literacy Cohort training, Math Cadre training, Science IDEAS training, STEM training, ESOL training, ESE Strategies training, and Gifted Strategies training.

- Additional Books and Educational Resources for Students

Targeted Barriers to Achieving the Goal 3

- Parent Literacy Levels

- Large percentage of students below grade level and in need of remediation

- Teachers have limited depth related to the new standards.

Plan to Monitor Progress Toward G1. 8

Parent Training

Person Responsible
Patricia Ordonez Feliciano

Schedule
Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion
Parent Surveys

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. Teachers will effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to ELA, Mathematics and Science Florida Standards. 1

🔑 G044688

G1.B1 Parent Literacy Levels 2

🔑 B110026

G1.B1.S1 Every Student will be provided with a Student Planner and Communication Floder 4

🔑 S121500

Strategy Rationale

To facilitate open communication between teachers and parents, and increase organizational skills.

Action Step 1 5

Provide student planners and communication folders to maintain home/school communication

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

purchase order and packing slips, and completed agendas

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

Student Planners

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Planners are used including notes to and from teachers

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

Student Planners

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Parents and 'Teachers communicate on a regular basis Parent Surveys and Teacher feedback

G1.B1.S2 Literacy and Math Nights 4

S121505

Strategy Rationale

To give parents tools to support their child's academic success.

Action Step 1 5

Parent Academic Trainings

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Agendas, Sign in Sheets schedules, handouts

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

Parent Training

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Sign in sheets, evaluations, agenda, handouts

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

Parent Training

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Parent evaluations, agendas, sign in sheets, handouts

G1.B2 Large percentage of students below grade level and in need of remediation 2

🔑 B110027

G1.B2.S1 Purchase classroom supplies 4

🔑 S121506

Strategy Rationale

To support instruction

Action Step 1 5

Purchase Level Books, paper, notebooks, flash drives, highlighters, manipulatives for students

Person Responsible

Merissa Richer

Schedule

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

Evidence of Completion

Purchase Orders, P Card Receipts

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

Purchase of appropriate classroom supplies that support instruction and tutoring programs

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Purchase Orders and Packing Receipts

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

Purchase classroom supplies/ level books, to support instruction and tutoring programs

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Student Assessment Data

G1.B2.S2 Weekday After School and Saturday Tutorial Programs `4`

🔑 S121509

Strategy Rationale

Provide additional instruction for students in need of remediation.

Action Step 1 `5`

Create Tutorial Program schedule and curriculum

Person Responsible

Laura Althouse

Schedule

On 3/5/2015

Evidence of Completion

Student Participation in the Program

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Tutorial

Person Responsible

Patricia Ordonez Feliciano

Schedule

Monthly, from 9/8/2014 to 3/5/2015

Evidence of Completion

Lesson Plans and Student Attendance Sheets, Teacher sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Tutoring Program

Person Responsible

Patricia Ordonez Feliciano

Schedule

Monthly, from 9/8/2014 to 3/5/2015

Evidence of Completion

Diagnostics, Mini Assessments and FSA Results

G1.B2.S3 Hire 2.5 Resource Teachers `4`

🔑 S121511

Strategy Rationale

To provide supplemental instruction in reading and math.

Action Step 1 `5`

Hire Literacy Resource Teacher for K-5

Person Responsible

Patricia Ordonez Feliciano

Schedule

On 6/4/2015

Evidence of Completion

Payroll Timesheets

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Resource Teachers

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Schedule and monthly documentation of services, iObservations

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Resource Teachers

Person Responsible

Patricia Ordonez Feliciano

Schedule

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

Evidence of Completion

Observations, Modeling lesson plans, iObservations

G1.B2.S4 Increase use of technology for instruction 4

S121512

Strategy Rationale

To provide supplemental instruction in reading and math

Action Step 1 5

Utilize Computer Tablets to inhance instructionion

Person Responsible

Laura Althouse

Schedule

Daily, from 9/5/2014 to 6/4/2015

Evidence of Completion

Program reports

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Use of technology

Person Responsible

Chris Abbott

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Data reports generated by the program

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Monitor the effectiveness of the use of technology

Person Responsible

Patricia Ordonez Feliciano

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

compare baseline reports with end of year assessments

G1.B2.S5 Purchase online subscriptions for Lexia CORE5 reading program and V-Math [4]

🔑 S123155

Strategy Rationale

To provide supplemental instruction in reading and math

Action Step 1 [5]

Implement Lexia CORE 5 and V-Math Programs

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 9/5/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, walk throughs , discussions during PLCs, Team Meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S5 [6]

Monitor implementation of Lexia CORE 5 and V-Math Programs

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 9/5/2014 to 6/4/2015

Evidence of Completion

Program reports, Teacher, Parent, and Student feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 `7`

Monitor the effectiveness of the Lexia CORE 5 and V-Math programs

Person Responsible

Patricia Ordonez Feliciano

Schedule

Daily, from 9/5/2014 to 6/4/2015

Evidence of Completion

Student performance, diagnostics, FSA results

G1.B3 Teachers have limited depth related to the new standards. `2`

🔑 B111609

G1.B3.S1 Provide professional development `4`

🔑 S123047

Strategy Rationale

To increase teachers understanding of the standards

Action Step 1 `5`

Reading coach will provide professional development, model lessons for teachers, analyze data, and plan lessons with teachers.

Person Responsible

Laura Althouse

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Coaches logs, lesson plans, sign in sheets, PD agendas

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

monitor coaches log, PD Agendas, sign in sheets

Person Responsible

Patricia Ordonez Feliciano

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

coaches logs, iObservations, lesson plans, teacher feedback

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

monitor Reading Coach activities

Person Responsible

Patricia Ordonez Feliciano

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

coaches logs, iObservations, teacher feedback

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	Provide student planners and communication folders to maintain home/school communication	Ordonez Feliciano, Patricia	8/18/2014	purchase order and packing slips, and completed agendas	6/4/2015 daily
G1.B1.S2.A1	Parent Academic Trainings	Ordonez Feliciano, Patricia	8/18/2014	Agendas, Sign in Sheets schedules, handouts	6/4/2015 semiannually
G1.B2.S1.A1	Purchase Level Books, paper, notebooks, flash drives, highlighters, manipulatives for students	Richer, Merissa	8/12/2014	Purchase Orders, P Card Receipts	6/4/2015 semiannually
G1.B2.S2.A1	Create Tutorial Program schedule and curriculum	Althouse, Laura	9/8/2014	Student Participation in the Program	3/5/2015 one-time
G1.B2.S3.A1	Hire Literacy Resource Teacher for K-5	Ordonez Feliciano, Patricia	8/12/2014	Payroll Timesheets	6/4/2015 one-time
G1.B2.S4.A1	Utilize Computer Tablets to inhance instructionion	Althouse, Laura	9/5/2014	Program reports	6/4/2015 daily
G1.B3.S1.A1	Reading coach will provide professional development, model lessons for	Althouse, Laura	8/11/2014	Coaches logs, lesson plans, sign in sheets, PD agendas	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers, analyze data, and plan lessons with teachers.				
G1.B2.S5.A1	Implement Lexia CORE 5 and V-Math Programs	Ordonez Feliciano, Patricia	9/5/2014	Lesson Plans, walk throughs , discussions during PLCs, Team Meetings	6/4/2015 daily
G1.MA1	Parent Training	Ordonez Feliciano, Patricia	8/18/2014	Parent Surveys	6/4/2015 annually
G1.B1.S1.MA1	Student Planners	Ordonez Feliciano, Patricia	8/18/2014	Parents and 'Teachers communicate on a regular basis Parent Surveys and Teacher feedback	6/4/2015 quarterly
G1.B1.S1.MA1	Student Planners	Ordonez Feliciano, Patricia	8/18/2014	Planners are used including notes to and from teachers	6/4/2015 monthly
G1.B2.S1.MA1	Purchase classroom supplies/ level books, to support instruction and tutoring programs	Ordonez Feliciano, Patricia	8/12/2014	Student Assessment Data	6/4/2015 monthly
G1.B2.S1.MA1	Purchase of appropriate classroom supplies that support instruction and tutoring programs	Ordonez Feliciano, Patricia	8/12/2014	Purchase Orders and Packing Receipts	6/5/2015 monthly
G1.B3.S1.MA1	monitor Reading Coach activities	Ordonez Feliciano, Patricia	8/11/2014	coaches logs, iObservations, teacher feedback	6/4/2015 weekly
G1.B3.S1.MA1	monitor coaches log, PD Agendas, sign in sheets	Ordonez Feliciano, Patricia	8/11/2014	coaches logs, iObservations, lesson plans, teacher feedback	6/4/2015 weekly
G1.B1.S2.MA1	Parent Training	Ordonez Feliciano, Patricia	8/18/2014	Parent evaluations, agendas, sign in sheets, handouts	6/4/2015 semiannually
G1.B1.S2.MA1	Parent Training	Ordonez Feliciano, Patricia	8/18/2014	Sign in sheets, evaluations, agenda, handouts	6/4/2015 semiannually
G1.B2.S2.MA1	Tutoring Program	Ordonez Feliciano, Patricia	9/8/2014	Diagnostics, Mini Assessments and FSA Results	3/5/2015 monthly
G1.B2.S2.MA1	Tutorial	Ordonez Feliciano, Patricia	9/8/2014	Lesson Plans and Student Attendance Sheets, Teacher sign in sheets	3/5/2015 monthly
G1.B2.S3.MA1	Resource Teachers	Ordonez Feliciano, Patricia	8/12/2014	Observations, Modeling lesson plans, iObservations	6/4/2015 weekly
G1.B2.S3.MA1	Resource Teachers	Ordonez Feliciano, Patricia	8/12/2014	Schedule and monthly documentation of services, iObservations	6/4/2015 weekly
G1.B2.S4.MA1	Monitor the effectiveness of the use of technology	Ordonez Feliciano, Patricia	9/5/2014	compare baseline reports with end of year assessments	6/5/2015 weekly
G1.B2.S4.MA1	Use of technology	Abbott, Chris	9/5/2014	Data reports generated by the program	6/5/2015 weekly
G1.B2.S5.MA1	Monitor the effectiveness of the Lexia CORE 5 and V-Math programs	Ordonez Feliciano, Patricia	9/5/2014	Student performance, diagnostics, FSA results	6/4/2015 daily
G1.B2.S5.MA1	Monitor implementation of Lexia CORE 5 and V-Math Programs	Ordonez Feliciano, Patricia	9/5/2014	Program reports, Teacher, Parent, and Student feedback	6/4/2015 daily

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.

G1. Teachers will effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to ELA, Mathematics and Science Florida Standards.

G1.B3 Teachers have limited depth related to the new standards.

G1.B3.S1 Provide professional development

PD Opportunity 1

Reading coach will provide professional development, model lessons for teachers, analyze data, and plan lessons with teachers.

Facilitator

Laura Althouse

Participants

Teachers and staff

Schedule

Daily, from 8/11/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Teachers will effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to ELA, Mathematics and Science Florida Standards.	260,062
Grand Total	**260,062**

Goal 1: Teachers will effectively collaborate to plan and implement rigorous and relevant instruction that is strategically aligned to ELA, Mathematics and Science Florida Standards.		
Description	**Source**	**Total**
B1.S1.A1 - Agendas, communication folders	Title I Part A	2,500
B1.S1.A1 - Supplies include paper, ink, toner, post-it notes, folders, highlighters, books, refreshments for parent training.	Title I Part A	2,000
B1.S2.A1 - Refreshments for Parent Training	Title I Part A	500
B2.S1.A1 - classroom supplies	Title I Part A	3,723
B2.S2.A1 - Part Time In System - Tutorial	Title I Part A	20,981
B2.S3.A1 - 2.5 Resource Teachers	Title I Part A	164,697
B2.S4.A1 - mini iPads - computer tablets	Title I Part A	22,000
B2.S5.A1 - Online subscriptions for Lexia CORE 5 and V-Math	Title I Part A	7,000
B3.S1.A1 - Reading Coach (.5)	Title I Part A	32,939
B3.S1.A1 - PD supplies, i.e. paper, sticky notes, chart paper, flash drives, highlighters, notebook dividers, professional books, binders, file folders, etc.	Title I Part A	3,722
Total Goal 1		**260,062**