



## Forest Hill Elementary School

5555 PURDY LN, West Palm Beach, FL 33415

[www.edline.net/pages/forest\\_hill\\_elementary](http://www.edline.net/pages/forest_hill_elementary)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
90%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
87%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

Forest Hill Elementary envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

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

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

All teachers were trained in Responsive Classroom and Positive Behavior Support. Lesson plans reflect implementations of procedures, protocols and rules on how to create a culture of respect, responsibility and ready to learn. Three times throughout the school year administration meets with all students to review safety procedures and expectations before, during and after school. During monthly faculty meeting, PBS Liason presents and reviews ongoing data collection (student discipline referrals, student comment cards, bullying hotline, student assemblies).

##### **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**

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs

**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 Forest Hill Elementary School Based Team meets weekly to support teachers and students academically, behaviorally and socially. Data is acquired weekly from the teachers and students and presented to SBT and support personnel for further interventions. Interventions include: parent involvement, attendance monitoring, daily/weekly guidance session(s), mentoring, and district intervention specialists.

**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**

**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	27	24	30	22	15	22	140
One or more suspensions	1	2	2	6	6	6	23
Course failure in ELA or Math	42	42	47	65	84	57	337
Level 1 on statewide assessment	0	0	0	53	40	43	136

*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	10	9	16	56	44	44	179

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

- School Based Team
- LLI
- CCLC
- Summer School K-2
- After School Tutorial 3-5
- iii
- Small Group Instructions
- PBS Mentoring System

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196565>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

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

The school has a Business Partner Liaison who works with school and community volunteers to support academic programs.

**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
Arce Gonzalez, Ana	Principal
Higgins, Sean	Assistant Principal
Ayala, Olga	Administrative Support
Hayes, Lynne	Administrative Support

**Duties**

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

The members of the Rtl Leadership Team are as follows:

Principal: Provides vision and focus to the team, ensures implementation of Rtl, ensures that staff receives support to deliver intervention/strategies and understands how to interpret data, communicates with parents about the process and planned activities.

Reading Coach: Develops and identifies evidence-based intervention strategies; assist in the design and implementation for progress monitoring, data collection, and data analysis; delivers professional development and facilitates and supports data collection activities.

Speech/Language Pathologist: Provides information on the role language plays in curriculum, assessment, and instruction; assists in the selection screening measures, and identifies and analyzes existing literature on scientifically based intervention approaches.

ESE/ELL Coordinator: Facilitates development of intervention plans; provides support for intervention fidelity and documentation; Integrates core instructional activities/materials into Tier 2 and 3 instruction; collaborate with teachers and assist with the intervention implementation process; and participates in the delivery of professional development.

Guidance Counselor: Supports the child's academic, emotional, behavioral, and social success.

Rtl Specialist: Assist in the design and implementation of progress monitoring, collecting analyzing data; contributes to the development of intervention plans; implement Tier 3 interventions; and offers professional development and technical assistance.

School Psychologist: Assist in interpreting and analyzing data; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program 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 RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist and this individual reports on all data collected at future meetings.

Problem Solving Model

The four steps of the Problem-Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the students.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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

Problem-Solving & Response to Intervention Project 2008

SBT members also participate on other school-based teams where information sharing occurs during grade level, faculty and PLC meetings.

Our school integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

Our Title I funds are used to provide tutorial, materials for classrooms, parent trainings, and professional development. Technology devices are purchased for classroom and professional use. Teachers are provided the opportunity to attend professional development. Additional staff (teacher/ LTF) are added to our staff. Online subscription is purchased for professional development use. Teachers College consultant to provide professional development.

District Title I A,

Title I funds will be used to provide professional development to teachers, after school tutorial to students who are "at-risk" in reading, math, writing, and science, after school tutorial to provide reading, math, writing, and science enrichment for on or above grade level students, bookshelves and

classroom libraries to support student reading levels and the Reader's Wrokshop model, continue affording our families with educational trainings, workshop and resource materials, affording iPads to enhance communication with students of speical needs, and to hire a reading resource teacher and learning team facilitator to model, coach, teach and facilitate professional development.

**Title I, Part C - Migrant**

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

**Title I, Part D**

District receives funds to support the Education Alternative Outreach program. Services are cordinated with District Drop-Out Prevention programs.

**Title II**

District receives supplemental funds for improvidng basic education programs and technology for classrooms. New technology in the classrooms wil lincrease the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

**Title II**

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.

**Title X- Homeless**

District Homeless Social Worker proves 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**

SAI fund will be used to rememdiate Level 1 and 2 struggling readers in grads 1,2,3 and 4

**Violence Prevention Programs**

**Single School Culture and Appreciation for Multicultural Diverstity**

**Nutrition Programs**

School Food Se4rvice provides free breakfast for all student at FHE.

**Adult Education**

SB Idea offers a parent literacy programs for FH parents. The program componenets include ESOL and GED classes and life skilss.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Anita Winkis	Business/Community
Ana Arce-Gonzalez	Principal
Dawn Slipsevic	Parent
Richard Milton	Parent
Susan Fetner	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

In the October and November meetings, the SIP is written and reviewed by all membership. In January, the SAC conducts a mid-year review of the SIP and then reviewed again in May.

*Development of this school improvement plan*

The school administration will provide an opportunity for shared-decision making and quarterly updates to SAC regarding ongoing plans and goals.

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

The school budget is reviewed monthly and allocation of program needs are assessed, voted on and approved by SAC.

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

\$997.00 will be used to purchase classroom supplies and student incentives

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

No

*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
Arce Gonzalez, Ana	Principal
Ayala, Olga	Administrative Support
Hayes, Lynne	Administrative Support
Higgins, Sean	Administrative Support

**Duties**

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

The LLT plays an integral role in fostering a rich literary environment at the school for all students and staff. The team builds professional conversations, promotes collegiality, collaboration, and a culture of literacy. Initiatives are based on literacy related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home. This is a continuous process throughout the entire school year.

**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**

Daily collaborative planning sessions occur on a 6 day rotation for all kindergarten to grade 5 teachers. The assistant principals uses the protocols in the Educators Support Program to guide and support new teachers. Grade levels meet weekly for curriculum planning. All staff is a member of a committee of their choice to gain opportunities for leadership roles, team and school community building.

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

Partner mentor teachers with new teachers. Regular meetings of new teachers with administration. Reading Coach, LTM Facilitator, and Reading resource teacher to provide support to new and veteran teachers. Provide professional development, training and workshops throughout the year. Solicit referrals from current employees. Opportunities of after school tutorial and sponsoring clubs are offered to all teachers.

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

Mentees are paired with two mentors to support mentee in preparing lessons and demonstrating in the classroom as needed. Time will be given for coaching, planning and feedback. The Reading Coach works one-on-one with each mentee to support balanced literacy in the classroom. Administration meets with mentees once a month to review protocols, questions and concerns.

## **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***

Daily PLC meetings support unpacking the Florida Standards to correlate highly structured lessons and benchmark aligned assessments. Administrative walkthroughs and observations provide evidence of core instructional programs.

#### **Instructional Strategies**

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

The data feedback strategy protocol is used to analyze classroom data. Differentiated instruction follows a tiered support system of grouping students to maximize proficiency in all subject areas. Modifications of lesson plans, instruction, and assessment adheres to the needs of all students including gifted, ESE, ELL and Tier 2 and 3 students.

***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:** 7,875

Forest Hill Elementary offers after school tutorial to students in grades 3-5 in the areas of Reading, Math, and Science. Twice a week, identified students will receive remedial instruction in Reading/Math/Science in a small group setting. As well, identified students will receive enrichment activities in Reading/Math/Science. Science instruction involves hands-on activities and laboratory experience a minimum of twice a week.

### **Strategy Rationale**

Students were selected based on historical data of RRR, Diagnostics and Common Assessments.

### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Hayes, Lynne, lynne.hayes@palmbeachschools.org

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

Informal data collection is ongoing in Reading/Math/Science. Formal data collection in Reading/ Science occurs every two weeks with on-grade level assessments and weekly in Math. Assessments are analyzed by homeroom teachers and then further data analysis occurs during professional learning community meetings, every six days. Data is used to determine primary and secondary benchmarks for upcoming instruction and identifies areas of weakness and strength of students. This data is used to support common planning meetings and professional development at the school.

## **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**

At the beginning of the school year at Forest Hill Elementary, all kindergarten students are assessed using the Florida Kindergarten Readiness Screener (Word Sample) to gather information on a child's overall development and to specifically address the readiness of each student for kindergarten based on the VPK Education Standards. The FLKRS is also used to calculate the VPK Provider Kindergarten Readiness Rate, which measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based upon Florida's VPK Education Standards. The (FLKRS) includes a subset of the Early Childhood Observation System (ECHOS) and the Florida Assessments for Instruction in Reading (FAIR). This Broad Screening includes measures of Letter Naming and Phonemic Awareness, which are included in the VPK Education Standards. These data are used to calculate a student's Probability of Success in Reading Score.

In addition, Palm Beach County School District uses Fountas & Pinnell Literary Assessment System which assess Early Literacy Behaviors and oral language in students.

Through these assessments, data will be used to plan academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core kindergarten academic and behavioral instruction will include daily explicit instruction, modeling,

guided practice and independent practice of all academic/or social emotional/skills identified by screening data.

The Fountas & Pinnell Literacy Assessment System will be used on-going throughout the school year in order to determine learning gains and the need for changes to the instructional/intervention programs.

We will provide professional development opportunities for our local feeder day care centers once a trimester in order to disseminate appropriate expectations for school readiness, invite them to Curriculum Night and professional development days.

Kindergarten Round-Up is offered once a year. A review of the readiness skills and assessments given during the first days of school are presented. Information of what kindergarteners should know and do is also shared.

Also, our school has a parent/child center for ages 2-5 that includes education for parents as well as early childhood education for the children. The parents and children who live within our SAC boundaries and transition into our kindergarten classes when they turn the age of 5 and are ready to start kindergarten.

Our school also participates in the staggered start initiative. During the first three days of school, a 1/3 of the class participates daily. On the fourth day of school, all the kindergarteners attend school. School tours are provided to parents and preschool providers throughout the school year.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Professional Development for all teachers will be aligned with the new Florida Standards.
- G2.** Students and families will receive rigorous instructional activities that are aligned to the current 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. Professional Development for all teachers will be aligned with the new Florida Standards.** 1a

G046475

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	71.0

**Resources Available to Support the Goal** 2

- Reading Coach, Learning Team Facilitator, Columbia University Teachers College instructors, technology

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited understanding of the new Florida Standards and the FSA

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

RRR, school common assessments, district and state assessments, iobservation reports

**Person Responsible**

Ana Arce Gonzalez

**Schedule**

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

**Evidence of Completion**

Administrative notes on iobservation

**G2. Students and families will receive rigorous instructional activities that are aligned to the current Florida Standards.** 1a

G046468

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	52.0

**Resources Available to Support the Goal** 2

- Reading Units of Study, Leveled Literacy Intervention, Go Math, Science Fusion, iPads, Reading Counts, Lucy Calkins Writing, Reading A to Z, and Razz Kids

**Targeted Barriers to Achieving the Goal** 3

- Limited understanding of the new Florida Standards,

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

RRR, state, school and district data

**Person Responsible**

Ana Arce Gonzalez

**Schedule**

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

**Evidence of Completion**

School data, district and state data

## 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.** Professional Development for all teachers will be aligned with the new Florida Standards. **1**

 G046475

**G1.B1** Teachers have limited understanding of the new Florida Standards and the FSA **2**

 B115184

**G1.B1.S1** LTF and Reading Coach provide teachers with the opportunity to meet daily (each grade level on a six day rotation) to plan instruction and analyze data, **4**

 S126739

### Strategy Rationale

To plan for instruction that will align to the new Florida Standards

### Action Step 1 **5**

Curriculum planning, analysis of student data, and modeling of instructional strategies

#### Person Responsible

Olga Ayala

#### Schedule

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

#### Evidence of Completion

lesson plans, Common assessment data, district and state data, iobservation reports

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

classroom walkthroughs, lesson plans and state assessment scores

**Person Responsible**

Sean Higgins

**Schedule**

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

**Evidence of Completion**

informal and formal observation reports, student assessment data and lesson plans

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

walkthrough observations will be conducted, analysis of student data follow up with administration and teacher conference

**Person Responsible**

Ana Arce Gonzalez

**Schedule**

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

**Evidence of Completion**

RRR Reports, district and state reports, iobservation reports, common assessment report

**G2.** Students and families will receive rigorous instructional activities that are aligned to the current Florida Standards. **1**

 G046468

**G2.B1** Limited understanding of the new Florida Standards, **2**

 B115136

**G2.B1.S1** Provide Extended Learning opportunities for students for 3rd to 5th grade students after school, and Kindergarten to 2nd grade during the Summer. **4**

 S126719

### **Strategy Rationale**

The additional time will lesson the performance gap.

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

Provide After School Tutorial (for students in Grades 3 to 5) and Summer Tutorial (for students in Kindergarten to Grade 2)

#### **Person Responsible**

Lynne Hayes

#### **Schedule**

Biweekly, from 11/11/2014 to 6/30/2015

#### **Evidence of Completion**

attendance, lesson plans, common assessments

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

Attendance, administrative classroom walkthroughs, common assessments

#### **Person Responsible**

Lynne Hayes

#### **Schedule**

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

#### **Evidence of Completion**

RRR and common assessment reports, student attendance, iobservation reports

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

Daily classroom walkthroughs, analyze state and district assessments reports

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

iobservation reports, analysis of state and district assessments

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Provide After School Tutorial (for students in Grades 3 to 5) and Summer Tutorial (for students in Kindergarten to Grade 2)	Hayes, Lynne	11/11/2014	attendance, lesson plans, common assessments	6/30/2015 biweekly
G1.B1.S1.A1	Curriculum planning, analysis of student data, and modeling of instructional strategies	Ayala, Olga	8/12/2014	lesson plans, Common assessment data, district and state data, iobservation reports	6/5/2015 daily
G1.MA1	RRR, school common assessments, district and state assessments, iobservation reports	Arce Gonzalez, Ana	12/8/0201	Administrative notes on iobservation	6/5/2015 daily
G1.B1.S1.MA1	walkthrough observations will be conducted, analysis of student data follow up with administration and teacher conference	Arce Gonzalez, Ana	8/12/2014	RRR Reports, district and state reports, iobservation reports, common assessment report	6/5/2015 daily
G1.B1.S1.MA1	classroom walkthroughs, lesson plans and state assessment scores	Higgins, Sean	8/12/2014	informal and formal observation reports, student assessment data and lesson plans	6/5/2015 daily
G2.MA1	RRR, state, school and district data	Arce Gonzalez, Ana	8/12/2014	School data, district and state data	6/5/2015 monthly
G2.B1.S1.MA1	Daily classroom walkthroughs, analyze state and district assessments reports		8/12/2014	iobservation reports, analysis of state and district assessments	6/5/2015 daily
G2.B1.S1.MA1	Attendance, administrative classroom walkthroughs, common assessments	Hayes, Lynne	8/12/2014	RRR and common assessment reports, student attendance, iobservation reports	6/5/2015 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 Opportunities

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

**G1.** Professional Development for all teachers will be aligned with the new Florida Standards.

**G1.B1** Teachers have limited understanding of the new Florida Standards and the FSA

**G1.B1.S1** LTF and Reading Coach provide teachers with the opportunity to meet daily (each grade level on a six day rotation) to plan instruction and analyze data,

### PD Opportunity 1

Curriculum planning, analysis of student data, and modeling of instructional strategies

#### Facilitator

Reading Coach and LTF

#### Participants

All staff

#### Schedule

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

**G2.** Students and families will receive rigorous instructional activities that are aligned to the current Florida Standards.

**G2.B1** Limited understanding of the new Florida Standards,

**G2.B1.S1** Provide Extended Learning opportunities for students for 3rd to 5th grade students after school, and Kindergarten to 2nd grade during the Summer.

### PD Opportunity 1

Provide After School Tutorial (for students in Grades 3 to 5) and Summer Tutorial (for students in Kindergarten to Grade 2)

#### Facilitator

Lynne Hayes

#### Participants

Teachers K-5

#### Schedule

Biweekly, from 11/11/2014 to 6/30/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Professional Development for all teachers will be aligned with the new Florida Standards.	138,487
<b>Goal 2:</b> Students and families will receive rigorous instructional activities that are aligned to the current Florida Standards.	78,049
<b>Grand Total</b>	<b>216,536</b>

### Goal 1: Professional Development for all teachers will be aligned with the new Florida Standards.

Description	Source	Total
<b>B1.S1.A1</b> - Salary and Benefits for Reading Coach and LTF	Title I Part A	109,587
<b>B1.S1.A1</b> - Laptop for Professional Development	Title I Part A	1,500
<b>B1.S1.A1</b> - Professional Development Supplies - chart paper, ink, paper, folders, binders, highlighters, markers, paper clips, pens	Title I Part A	8,994
<b>B1.S1.A1</b> - Consultant - Columbia University Teachers College	Title I Part A	14,203
<b>B1.S1.A1</b> - Family involvement supplies-refreshments for parent trainings, enrichment books for parents, paper, ink, chart paper, crayons, markers	Title I Part A	4,203
<b>Total Goal 1</b>		<b>138,487</b>

### Goal 2: Students and families will receive rigorous instructional activities that are aligned to the current Florida Standards.

Description	Source	Total
<b>B1.S1.A1</b> - Salary and Benefits for tutorial programs	Title I Part A	45,059
<b>B1.S1.A1</b> - Classroom Supplies - ink, paper, folders, pens, pencils, chart paper, classroom libraries	Title I Part A	27,990
<b>B1.S1.A1</b> - Software license - Reading A to Z, Razz Kids	Title I Part A	5,000
<b>Total Goal 2</b>		<b>78,049</b>