

Hammock Pointe Elementary School



2014-15 School Improvement Plan

Hammock Pointe Elementary School

8400 SW 8TH ST, Boca Raton, FL 33433

www.edline.net/pages/hammock_pointe_es

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

63%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hammock Pointe Elementary School is a family of learners who foster inclusion and share diversities by recognizing and valuing each individual's strengths and talents and supporting one another's academic, professional, and social growth.

Provide the school's vision statement

Hammock Pointe is committed to excellence in education and equipping all our students with the knowledge, skills and ethics (values) required for academic success and responsible citizenship.

School Environment

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

Our school begins learning about students' cultures when their parents fill out the registration forms. Since relationship building is a priority, it continues as staff and teachers get to know the students through continuous contact. Our first faculty meeting includes a variety of methods faculty members can use to set a positive tone that will guide interaction between students. Teachers build relationships with students in the classrooms and through field trips and events at school. Professional development and/or collegial support is available for teachers who need help with positive interpersonal interaction in the classroom. As the year continues, parents are encouraged to be involved in all phases of their child's education through conferences, workshops and the many family-oriented events planned by the school and HPSCO. Many of the workshops are presented in multiple languages to facilitate involvement of parents who speak English as a second language. Other meetings are specifically planned for ELL parents and geared toward maintaining involvement in their children's education. Students are supported by the ELL Coordinator, ELL Teachers and Language Facilitators in the classroom and at school events. 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, and Sacrifices of Veterans.

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

Before and After-School Programs are provided for working parents who want to ensure their child is adequately supervised when they are not with them. Students who are dropped off by parents shortly before breakfast opens are supervised by staff and escorted to the Cafeteria, which provides free breakfast for all students. Hallways are supervised by faculty, staff and patrols as students are dismissed from breakfast and additional students arrive. While students are in their classrooms, doors remain locked, and students are not permitted to open them unless directed to do so by the teacher. Students are escorted to and from Lunch and Fine Arts by their teachers. Students are not permitted to run errands or to be out of the classrooms unless accompanied by an adult. Students are taught to follow the Single School Culture HAWKS rules and are treated with respect at all times by other students, faculty and staff. At the end of the day, students are dismissed with a color-coded tag on their backpacks indicating how they go home or which After Care Program they attend. Students are made to feel safe and comfortable from the time they arrive until the time they leave. Counseling is provided for students by the Guidance Counselor and numerous outside agencies

based upon the students' needs whether they are social, academic, or behavioral. All non-instructional staff (office staff, cafeteria personnel and after-school personnel) are involved in the modeling and teaching of interpersonal expectations for non-academic settings as well as the monitoring and reporting of violations.

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

The HAWKS Rules are the single-school culture guidelines in place throughout the school including classrooms. All students have been taught the HAWKS rules, and expectations to follow them are in place. Minimal distractions occur during instructional time because of the quality of instruction, level of engagement, and differentiated instruction. Teachers review Universal Guidelines as well as specific expectations for each learning activity. A school-wide recognition system is in place, and successes are recognized at each month's Spirit Rally as well as on the morning news. If any situation occurs during instructional time that requires more than a color change, teachers need only buzz the office and they will receive assistance. Discipline referrals must be filled out for serious infractions requiring a student to be removed from the classroom. Teachers have been trained how to fill out the referral forms and for which incidents they are appropriate. Students also follow the NED program for behavioral and academic support which stands for Never give up, Encourage others, Do your best. The combination of the single school culture HAWKS rules and the NED program has been very successful.

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

Each year, after about a month in school when the teachers have gotten to know their students, the Guidance Counselor sends an email asking for the names of students who need or would benefit from individual or group counseling. A variety of counseling is available for low self-esteem, grief, behavioral difficulties, anger management, peer counseling, etc. Instruction and student events, such as the NED assembly, address social and emotional needs of students. Some of the counseling is done on campus by the Guidance Counselor, but counseling from numerous outside agencies is also available. Intermediate students are trained as peer pals and mentors for the younger students. Individual listeners are available for students who might benefit from having someone's undivided attention for about an hour a week. The school's Guidance Counselor is also able to provide the names of agencies that can assist with students special needs. In addition, the School Based Team meets frequently to discuss students encountering barriers to academic and social success.

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

Hammock Pointe Elementary has numerous early warning indicators that are regularly monitored and cross-monitored to identify instructional strategy needs and adjust curriculum decisions accordingly. These early warning indicators include Single School Culture for Academics, SwPBS, MTSS/ST/RTI, Literacy Initiatives, Push-In/Pull-Out support, Gradual Release, Discovery Based Learning, After School Tutorial, LLI, and Kagan Strategies. EDW and SAGES reports are also used to continuously monitor student progress, attendance, and test scores.

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

After a student has been identified by the Early Warning System, there are numerous programs in place to assist the student in achieving academic success. For example, iii (Immediate Intensive Intervention), After school Tutorial, SAI, LLI, counseling, SBT referral, mentor, Listener and various programs outside of the school that the Guidance Counselor can recommend.

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/185794>.

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

An open line of communication with all stakeholders of Hammock Pointe Elementary School will be created through the use of parental communication systems such as Edline, Parentlink, Newsletters, Marquis, and e-mail blasts.

Business partners wishing to become actively engaged by word of mouth and school networking and marketing. Business partners will be responsible for assisting with providing resources, fiscally and tangibly in providing resources, incentives, and rewards in response to student achievement.

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
Crilley, Carol	Principal
Sirota, Paul	Assistant Principal
Privitere, Terry	Administrative Support
Webster, Joni	Guidance Counselor
Wegweiser, Sonia	Administrative Support

Duties

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

Carol Crilley - Principal: oversees the entire MTSS and SIP system and process. She specifically advises all team members, analyzes data and advises SAC.
 Grade Level Team leaders - Jennifer Quick (K), Dede Dalbey (1), Irene Coker (2), Courtney Lockhart (3), Julie Belford (4), and Owen Headley (5): disseminate information to grade level teams and monitor progress via weekly learning team meetings.
 Paul Sirota & Lauren Gardner - School Based Team (SBT)Co-Coordinators: coordinate review and evaluation of all students referred to SBT.
 Lisa Kaputa - SAI Coordinator: provides Strategic Academic Intervention to Tier 3 students.
 Sonia Wegweiser - ELL Coordinator: suggests possible classroom strategies and interventions beneficial to ELL students.
 Terry Privitere - ESE Coordinator/Speech-Language Pathologist: considers referrals and suggests possible classroom interventions to be considered for pre-Tier or Tier interventions.
 Joni Webster - Guidance Counselor: coordinates and officiates small group guidance addressing the behavioral and emotional needs of students.
 Paul R. Sirota - ESP: officiates the Educator Support Program to ensure that teacher mentors and mentees address the needs of all the students they serve.

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

Hammock Pointe uses data-based problem-solving to integrate academic and behavioral instruction and intervention, a.k.a. a Multi-Tiered System of Supports (MTSS). Resources are allocated in direct proportion to student needs. Hammock Pointe identifies trends and patterns using school-wide and grade-level data provided via FSS Diagnostic testing (EDW), FSA scores, as well as office referral data. Additionally, teacher lesson plans, Performance Matters Assessments (Common Assessments conducted by grade level), teacher observations and Progress Monitoring Plans (PMPs) are used to monitor core instruction, support systems, and small group and individual student needs. Title I funds will be used to provide after-school tutoring and enrichment for students. Additional content area materials will be purchased, technology peripherals, and computer-based programs will be added in order to support core curriculum. Funds will also be used to increase parent communication and purchase supplies for parent training. Staff development materials, professional books, and stipends will also be provided using Title I funds. Additionally, substitute teachers will be

funded using Title I monies to permit staff to attend professional development opportunities. Title II funds support Hammock Pointe by providing content area, Marzano, and Literacy Cohort Professional Development, as well as support from Area Instructional Teams. Title III services are provided through the District to support English Language Learners and include onsite Community Language Facilitators. Title X funds support services for students identified as homeless as needed. Blessings in a Backpack program provides weekend meals for students in need. Individual, group, and family counseling is provided through the following organizations: Chrysalis, Behavioral & Safe Schools Bullying Prevention, Boys Town, Center for Group Counseling, Mental Health Association, and the Youth Service Bureau. The Boca Museum of Art provides trips to the museum, in-class lessons for students, and family nights for the community. Family Central provides assistance to families for after-school care. AG Signs Plus, Inc. assists with signs and banners that provide information to parents and students. Hammock Pointe ensures that the needs of economically disadvantaged students are met. The services give all children a greater chance of academic success.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carol Crilley	Principal
Irene Coker	Teacher
Paul Burrage	Teacher
Karen Geisler	Teacher
Antoinette Contreras	Parent
Julieann Povsic	Parent
Maria Brueggeman	Business/Community
Sharon Silver	Parent
Holly Nilsen	Parent
Lisa Kaputa	Teacher
Mary Barnett	Business/Community
Sonia Wegweiser	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC will collaborate with administration and staff in order to evaluate the progress of last year's School Improvement Plan. This will be accomplished through the use of the school's EDW progress reports, such as FCAT scores, Progress towards A+ reports, and other relevant reporting tools including the School Effectiveness Questionnaire.

The data will be disseminated among the SAC Members and evaluated and compared against the SIP from last year to measure the degree of progress toward meeting the goals.

Development of this school improvement plan

This iteration of the S.I.P. was discussed and approved at Hammock Pointe's monthly SAC meeting on September 8, 2014. School performance data were explained and evaluated. Plans for the proposed use of supplemental funding were discussed relative to perceived priorities. The School Advisory Council is responsible for developing the School Improvement Plan. The council gets input from the faculty and staff for creating strategies that are aligned to the school's academic goals. In addition, the council looks at school data and standardized test data in setting goals and creating a school improvement focus.

Preparation of the school's annual budget and plan

The annual budget planning process will be aligned with the specific needs of the school, based on the objectives and goals outlined in the SIP. The focus will be on student achievement resources, professional development, and student incentives. The end result will be a culmination of the data obtained from prior year's standardized test results as well as current year diagnostic assessment data, including FSA diagnostics, SRI, and ELA.

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

Since the school will be receiving a small amount of school improvement monies for this year, the Committee will allocate the funds on an as-needed basis.

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

We are recruiting parents through flyers sent home, and notices posted on the web site, as well as invitations to individuals who expressed an interest in participating in the School Advisory Council. We are also individually contacting parents recommended by teachers who think the parents would be an asset to SAC.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Crilley, Carol	Principal
Sirota, Paul	Assistant Principal
Geisler, Karen	Teacher, K-12
Privitere, Terry	Administrative Support
Wegweiser, Sonia	Administrative Support
Webster, Joni	Guidance Counselor
Belford, Julie	Teacher, K-12
Coker, Irene	Teacher, K-12
Dalbey, Dede	Teacher, K-12
Gardner, Lauren	Instructional Coach
Headley, Owen	Teacher, K-12
Lockhart, Courtney	Teacher, K-12
Quick, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will use data to identify the literacy needs and expectations in the school while supporting the implementation of the new Reading and Writing programs. The LLT will communicate the current and best research-based teaching practices to school staff in order to create an effective literacy model. The LLT will serve as the liaison to ensure that the support provided by the School District meets the needs of the faculty to create school-wide student improvement in Reading.

The LLT met during the summer (2013) to discuss the "roll out" of the Scholastic/Fountas and Pinnell literacy series adopted by the School District. At that time, a plan was established for how the Reading initiative would be implemented and monitored throughout the year. The plan included a staff meeting during preschool with all new teachers to Hammock Pointe as well as those who had been at the school for three years or fewer. Since then, each grade level has an appointed representative to attend cohort meetings with other schools and to provide feedback to their respective teams at LTMs. The LLT monitors the progress and reading and writing proficiency, ensures that reading and writing is addressed in all classes and content areas, and provides teachers with the support and tools needed to teach reading and writing skills in the classroom successfully. Hammock Pointe's LLT works together to create an effective plan to assist teachers in improving student achievement by building teacher capacity and literacy efforts within the school.

Decisions made by the LLT are made during meetings held every six to eight weeks wherein feedback regarding the program opens discussion as to "what's working" and "what's not." These discussion points are given careful consideration and, if necessary, an action plan is developed. Because the Scholastic/Fountas and Pinnell literacy program is relatively new to the District, it is necessary to rely heavily upon student data as it becomes available. The cohort's input from the District meetings, and the input from the District's instructional coaches play an important role in determining the literacy action plan.

The LLT communicates the school's plan for meeting the District's initiatives for literacy via periodic emails, as well as monthly faculty meetings, periodic Professional Development Days, and weekly LTMs. The team discusses current best practices as they relate to student achievement. It focuses on what is working and shares the successes of individuals and teams.

The LLT uses data to identify the literacy needs and expectations within the school while supporting the implementation of the new Reading and Writing programs. The LLT communicates the current and best research-based teaching practices to school staff in order to create an effective literacy

model. The LLT serves as the liaison to ensure that the support provided by the School District meets the needs of the faculty as it endeavors to create school-wide student improvement in 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

There are many ways in which positive working relationships between teachers is encouraged. One method is participation in weekly Learning Team Meetings. Meetings utilize research-based protocols to focus on the students' academic needs and how students might be assessed. Student progress is monitored and instruction is modified as needed based upon collaborative decisions.

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

In addition to candidates who respond to routine position postings on the District website, attend the District Recruitment Fair, and those who are referred from the District Staff Personnel Advisor, Hammock Pointe frequently hires teachers who have successfully served as teacher interns at the school. Linda Josaphat officially serves as the orientation liaison to new teachers and teachers new to this school. Assistant Principal Paul Sirota officiates the new teacher Educator Support Program for mentoring new teachers. Principal Carol Crilley is responsible for hiring all employees.

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

Hammock Pointe's Educator Support Program (ESP), officiated by Assistant Principal Paul Sirota, pairs experienced teachers with those who have taught fewer than three years. The program employs a system of multi-step reviews and formal discussions conducted throughout an entire school year and serves a vital role in acclimating and grooming classroom teachers new to the profession.

Paul Burrage, M.A., M.A.Ed brings 17 years of professional teaching experience to Yesenia Vasquez (5th Grade).

EmcAna, brings 26 years of professional teaching experience to Jessica Stark (3rd Grade).

Erika Kreda, B. A. Ed. brings 6 years of professional teaching experience to Ilyssa Sanders (1st Grade). Mentoring activities include: classroom observations, coaching, modeling and discussing best practices, and sharing strategies to reduce and streamline the classroom management workload.

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

Hammock Pointe Elementary ensures that its core instructional programs and materials are aligned to the Florida Standards by using the instructional programs and materials that are adopted and supported by the District. Learning Village is used as a guide for lesson plans and scope and sequence for all content areas. Literacy Cohort meetings further ensure that the reading and writing are aligned to LAFS. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss information that is shared at the Cohort meetings at the Grade Level Learning Team Meetings. This supports a deeper level of comprehension and dialogue which

prevents misunderstandings and promotes opportunities for growth in instructional practice, curriculum, and the standards..

Instructional Strategies

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

Hammock Pointe Elementary uses data to provide and differentiate instruction to meet the diverse needs of its students by monitoring diagnostic and FSA scores, as well as, SRI scores, EDW reports and classroom performance data. Literacy Leadership Team meetings are held on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS). A schedule with an uninterrupted 90-minute reading block and a 45-minute uninterrupted writing block is in place. Additionally, the school utilizes a balanced literacy approach that includes whole group, small group and one-on-one instruction based on diverse student needs. Supplemental instruction is provided based on student needs. The RTI process may include LLI, fcr.org (fluency strategies), Reading A to Z (comprehension strategies), RAZ Kids, Wilson, and/or AIMSWeb.

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: 5,760

Hammock Pointe increases the amount of quality learning time via its Before and After School Care Program (SACC) with teacher tutoring and enrichment activities in Science. The school also offers monthly Astronomy Nights for Science enrichment, involving parents and (50) students using a telescope and laptop computers. Additionally, Hammock Pointe has an after-school tutoring program funded with Title 1 monies to address the needs of the lowest performing 25 percent of students in Reading and Math. Also, with refinements to the master schedule, the Fine Arts teachers are able to support and increase Intensive Instructional Intervention (iii) time for Reading. A Reading and Math Resource teacher is in place to provide coaching and support.

Strategy Rationale

Low performing students require additional instruction, practice and support that is often not available in the home setting. This issue is addressed by Hammock Pointe's tutorial program. Computers and iPads are being purchased along with subscriptions to VMath, Reflex Math and iStation to provide support and practice opportunities for low-performing students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sirota, Paul, paul.sirota@palmbeachschools.org

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

Students in the lowest performing 25 percent of Reading will be monitored using AIMS Web and LLI results.

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

Hammock Pointe provides a Kindergarten Round-Up each Spring to inform parents who will be transitioning their preschoolers into its Kindergarten program. The school sends flyers and brochures to area preschools, in addition to posting information on the school website. On the day of the Round-Up, parents convene in the Media Center where they are presented with Hammock Pointe's Kindergarten curriculum, which includes a special emphasis on Language Arts, Reading and Writing expectations and student learning tools. Additionally, parents receive an informational packet that outlines pertinent policies and procedures. Pre-school children in attendance are then escorted to a Kindergarten room where they engage in a storybook/art activity, while parents visit another classroom for a breakout session to review packet materials and ask questions.

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

N/A

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.** Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Science instruction aligned to the NGSSS.
- G2.** Hammock Pointe Elementary will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Florida Standards for Language Arts.
- G3.** Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics.

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. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Science instruction aligned to the NGSSS. 1a

G047958

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- On-line science programs and virtual labs can be used on new computers and iPads being purchased.
- Single school culture HAWKS Rules support positive behavior and minimal disruption of instruction.

Targeted Barriers to Achieving the Goal 3

- Insufficient quantity of computers and iPads to meet diverse needs of students.

Plan to Monitor Progress Toward G1. 8

Student progress on Diagnostic tests and FSA Assessments will be monitored.

Person Responsible

Carol Crilley

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student progress will be monitored through the use of EDW reports and FSA scores.

G2. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Florida Standards for Language Arts. 1a

G047907

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	72.0
ELA/Reading Gains	78.0

Resources Available to Support the Goal 2

- The school provides a .5 Reading Resource teacher for coaching and mentoring.
- District-provided balanced literacy cohort training.

Targeted Barriers to Achieving the Goal 3

- Not enough time for common planning during school.
- Balanced literacy cohort training occurs during the school day.
- Many parents and guardians are ill-equipped to assist students at home.
- Insufficient instructional materials.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics. 1a

G047905

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0
FSA - Mathematics - Proficiency Rate	68.0

Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

- Teachers need additional training to provide rigorous, relevant and well-planned Math instruction.
- Insufficient computers and on-line subscriptions are available to meet students' diverse needs.
- Many students are in need of remedial Math instruction.

Plan to Monitor Progress Toward G3. 8

Monitor student progress on Diagnostic and Standardized tests.

Person Responsible

Carol Crilley

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW reports

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. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Science instruction aligned to the NGSS. **1**

 G047958

G1.B1 Insufficient quantity of computers and iPads to meet diverse needs of students. **2**

 B119614

G1.B1.S1 Computers and iPads will be purchased to provide technological support for the science programs currently in use. **4**

 S131438

Strategy Rationale

Purchasing additional computers and iPads will help teachers provide supplemental instructional activities to meet the diverse needs of all students.

Action Step 1 **5**

Additional computers and iPads will be purchased to accommodate all students' needs.

Person Responsible

Carol Crilley

Schedule

On 6/5/2015

Evidence of Completion

We will have additional computers and iPads to meet the needs of all students.

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

Computer and iPad usage will increase to support students in Science.

Person Responsible

Paul Sirota

Schedule

On 6/5/2015

Evidence of Completion

Walkthroughs and lesson plans, and reports from online programs

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

Computer and iPad usage should increase students science scores.

Person Responsible

Emlyn McAna

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW reports

G2. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Florida Standards for Language Arts. 1

G047907

G2.B1 Not enough time for common planning during school. 2

B119445

G2.B1.S1 The school will confer with Area and/or District personnel and schools that have implemented consistent common planning sessions. 4

S131429

Strategy Rationale

Area and/or District personnel or another school may have a better way to set up the master schedule to allow for common planning time.

Action Step 1 5

Meet with Area and/or District personnel regarding better way to set up the master schedule to consistently provide common planning time.

Person Responsible

Carol Crilley

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of schedules from similar schools providing consistent common planning time.

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

Copies of possible schedules providing consistent common planning time will be shared with the Leadership Team.

Person Responsible

Carol Crilley

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of other schools' master schedules which provide consistent common planning time.

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

When venues with possible solutions have been exhausted, the Leadership Team should review, discuss, and make a decision based on information provided about whether or not common planning time can be provided for all grade levels.

Person Responsible

Paul Sirota

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting schedules, agendas, and minutes.

G2.B2 Balanced literacy cohort training occurs during the school day. 2

 B119576

G2.B2.S1 Investigate if meetings can be scheduled at a different time. 4

 S131524

Strategy Rationale

Cohort meetings scheduled during the day takes away valuable instructional time.

Action Step 1 5

Meet with Area I Instructional Team to see if Cohort meetings can be scheduled at a different time.

Person Responsible

Carol Crilley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agenda, Sign-in Sheet, Meeting notes.

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

Meeting will be scheduled with the Area I Instructional Team, Agenda and minutes will be monitored.

Person Responsible

Paul Sirota

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agenda, Sign-in Sheets and Minutes from meeting with Area I Instructional Team.

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

Present recommendations from the Area I Instructional Team to the Hammock Pointe Leadership Team.

Person Responsible

Paul Sirota

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agenda, Sign-in Sheets and Minutes from the Hammock Pointe Leadership Team.

G2.B3 Many parents and guardians are ill-equipped to assist students at home. 2

 B119577

G2.B3.S1 Provide small-group push in/pull out instruction and After-School tutoring for the lowest performing students whose parents may not be able to provide the support at home. 4

 S131668

Strategy Rationale

Low-performing students need additional instruction and practice.

Action Step 1 5

Identify and provide support and tutorial services for the lowest performing students.

Person Responsible

Paul Sirota

Schedule

On 6/5/2015

Evidence of Completion

Registration sheets, daily attendance, and lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor progress lowest performing students.

Person Responsible

Lauren Gardner

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily attendance sheets, lesson plans, EDW reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

SRI, Diagnostic and benchmark assessment scores will be monitored for progress.

Person Responsible

Paul Sirota

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW reports.

G2.B3.S2 Increase parent participation at Testing Workshops, ELL Parent Training, and Grade Level Curriculum Nights to provide parents with strategies to assist students at home. 4

 S131765

Strategy Rationale

Parents who speak English as a second language may not have adequate literacy skills to assist their children at home. There is also the possibility that the parents may be illiterate in their own language and even less capable of assisting their children.

Action Step 1 5

Host Grade Level Curriculum Nights, ELL Parent training, and Testing Workshops for parents.

Person Responsible

Sonia Wegweiser

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Copies of Notices, RSVP, and sign-in sheets.

Person Responsible

Sonia Wegweiser

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of notices, RSVP, and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Compare attendance to similar activities offered the previous year.

Person Responsible

Sonia Wegweiser

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copies of sign in sheets from this year and previous year

G2.B4 Insufficient instructional materials. 2

 B119982

G2.B4.S1 Purchase supplemental classroom and tutorial materials to enrich and differentiate instruction.

4

 S131807

Strategy Rationale

Classroom libraries and manipulatives are insufficient to meet all students needs. In addition, LLI kits are needed for use with students who require remediation.

Action Step 1 5

Purchase additional LLI kits, books for classroom libraries, and manipulatives.

Person Responsible

Carol Crilley

Schedule

On 6/5/2015

Evidence of Completion

copies of Purchase orders and budget reflect spending.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Confirm that materials are being used in the classrooms.

Person Responsible

Paul Sirota

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walkthroughs and iObservation notes.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Increase in student achievement reflected in SRI and EDW scores.

Person Responsible

Paul Sirota

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW Reports

G3. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics. 1

 G047905

G3.B1 Teachers need additional training to provide rigorous, relevant and well-planned Math instruction. 2

 B120066

G3.B1.S1 Teachers need to provide students with rigorous Math instruction aligned to the Florida Standards for Mathematics. 4

 S131869

Strategy Rationale

Some teachers need a mentor and coach to provide rigorous, relevant and well-planned Math instruction.

Action Step 1 5

Provide training and support for teachers in planning rigorous instruction aligned to the Florida Standards for Mathematics.

Person Responsible

Lauren Gardner

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classroom walkthroughs, and observations

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

Lesson plans, walkthroughs, and observations

Person Responsible

Paul Sirota

Schedule

Daily, from 9/29/2014 to 5/1/2015

Evidence of Completion

Review of lesson plans, iObservation reports

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

Monitoring of Diagnostic and Unit Assessemnts

Person Responsible

Carol Crilley

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW reports

G3.B2 Insufficient computers and on-line subscriptions are available to meet students' diverse needs. 2

B120067

G3.B2.S1 Hammock Pointe Elementary will purchase additional computers and iPads and online subscriptions to meet the diverse needs of our students. 4

S131983

Strategy Rationale

The lowest performing students will be more interested in Math and increase their test scores if they can practice Math skills using computer games.

Action Step 1 5

The school will use online math support on computers and iPads.

Person Responsible

Carol Crilley

Schedule

On 6/5/2015

Evidence of Completion

Purchase orders

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

Receipts and packing slips from computer and iPad delivery

Person Responsible

Karen Geisler

Schedule

On 6/5/2015

Evidence of Completion

Receipts and packing slips from computer and iPad delivery

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

Monitor quantity of computers checked out for use

Person Responsible

Emlyn McAna

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Destiny reports

G3.B3 Many students are in need of remedial Math instruction. 2

 B120069

G3.B3.S1 Ensure students are provided with needed remediation. 4

 S131997

Strategy Rationale

Low performing students need additional instruction and practice.

Action Step 1 5

Students will receive additional support during and after school.

Person Responsible

Carol Crilley

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Push-in/Pull out rosters, Tutorial Rosters, Lesson Plans

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

Lowest performing students will receive supplemental Math instruction and remediation in small groups in the classroom and after school.

Person Responsible

Paul Sirota

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, walkthroughs, observations, student attendance.

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

Lowest performing students will be monitored for progress on the diagnostic tests and performance on Unit tests.

Person Responsible

Schedule

Evidence of Completion

EDW reports and data analysis of Unit Test scores.

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	Meet with Area and/or District personnel regarding better way to set up the master schedule to consistently provide common planning time.	Crilley, Carol	8/18/2014	Copies of schedules from similar schools providing consistent common planning time.	6/5/2015 every-2-months
G1.B1.S1.A1	Additional computers and iPads will be purchased to accommodate all students' needs.	Crilley, Carol	8/18/2014	We will have additional computers and iPads to meet the needs of all students.	6/5/2015 one-time
G2.B2.S1.A1	Meet with Area I Instructional Team to see if Cohort meetings can be scheduled at a different time.	Crilley, Carol	8/18/2014	Agenda, Sign-in Sheet, Meeting notes.	6/5/2015 weekly
G2.B3.S1.A1	Identify and provide support and tutorial services for the lowest performing students.	Sirota, Paul	8/18/2014	Registration sheets, daily attendance, and lesson plans.	6/5/2015 one-time

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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
G2.B3.S2.A1	Host Grade Level Curriculum Nights, ELL Parent training, and Testing Workshops for parents.	Wegweiser, Sonia	8/18/2014		6/5/2015 quarterly
G2.B4.S1.A1	Purchase additional LLI kits, books for classroom libraries, and manipulatives.	Crilley, Carol	8/18/2014	copies of Purchase orders and budget reflect spending.	6/5/2015 one-time
G3.B1.S1.A1	Provide training and support for teachers in planning rigorous instruction aligned to the Florida Standards for Mathematics.	Gardner, Lauren	8/18/2014	Lesson plans, classroom walkthroughs, and observations	6/5/2015 weekly
G3.B2.S1.A1	The school will use online math support on computers and iPads.	Crilley, Carol	8/18/2014	Purchase orders	6/5/2015 one-time
G3.B3.S1.A1	Students will receive additional support during and after school.	Crilley, Carol	8/18/2014	Push-in/Pull out rosters, Tutorial Rosters, Lesson Plans	6/5/2015 monthly
G1.MA1	Student progress on Diagnostic tests and FSA Assessments will be monitored.	Crilley, Carol	8/18/2014	Student progress will be monitored through the use of EDW reports and FSA scores.	6/5/2015 monthly
G1.B1.S1.MA1	Computer and ipad usage should increase students science scores.	McAna, Emlyn	8/18/2014	EDW reports	6/5/2015 quarterly
G1.B1.S1.MA1	Computer and iPad usage will increase to support students in Science.	Sirota, Paul	8/18/2014	Walkthroughs and lesson plans, and reports from online programs	6/5/2015 one-time
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	When venues with possible solutions have been exhausted, the Leadership Team should review, discuss, and make a decision based on information provided about whether or not common planning time can be provided for all grade levels.	Sirota, Paul	8/18/2014	Meeting schedules, agendas, and minutes.	6/5/2015 every-2-months
G2.B1.S1.MA1	Copies of possible schedules providing consistent common planning time will be shared with the Leadership Team.	Crilley, Carol	8/18/2014	Copies of other schools' master schedules which provide consistent common planning time.	6/5/2015 every-2-months
G2.B2.S1.MA1	Present recommendations from the Area I Instructional Team to the Hammock Pointe Leadership Team.	Sirota, Paul	8/18/2014	Agenda, Sign-in Sheets and Minutes from the Hammock Pointe Leadership Team.	6/5/2015 monthly
G2.B2.S1.MA1	Meeting will be scheduled with the Area I Instructional Team, Agenda and minutes will be monitored.	Sirota, Paul	8/18/2014	Agenda, Sign-in Sheets and Minutes from meeting with Area I Instructional Team.	6/5/2015 monthly
G2.B3.S1.MA1	SRI, Diagnostic and benchmark assessment scores will be monitored for progress.	Sirota, Paul	8/18/2014	EDW reports.	6/5/2015 every-2-months
G2.B3.S1.MA1	Monitor progress lowest performing students.	Gardner, Lauren	8/18/2014	Daily attendance sheets, lesson plans, EDW reports	6/5/2015 weekly
G2.B4.S1.MA1	Increase in student achievement reflected in SRI and EDW scores.	Sirota, Paul	8/18/2014	EDW Reports	6/5/2015 every-2-months
G2.B4.S1.MA1	Confirm that materials are being used in the classrooms.	Sirota, Paul	8/18/2014	Walkthroughs and iObservation notes.	6/5/2015 monthly
G2.B3.S2.MA1	Compare attendance to similar activities offered the previous year.	Wegweiser, Sonia	8/18/2014	Copies of sign in sheets from this year and previous year	6/5/2015 monthly
G2.B3.S2.MA1	Copies of Notices, RSVP, and sign-in sheets.	Wegweiser, Sonia	8/18/2014	Copies of notices, RSVP, and sign-in sheets	6/5/2015 monthly
G3.MA1	Monitor student progress on Diagnostic and Standardized tests.	Crilley, Carol	8/18/2014	EDW reports	6/5/2015 monthly
G3.B1.S1.MA1	Monitoring of Diagnostic and Unit Assesemnts	Crilley, Carol	8/18/2014	EDW reports	6/5/2015 monthly
G3.B1.S1.MA1	Lesson plans, walkthroughs, and observations	Sirota, Paul	9/29/2014	Review of lesson plans, iObservation reports	5/1/2015 daily
G3.B2.S1.MA1	Monitor quantity of computers checked out for use	McAna, Emlyn	8/18/2014	Destiny reports	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1	Receipts and packing slips from computer and iPad delivery	Geisler, Karen	8/18/2014	Receipts and packing slips from computer and iPad delivery	6/5/2015 one-time
G3.B3.S1.MA1	Lowest performing students will be monitored for progress on the diagnostic tests and performance on Unit tests.		EDW reports and data analysis of Unit Test scores.	one-time	
G3.B3.S1.MA1	Lowest performing students will receive supplemental Math instruction and remediation in small groups in the classroom and after school.	Sirota, Paul	8/18/2014	Lesson plans, walkthroughs, observations, student attendance.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics.

G3.B1 Teachers need additional training to provide rigorous, relevant and well-planned Math instruction.

G3.B1.S1 Teachers need to provide students with rigorous Math instruction aligned to the Florida Standards for Mathematics.

PD Opportunity 1

Provide training and support for teachers in planning rigorous instruction aligned to the Florida Standards for Mathematics.

Facilitator

Lauren Gardner, Area and District personnel

Participants

Math teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Science instruction aligned to the NGSSS.	11,000
Goal 2: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Florida Standards for Language Arts.	58,243
Goal 3: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics.	87,176
Grand Total	156,419

Goal 1: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Science instruction aligned to the NGSSS.

Description	Source	Total
B1.S1.A1 - iPads	Title I Part A	1,000
B1.S1.A1 - Computers	Title I Part A	10,000
Total Goal 1		11,000

Goal 2: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned balanced literacy instruction aligned to the Florida Standards for Language Arts.

Description	Source	Total
B3.S1.A1 - Part-time pay for tutors	Title I Part A	8,681
B3.S1.A1 - Benefits for tutors	Title I Part A	2,317
B3.S1.A1 - 0.5 Reading Resource Teacher Salary and Benefits	Title I Part A	32,937
B3.S2.A1 - Part Time pay - Family Involvement	Title I Part A	393
B3.S2.A1 - Benefits - part time pay	Title I Part A	105
B3.S2.A1 - Consultants for Family Involvement Activities	Title I Part A	500
B3.S2.A1 - Postage	Title I Part A	2,000
B3.S2.A1 - Parent Training Supplies	Title I Part A	604
B4.S1.A1 - Supplies - classroom libraries, LLI kits, manipulatives, etc.	Title I Part A	10,706
Total Goal 2		58,243

Goal 3: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics.

Description	Source	Total
B1.S1.A1 - Workshop Facilitator- part time pay	Title I Part A	2,599
B1.S1.A1 - Stipends for PD attendance	Title I Part A	5,523
B1.S1.A1 - Benefits - Part Time Pay, Stipends, PD Subs	Title I Part A	2,341
B1.S1.A1 - PD Subs	Title I Part A	4,835
B2.S1.A1 - Online Subscriptions - Vmath, Reflex Math , iStation	Title I Part A	6,000
B3.S1.A1 - 1.0 Math Resource Teacher Salary and Benefits	Title I Part A	65,878

Goal 3: Hammock Pointe Elementary will provide rigorous, relevant, and well-planned Math instruction aligned to the Florida Standards for Mathematics.

Description	Source	Total
Total Goal 3		87,176