

Belvedere Elementary School

3000 PARKER AVE, West Palm Beach, FL 33405

www.edline.net/pages/belvedere_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
89%

School Grades History

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

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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

The mission of Belvedere Elementary School is embedded in our commitment to provide quality instructional programs to ensure that all students become literate, proficient, life long learners and responsible citizens. Our chief priority is meeting the academic, social, and emotional needs of our students. We are committed to accomplishing our mission in a safe, positive, nurturing environment that enhances respect, esteem, and achievement.

Provide the school's vision statement

Belvedere's vision is that all students are successful in becoming literate, proficient, life long learners, and responsible citizens, regardless of socio-economic status and/or their current level of proficiency.

School Environment

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

The school learns about students' cultures and builds relationships in a number of ways:

- *dialogue with the Guidance Counselors
- *district Professional Development
- *conferences with parents
- *discussions during LTM's
- *content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including by not limited to:
 - History of the Holocaust
 - History of Africans and African Americans
 - Hispanic Studies and Contributions
 - Women's Studies and Contributions

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

Belvedere creates an environment where students feel safe and respected before, during, and after school by utilizing Capturing Kids' Hearts and Positive Behavior Support, school wide. In addition, Belvedere has a Safety Committee which meets almost every month, in order to ensure the safety and well-being of all students, faculty, and staff.

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

Belvedere uses Capturing Kids' Hearts and Positive Behavior Support (PBS), school wide. A PBS Committee meets the fourth Monday of each month to follow up on PBS initiatives in the school, as well as any other items that need attention. There is a representative from each team on the committee, as well as an Internal Coach, who attends district PBS meetings and then shares the information with the team.

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

The social-emotional needs of all students are met daily. Each student attends Guidance once per week, where the curriculum focuses on character education. Also, there is an ESOL Guidance Counselor who is available to meet with individual students, small groups, as well as families. The ESOL Guidance Counselor also provides area resources to families. The School Based Team also meets monthly. This team addresses behavioral referrals submitted by teachers, and brainstorms a plan to support each student. When student needs are met, they are able to focus on the core academic program, and increase their learning time.

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

N/A

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

When a student is identified by our school's early warning system, they are referred to School Based Team (SBT), the Guidance Counselors are made aware so they can offer support to the student and his/her family, remediation is implemented (tutorial, iii)

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

Provide purposeful and organized events, focused on increasing the partnership between home and school, as well as increasing student achievement.

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

Belvedere always welcomes partnerships with the community. The West Palm Beach Rotary Club donated money, as well as providing dictionaries for every student in Third Grade. The Back To Basics Angel Program, adopted Belvedere again this year, and will provide sneakers, underwear, and socks to over one hundred needy students. Belvedere has also received school supply donations from many local businesses. These resources are distributed throughout the year.

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
Mahar, Diane	Principal

Duties

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

The school-based team (SBT) 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 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:

Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating

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 Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Contact, Speech Language Pathologist, ESOL Coordinator, School Psychologist, classroom teacher, Academic Coaches, RtI Facilitator, and Guidance staff.

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 are created
- *the school-based team (SBT) is implementing Rtl processes
- *assessment of Rtl skills of school staff is conducted
- *fidelity of implementation of intervention support is documented
- *effective communication with parents regarding school-based Rtl plans and activities occurs

The Rtl Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, and offer professional development and technical assistance.

Title I services are provided to ensure students requiring additional remediation are assisted through after-school programs. Title I funds also support professional development and family involvement initiatives. Students struggling in math and reading are offered Title I funded Belvedere Honeycomb Tutorial Services. Title I funds also pay the salary for two Supplemental Resource teachers, and part-time Reading Resource teacher, and one Math Coach. Finally, funding this year enables students to receive an additional hour of reading instruction.

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Through Title II funding, the District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III services are provided through the district for educational materials and ESOL district support services to improve the education of immigrant and English Language Learners.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide additional daily instruction for Level 1 and Level 2 readers (according to results from 2nd grade Spring Diagnostics and FY14 FCAT 2.0 Reading) in grades 2-3, in addition to retained third graders.

School Food Service provides free breakfast for all students and also makes available free lunch and breakfast in the summer for students under the age of 18.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (Bee A STAR), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

All funds and services provided at the Federal, State, and District level support the School Improvement Plan, including, but not limited to the following: Free Breakfast Program, Health Department Services (vision and hearing screenings) and School Nurse. Title I funding and state grant funds are used in conjunction with private funding from the Pew Foundation to train teachers, develop extensive classroom libraries, and purchase additional instructional materials. The needs of struggling readers in grades 2-4 are addressed through the state funded Supplemental Academic Instruction (SAI) model. State SAI funds are also used to pay for the school district's Summer Reading Academy (SRA), for Belvedere's third grade students who scored Level 1 on FCAT 2.0 Reading. Federal funds received from Medicaid support the work of our Speech and Language Pathologist for eligible students. Belvedere Guidance Counselors integrate and coordinate violence prevention through the Bully Proofing Program, a bullying education program, the Peace Foundation's Conflict Resolution Program, Creative Conflict Solving, and CHAMPS. In addition, the Guidance Counselors offer grief counseling for children who have experienced a significant loss in their lives. The following community agencies support Belvedere Elementary School: The City of West Palm Beach Police Department, The Palm Beach Post, West Palm Beach Chamber of Commerce, Back to Basics, and Aspira.

Required instruction listed in Florida Statute 1003.42(2), as applicable to appropriate grade levels.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Diane Mahar	Principal
Mario Portillo	Teacher
Sarita Pierre Louis	Teacher
Martin Bradburn	Business/Community
Oreste Desmarattes	Education Support Employee
Charlene Perez	Parent
Jo Ann Rogers	Teacher
Donna Stipek	Teacher
Floridalma Velasquez	Parent
Gilma Morales	Parent
Rena Lopez	Parent
Aldolfo Ramirez	Parent
Olga Desrosiers	Parent
Cynthia Morelos	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC has a discussion about last year's school improvement plan, as previous year's data is shared, and ideas for the upcoming year are discussed.

Development of this school improvement plan

The SAC is actively involved in the development of the school improvement plan (SIP). The SAC reviews the plan, discusses suggested revisions, and then votes to accept the SIP.

Preparation of the school's annual budget and plan

Annual budget and budgetary plans are shared with SAC. In addition, when the school is considering purchasing items that were not included in the initial SIP, SAC is involved in the decision making process.

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

SAC received funds in May of 2014. There was not an opportunity or need to use the funds. SAC will discuss and approve project budgeted with school improvement funds for this school 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
Mahar, Diane	Principal

Duties

Describe how the LLT promotes literacy within the school

During the 2014-2015 school year, the LLT will focus on effectively training parents/guardians to discuss fiction and non-fiction texts with their child(ren). The team will also encourage families to read together, with trainings and events that simulate "lap reading."

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

Belvedere utilizes several strategies to encourage positive working relationships between teachers, such as:

- *each grade level has a common planning time
- *grade levels meet together every other week during Learning Team Meetings
- *grade levels are expected to have a grade level meeting at least once per month
- *Professional Development opportunities are often tailored to specific grade levels
- *each grade level has a content leader to attend District content meetings/trainings, and then they share the information/new learning with the rest of the team
- *District Staff Developers provide grade level specific PD, so grade levels can meet, share, and learn together

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

Belvedere establishes strong partnerships with local Universities and the district's Professional Development department, and supports pre-service teachers. The Assistant Principal coordinates and monitors the intern program.

Administration retains highly qualified, certified-in-field, effective teachers by communicating regularly with all faculty, meeting individual and grade level needs, and by fostering a positive school climate and culture. Also, the Assistant Principal serves as the Educator Support Program (ESP) contact. The Assistant Principal monitors and supports new educators, so they can be successful and complete the ESP. All new employees are provided with a Buddy Teacher. This individual, along with the Team Leader, is available to support them as they get familiar with Belvedere.

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

In addition to the ESP, Belvedere also has a buddy system so every new teacher has another teacher to support him/her.

For the 2014-2015 school year:

Mariana Nicolaas (Guidance Counselor) is mentored by Margarita Santamaria (Guidance Counselor) and has Annmarie Muir as a buddy.

Marcela Leon (ASD Teacher) has Victoria Ewen as a buddy.

Angela Ogden (4th Grade) has Jennifer Kramer as a buddy.
Erin Miller (ESE Teacher) has Sarita Pierre-Louis as a buddy.
Anne Lajoie (2nd Grade) has Stacey Montoya as a buddy.

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

Core instructional programs and materials are aligned to Florida's standards, and this is ensured by:

- *Classroom Walkthroughs conducted by Administration
- *Lesson Plan Reviews by Administration
- *Unpacking Standards during Learning Team Meetings (LTMs)
- *PD on standards during PD with the District Staff Developers

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

Data on academic progress is collected and used in a variety of ways (Reading Running Records, Diagnostics, oral rehearsal, chapter and unit tests, exit tickets and other formative assessments). Teachers analyze the data individually, during grade level meetings, during Professional Development, as well as during LTMs. After analyzing the data, instructional decisions are made. Teachers use the data to determine small groups and the focus of the small group instruction, iii groups and appropriate instruction during iii, students needing tutorial, and potential revisions to the teacher's focus calendar.

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: 10,800

All students will receive 60 additional minutes of reading instruction. During the additional 60 minutes, students will benefit from extra instruction and practice with fluency, word work, and comprehension.

Strategy Rationale

Many students need more than the 90 minute literacy block and potentially 30 minutes of iii. After school tutorial affords them more time for literacy instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mahar, Diane, diane.mahar@palmbeachschools.org

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

Throughout the year, data collected from the Imagine Learning software program will provide information on the effectiveness of the strategy.

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

Belvedere Elementary currently has no preschool program on campus. Families with preschool children are directed to Voluntary Pre-Kindergarten (VPK) centers at area schools and/or private day care centers. The VPK programs are well versed in Kindergarten academic and behavioral expectations.

In addition to Kindergarten Round Up, parents participate in Kindergarten Curriculum Meeting. The Kindergarten teachers share "What to Expect" in Kindergarten by informing parents about Florida's standards, expectations, schedules, and the rigor of the curriculum. During our yearly "Meet and Greet" parents and students visit Kindergarten classrooms.

During the 2014-2015 school year, Belvedere implemented staggered start. This helped students transition, since their first day of Kindergarten was with only 5 other students (in their class). Incoming students were also administered a screening, to determine early literacy behaviors. Teachers were able to meet individual needs with this data.

The ESE Contact, Kindergarten representative and/or Speech Language Pathologist participates in transition meetings of ESE students. The ESOL Coordinator and ESOL teachers administer oral language assessments in order to determine English Language Proficiency for all Kindergarteners who speak a second language at home.

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 implement a variety of strategies, in order to monitor student learning of the Florida Standards.
- G2.** Teachers will implement research based technology programs, in order to meet the needs of all students.
- G3.** Teachers will provide explicit Oral Language and vocabulary instruction that is research based, in order to meet the needs of all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will implement a variety of strategies, in order to monitor student learning of the Florida Standards. 1a

G048766

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
FSA - Mathematics - Proficiency Rate	60.0

Resources Available to Support the Goal 2

- Florida Standards
- Marzano Evaluation System
- Academic Coaches
- PBC District Staff Developers
- Staff Developers from Teacher's College at Columbia University

Targeted Barriers to Achieving the Goal 3

- In the past, Professional Development has not emphasized how teachers can utilize a variety of methods for monitoring learning towards the standards.
- Students often need additional time to process new skills and practice concepts.

Plan to Monitor Progress Toward G1. 8

Data from common assessments, diagnostics, RRRs, exit tickets

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Data analysis from LTMs, EDW reports for diagnostics and RRRs, FSA data

G2. Teachers will implement research based technology programs, in order to meet the needs of all students. 1a

G048721

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- V Math Site License
- iPads
- iPad cart
- Laptop carts
- Math Coach
- Bretford PowerSync Cart

Targeted Barriers to Achieving the Goal 3

- Students have limited access to technology in the classrooms.

Plan to Monitor Progress Toward G2. 8

Data from common assessments, diagnostics, computer software reports

Person Responsible

Diane Mahar

Schedule

Monthly, from 10/13/2014 to 6/4/2015

Evidence of Completion

Notes from LTMs, Math Coach's log, data from common assessments, diagnostics, computer software reports

G3. Teachers will provide explicit Oral Language and vocabulary instruction that is research based, in order to meet the needs of all students. 1a

G048690

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Discussions 4 Learning
- Literacy Coach
- District Staff Developers
- Imagine Learning (computer software)

Targeted Barriers to Achieving the Goal 3

- Students have limited practice with using Tier 2 and content specific vocabulary words when having discussions in class and at home.

Plan to Monitor Progress Toward G3. 8

RRR, common assessments, diagnostics

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

RRR, FCAT 2.0 Science, 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. Teachers will implement a variety of strategies, in order to monitor student learning of the Florida Standards. **1**

 G048766

G1.B1 In the past, Professional Development has not emphasized how teachers can utilize a variety of methods for monitoring learning towards the standards. **2**

 B121741

G1.B1.S1 Provide PD that will help teachers develop multiple ways for monitoring learning towards the Standards. **4**

 S133699

Strategy Rationale

PD is necessary when expecting a shift in how some teachers instruct on a daily basis.

Action Step 1 **5**

Provide literacy Professional Development to teachers.

Person Responsible

Diane Mahar

Schedule

Quarterly, from 10/8/2014 to 3/9/2015

Evidence of Completion

Notes from PD, feedback from classroom visits

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

Lesson Plan reviews, classroom visitations, grade level meetings, additional PD provided as needed

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Feedback from classroom visits, grade level meeting minutes, agenda and sign in sheets from additional PDs

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

Classroom visits, LTMs, additional PD as needed

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Data from classroom instruction, feedback from classroom visits, LTM notes

G1.B2 Students often need additional time to process new skills and practice concepts. 2

 B121750

G1.B2.S1 Provide additional opportunities for students to engage in learning, after they have been monitored for progress towards the standards. 4

 S133704

Strategy Rationale

Monitoring without reteaching/remediation will not help students progress towards the learning targets.

Action Step 1 5

Resource Teacher will work with students (small group, differentiated instruction, remediation, interventions for the lowest 25%), and support our reading goal.

Person Responsible

Diane Mahar

Schedule

Quarterly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Feedback from classroom visits, Marzano walkthroughs, classroom data

Action Step 2 5

Provide extended learning opportunities to targeted groups of students (reading).

Person Responsible

Diane Mahar

Schedule

Every 6 Weeks, from 9/2/2014 to 3/2/2015

Evidence of Completion

Attendance sheets, data from assessments, diagnostics

Action Step 3 5

Provide extended learning opportunities to targeted groups of students (reading).

Person Responsible

Diane Mahar

Schedule

Every 6 Weeks, from 9/2/2014 to 3/2/2015

Evidence of Completion

Attendance sheets, data from assessments, diagnostics

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

Walkthroughs, PD provided (as needed)

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Feedback from class visits, agenda and sign in sheets from any PD provided, student data (formative assessments)

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

Classroom visits, data analyzed during LTMs

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Data from common assessments, diagnostics, RRR, computer software programs

G2. Teachers will implement research based technology programs, in order to meet the needs of all students.

1

 G048721

G2.B1 Students have limited access to technology in the classrooms. 2

 B121727

G2.B1.S1 Increase the opportunity for students to engage in meaningful, academically rigorous technology programs. 4

 S133687

Strategy Rationale

Provide opportunities for students to increase their use of technology.

Action Step 1 5

Provide students with an online resource designed to support classroom instruction.

Person Responsible

Diane Mahar

Schedule

Every 6 Weeks, from 10/13/2014 to 6/4/2015

Evidence of Completion

Lesson plans, reports from V Math

Action Step 2 5

Increase the use of technology to support classroom instruction.

Person Responsible

Diane Mahar

Schedule

On 6/4/2015

Evidence of Completion

Laptop & Mobile Devices Google Calendar with names for sign up

Action Step 3 5

Provide students with a variety of methods to master math content, so they can benefit from use of technology in the classroom.

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, feedback from classroom visits, Math Coach's weekly log, agenda and sign in from Parent Training

Action Step 4 5

Teach parents/guardians strategies for supporting mathematics at home.

Person Responsible

Diane Mahar

Schedule

Quarterly, from 10/16/2014 to 6/4/2015

Evidence of Completion

Agenda and sign in sheets

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

Classroom visits, Agenda item at LTMs

Person Responsible

Diane Mahar

Schedule

Monthly, from 10/3/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, notes from LTMs, feedback from classroom visits, sign in sheets

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

Classroom visits, analyze data at LTMs, PD provided as needed

Person Responsible

Diane Mahar

Schedule

On 6/4/2015

Evidence of Completion

Data from common assessments, diagnostics, FSA

G3. Teachers will provide explicit Oral Language and vocabulary instruction that is research based, in order to meet the needs of all students. 1

 G048690

G3.B1 Students have limited practice with using Tier 2 and content specific vocabulary words when having discussions in class and at home. 2

 B121478

G3.B1.S1 Schedule time for explicit Oral Language and vocabulary instruction 4

 S133495

Strategy Rationale

When the time is included as part of the instructional day, teachers can ensure that this type of practice will not be limited for students

Action Step 1 5

Implement Discussions 4 Learning in all K-5 classrooms, as part of Literacy Instruction.

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Increased proficiency on data from common assessments, RRR, FCAT 2.0 Science, and Florida Standards Assessment (FSA)

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

Grade Level feedback at LTMs, Coaching cycle implemented for the program, data reviewed at LTMs

Person Responsible

Diane Mahar

Schedule

Every 6 Weeks, from 10/6/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans, Administrative Walkthroughs

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

Grade Level feedback at LTMs, data reviewed at LTMs

Person Responsible

Diane Mahar

Schedule

Every 6 Weeks, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson plans, feedback from Administrative classroom visits, data from classroom assessments

G3.B1.S2 Increase the number of non-fiction books in classrooms 4

 S133500

Strategy Rationale

Students will be able to have multiple exposures to content specific vocabulary, both at school and at home

Action Step 1 5

Provide print rich environments for students.

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Volume of books in classrooms, volume of books in take home baggies for students

Action Step 2 5

Teach parents/guardians strategies for supporting literacy at home.

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Agenda and sign in sheets from parent trainings

Action Step 3 5

Provide students with a variety of methods to master science content.

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Notes from LTMs, data from common assessments, feedback from classroom visits

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom visits, PD as needed, lesson plans

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Feedback from classroom visits, data on student volume and stamina displayed in classrooms and analyzed during LTMs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom visits, PD provided when needed

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Feedback from classroom visits, notes from discussions during LTMs

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
G3.B1.S1.A1	Implement Discussions 4 Learning in all K-5 classrooms, as part of Literacy Instruction.	Mahar, Diane	10/6/2014	Increased proficiency on data from common assessments, RRR, FCAT 2.0 Science, and Florida Standards Assessment (FSA)	6/4/2015 weekly
G3.B1.S2.A1	Provide print rich environments for students.	Mahar, Diane	8/18/2014	Volume of books in classrooms, volume of books in take home baggies for students	6/4/2015 every-2-months
G2.B1.S1.A1	Provide students with an online resource designed to support classroom instruction.	Mahar, Diane	10/13/2014	Lesson plans, reports from V Math	6/4/2015 every-6-weeks
G1.B1.S1.A1	Provide literacy Professional Development to teachers.	Mahar, Diane	10/8/2014	Notes from PD, feedback from classroom visits	3/9/2015 quarterly
G1.B2.S1.A1	Resource Teacher will work with students (small group, differentiated instruction, remediation, interventions	Mahar, Diane	9/29/2014	Feedback from classroom visits, Marzano walkthroughs, classroom data	6/4/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	for the lowest 25%), and support our reading goal.				
G3.B1.S2.A2	Teach parents/guardians strategies for supporting literacy at home.	Mahar, Diane	8/18/2014	Agenda and sign in sheets from parent trainings	6/4/2015 semiannually
G2.B1.S1.A2	Increase the use of technology to support classroom instruction.	Mahar, Diane	9/29/2014	Laptop & Mobile Devices Google Calendar with names for sign up	6/4/2015 one-time
G1.B2.S1.A2	Provide extended learning opportunities to targeted groups of students (reading).	Mahar, Diane	9/2/2014	Attendance sheets, data from assessments, diagnostics	3/2/2015 every-6-weeks
G3.B1.S2.A3	Provide students with a variety of methods to master science content.	Mahar, Diane	8/18/2014	Notes from LTMs, data from common assessments, feedback from classroom visits	6/4/2015 every-2-months
G2.B1.S1.A3	Provide students with a variety of methods to master math content, so they can benefit from use of technology in the classroom.	Mahar, Diane	9/2/2014	Lesson Plans, feedback from classroom visits, Math Coach's weekly log, agenda and sign in from Parent Training	6/4/2015 monthly
G1.B2.S1.A3	Provide extended learning opportunities to targeted groups of students (reading).	Mahar, Diane	9/2/2014	Attendance sheets, data from assessments, diagnostics	3/2/2015 every-6-weeks
G2.B1.S1.A4	Teach parents/guardians strategies for supporting mathematics at home.	Mahar, Diane	10/16/2014	Agenda and sign in sheets	6/4/2015 quarterly
G1.MA1	Data from common assessments, diagnostics, RRRs, exit tickets	Mahar, Diane	9/29/2014	Data analysis from LTMs, EDW reports for diagnostics and RRRs, FSA data	6/4/2015 monthly
G1.B1.S1.MA1	Classroom visits, LTMs, additional PD as needed	Mahar, Diane	9/29/2014	Data from classroom instruction, feedback from classroom visits, LTM notes	6/4/2015 monthly
G1.B1.S1.MA1	Lesson Plan reviews, classroom visitations, grade level meetings, additional PD provided as needed	Mahar, Diane	9/29/2014	Feedback from classroom visits, grade level meeting minutes, agenda and sign in sheets from additional PDs	6/4/2015 monthly
G1.B2.S1.MA1	Classroom visits, data analyzed during LTMs	Mahar, Diane	9/8/2014	Data from common assessments, diagnostics, RRR, computer software programs	6/4/2015 monthly
G1.B2.S1.MA1	Walkthroughs, PD provided (as needed)	Mahar, Diane	9/8/2014	Feedback from class visits, agenda and sign in sheets from any PD provided, student data (formative assessments)	6/4/2015 monthly
G2.MA1	Data from common assessments, diagnostics, computer software reports	Mahar, Diane	10/13/2014	Notes from LTMs, Math Coach's log, data from common assessments, diagnostics, computer software reports	6/4/2015 monthly
G2.B1.S1.MA1	Classroom visits, analyze data at LTMs, PD provided as needed	Mahar, Diane	10/13/2014	Data from common assessments, diagnostics, FSA	6/4/2015 one-time
G2.B1.S1.MA1	Classroom visits, Agenda item at LTMs	Mahar, Diane	10/3/2014	Lesson Plans, notes from LTMs, feedback from classroom visits, sign in sheets	6/4/2015 monthly
G3.MA1	RRR, common assessments, diagnostics	Mahar, Diane	10/6/2014	RRR, FCAT 2.0 Science, FSA	6/4/2015 monthly
G3.B1.S1.MA1	Grade Level feedback at LTMs, data reviewed at LTMs	Mahar, Diane	10/6/2014	Lesson plans, feedback from Administrative classroom visits, data from classroom assessments	6/4/2015 every-6-weeks
G3.B1.S1.MA1	Grade Level feedback at LTMs, Coaching cycle implemented for the program, data reviewed at LTMs	Mahar, Diane	10/6/2014	Teacher lesson plans, Administrative Walkthroughs	6/4/2015 every-6-weeks
G3.B1.S2.MA1	Classroom visits, PD provided when needed	Mahar, Diane	8/18/2014	Feedback from classroom visits, notes from discussions during LTMs	6/4/2015 every-2-months
G3.B1.S2.MA1	Classroom visits, PD as needed, lesson plans	Mahar, Diane	8/18/2014	Feedback from classroom visits, data on student volume and stamina displayed in classrooms and analyzed during LTMs	6/4/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will implement a variety of strategies, in order to monitor student learning of the Florida Standards.

G1.B1 In the past, Professional Development has not emphasized how teachers can utilize a variety of methods for monitoring learning towards the standards.

G1.B1.S1 Provide PD that will help teachers develop multiple ways for monitoring learning towards the Standards.

PD Opportunity 1

Provide literacy Professional Development to teachers.

Facilitator

TC Staff Developers

Participants

K-5 Teachers

Schedule

Quarterly, from 10/8/2014 to 3/9/2015

G2. Teachers will implement research based technology programs, in order to meet the needs of all students.

G2.B1 Students have limited access to technology in the classrooms.

G2.B1.S1 Increase the opportunity for students to engage in meaningful, academically rigorous technology programs.

PD Opportunity 1

Provide students with an online resource designed to support classroom instruction.

Facilitator

Math Coach and/or V Math Representative

Participants

K-5 Teachers

Schedule

Every 6 Weeks, from 10/13/2014 to 6/4/2015

G3. Teachers will provide explicit Oral Language and vocabulary instruction that is research based, in order to meet the needs of all students.

G3.B1 Students have limited practice with using Tier 2 and content specific vocabulary words when having discussions in class and at home.

G3.B1.S1 Schedule time for explicit Oral Language and vocabulary instruction

PD Opportunity 1

Implement Discussions 4 Learning in all K-5 classrooms, as part of Literacy Instruction.

Facilitator

Barbara Place

Participants

K-5 Teachers

Schedule

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

G3.B1.S2 Increase the number of non-fiction books in classrooms

PD Opportunity 1

Provide print rich environments for students.

Facilitator

Literacy Coach

Participants

K-5 Teachers

Schedule

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

PD Opportunity 2

Provide students with a variety of methods to master science content.

Facilitator

Dr. Romance- Integrating Science and Literacy

Participants

Intermediate Teachers

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will implement a variety of strategies, in order to monitor student learning of the Florida Standards.	69,087
Goal 2: Teachers will implement research based technology programs, in order to meet the needs of all students.	95,050
Goal 3: Teachers will provide explicit Oral Language and vocabulary instruction that is research based, in order to meet the needs of all students.	24,147
Grand Total	188,284

Goal 1: Teachers will implement a variety of strategies, in order to monitor student learning of the Florida Standards.

Description	Source	Total
B1.S1.A1 - Consultants, supplies (chart paper, toner, copy paper, binders, folders, post its)	Title I Part A	22,400
B2.S1.A1 - Salary for classroom/resource teacher	Title I Part A	36,689
B2.S1.A2 - Part-Time In-System	Title I Part A	4,999
B2.S1.A3 - Part-Time In-System	Title I Part A	4,999
Total Goal 1		69,087

Goal 2: Teachers will implement research based technology programs, in order to meet the needs of all students.

Description	Source	Total
B1.S1.A1 - Online subscription/Software rental/License	Title I Part A	3,500
B1.S1.A2 - 20 iPads, Bretford PowerSync Cart	Title I Part A	15,232
B1.S1.A3 - Math manipulatives, classroom supplies (copy paper, chart paper, toner, post its)	Title I Part A	9,440
B1.S1.A3 - Salary for classroom/resource teacher	Title I Part A	32,939
B1.S1.A3 - Salary for coach/resource teacher	Title I Part A	32,939
B1.S1.A4 - Supplies and refreshments for training	Title I Part A	1,000
Total Goal 2		95,050

Goal 3: Teachers will provide explicit Oral Language and vocabulary instruction that is research based, in order to meet the needs of all students.

Description	Source	Total
B1.S1.A1 - Discussions 4 Learning	Title I Part A	5,900
B1.S2.A1 - Classroom libraries and classroom supplies (chart paper, toner, copy paper, post its)	Title I Part A	7,040
B1.S2.A2 - supplies and refreshments for training	Title I Part A	2,013
B1.S2.A3 - Hands-on science materials and classroom supplies (copy paper, chart paper, toner, post its)	Title I Part A	2,724
B1.S2.A3 - Non-fiction classroom libraries	Title I Part A	6,470
Total Goal 3		24,147