

# Palm Springs Elementary School



2014-15 School Improvement Plan

## Palm Springs Elementary School

101 DAVIS RD, Palm Springs, FL 33461

[www.edline.net/pages/palm\\_springs\\_elementary](http://www.edline.net/pages/palm_springs_elementary)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
95%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
91%

### School Grades History

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

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

### 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
Focus	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

To increase student achievement in all content areas, specifically targeting Reading, Math, Writing, and Science through a high functioning team that designs purposeful and meaningful work aligned to the rigor and complexity of Florida State Standards.

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

Create a climate and culture where academic learning is valued and celebrated by all stakeholders.

#### School Environment

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

A yearly calendar of diverse activities and events will be developed and implemented as we learn and celebrate the accomplishments of all individuals. The campus committees will be made up of staff, students, and parents.

(PTA/SAC/Team Leadership/Student Advisory Council/Student Safety Patrol/District Curriculum Support Staff)

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

Staff will be assigned a duty post with expectations for student safety. Administration will monitor all entrance and exit procedures initiated for campus safety. The administration will review all systems and problem solve any possible area of concern prior to student start of school. All staff will receive training regarding the safety and security of all students. A student administrative expectation assembly will occur the first month of school outlining the safety procedures for all students and staff. All visitors that enter the campus beyond the front office will receive a badge, sign-in, and provide a reason for the campus visit. An authorized volunteer list will be used to assign outside visitors access within the building. The custodians will periodically review the grounds to provide additional safety inspections for the campus. (Gates/Outside Doors Secured) The administrative team will use their radios as an efficient and effective way of communicating throughout the campus. Emails will be read on a daily basis to keep an open line of communication between campus and district staff.

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



Teachers will be given appropriate training in the development of engaging lessons which will elicit student motivation to assigned tasks. Lesson plans will be posted in the classroom for administrative review. Administrative conferences for student expectation will be provided the first month of school. A campus coordinator for Safe Schools will be identified and trained. Staff will receive training with regards to building relationships with all students. Scheduled monthly celebrations for staff and students will occur specifically targeting a campus goal. Classroom norms will be developed and posted within each hallway as a visual of our norms. A weekly schedule of administrative classroom observations and walk-throughs will be documented through conference notes.

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations. Our universal guidelines are based on our P.R.I.D.E. acronym which all students and teachers are well versed in. SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. School-wide recognition system is in place.

### **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 nurse reviews all enrollment documentation and conferences with parents regarding any or all medical concerns notated. The nurse implements yearly screening tests to identify positive or negative results. Staff have direct access to the nurse to communicate any concerns they have observed. The nurse meets with individual students per medical need. The nurse goes above and beyond by providing a health club. Students are given the opportunity to participate in a physical activity and review of the lunch menu in an attempt to improve their personal health.

We have an operational school based team that meets weekly to discuss students with barriers to academic and social success; Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students; Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc); Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### **Early Warning Systems**

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

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

The administrator will be notified if a student is absent 5 days or more. A conference with the student will occur. If the behavior continues, a conference with the parent and documentation will be implemented.

Administrative conference will occur with all students to review the behavioral and academic expectations. A copy of the campus academic and behavioral expectations will go home and will be signed by parents for acknowledgement of the rules. Classroom visitations will occur for students struggling with teacher or student relationships or academic challenges. Counselors/RTI intervention teams will support student related issues. Monitoring process to provide incentives for compliance will be developed. (School Store/Activities) Every grading cycle the counselors will provide a failure report to administrators. Teacher conferences will be scheduled and documented for review of appropriate interventions and monitoring of student progress. Staff support will be provided by campus leadership

teams. PDD will be made available to increase professional skills of all staff. Campus strength will be aligned to student need.

**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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	28	0	0	28
Level 1 on statewide assessment	22	25	20	67

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

Indicator	Grade Level	Total
	3	
Students exhibiting two or more indicators	28	28

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

Use the item analysis data to target specific areas of instructional deficit and develop strategies to remediate for all students in need. Notate the academic history of targeted students over a 3 year period if possible. Identify if the deficit area is a curriculum, human, or resource issue. Identify the data being used to determine the rationale for failure. Design an assessment that is incremental in rigor and complexity as it aligns to the deficit area of concerns. Provide differentiated instruction as the activities are designed. Develop a daily monitoring tool that informs the teacher of student progress. Periodically assess in the format students will be assessed by Florida State Standards. Revise plans when needed. Use the campus instructional strength to align with staff and student need.

**Family and Community Involvement**

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

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

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

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

Yes

**PIP Link**

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

**Description**

Will have a 50% increase in parent involvement in our content area workshops and campus programs. Monthly PTA board and general meetings will be scheduled. Staff and students will present academic focus for parent. Incentive and student recognition programs will be scheduled on the yearly calendar to increase student motivation and academic achievement. A parent center,

housed within the campus will be provided for parent trainings and a sense of belonging within the campus. Parent surveys will be implemented a minimum of twice per year to assess the effectiveness of designed programs and trainings for parents. PTA organization will be effective and inclusive, providing opportunities for diversity of input and program offerings.

**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**

Develop a strong cohesive PTA board. Develop a volunteer program that is inclusive of parents and the community. Implement a monthly communication system, requesting parent involvement. Showcase student work and leadership within the campus and programs. Develop a survey requesting parental feedback. Implement campus programs or strategies to reflect parent feedback. Provide a strong academic program that celebrates to academic achievement of students. Students are the best PR for a campus!

**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
Smith, Dawn	Attendance/Social Work
Kline, Andrew	Assistant Principal
Burroughs, Elizabeth	Instructional Coach
Orocofsky, Cynthia	Instructional Coach
Silva, Patrica	Instructional Coach
Bradley, Juliana	Instructional Coach

**Duties**

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

The School-based RTi Leadership team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, School Psychologist, Classroom Teacher, Reading/Math/ Science Coaches, SAI Teacher, Guidance Counselors & Learning Team Facilitator. The Principal provides a common vision for the use of data-based decision-making to ensure: a sound effective academic program is in place.

\*The SAI Teacher will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. The SAI Teacher: Primary & Intermediate provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

\*Classroom Teachers: Participate in student data collection, integrate core instructional activities/ materials into Tier 3 instruction, and collaborate with other teachers through such activities as co-teaching.

\*ESE & ELL Contacts: Participate in student data collection, integrate Core instructional activities/

materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

\*Instructional Coaches Reading/Math/Science: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on Scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

\*Learning Team Facilitator: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

\*School Psychologist & Guidance Staff: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

\*Principal & Assistant Principal: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, endures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicate with parents regarding school-based RTI plans and activities.

Staff Mentors: Self initiated and appointed mentors to support staff in need throughout the year with organization, instructional, and professional areas of concerns.

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

The leadership team focus their meetings around one question: How do we develop and maintain a problem-solving system to address effectiveness of core instruction as we design a rigorous curriculum aligned to Florida Standards , resource allocation and small group and individual student needs.

The leadership team meets twice monthly to engage in the following activities.

The school-based RTI leadership team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team.

The SBT will use the Problem solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and or behavioral support(supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity and monitor the progress every three weeks. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, SAI teacher, Guidance Counselor)and report back on all data collected for further discussion at future meetings.

Problem Solving Model:

The four steps of the Problem Solving Model are as follows:

Problem identification entails identifying the problem and the desired behavior for the student. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to Intervention. In this step, the effectiveness of a student's or group of student's 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 both IDEA and NCLB.

Specifically, both legislative actions support all student achieving benchmarks regardless of their status in general or special education.

In order to organize RTI efforts with other school teams, all SAI teachers have access to the RTI website and EDW. If a student who is going through the Rti process transfers, the sending school places all RTI documentation in the pony to ensure continuation of the RTI services. SAI teachers also meet monthly and can discuss specific cases in the training sessions; the sending school can update the receiving school on progress monitoring, CBM probes, and any other academic or behavioral concerns. Rti facilitators also communicate via email utilizing student numbers only; this is another way to request the sending school forward all RTI documentation for fidelity purposes. Services are provided to ensure students requiring remediation are assisted through after-school programs. The district coordinates with Title II & Title III in ensuring staff development needs are provided.

A Parent Liaison will be purchased to:

- Provide assistance to families and staff in development and annual review of the Family Involvement Policy/Plan and compact.
- Collaborate with staff and families to convene an annual meeting.
- Develop skills to become a presenter and offer presentations at meeting and workshops
- Collaborate with classroom teachers to provide communication with parents through a variety of means

including telephone, notes, newsletters e-mails, home visits, etc.

- Assist in organizing and marketing family involvement activities
- Apply for grants and recruit volunteers from community and businesses
- Participate in training, meetings, and activities offered by Federal & State Grant Department
- Make home visits and contact families by telephone or in person to encourage family involvement in school

activities

- Create or maintain a school-based family recourse room that provides information and materials to families
- Serve on the SAC or other governing bodies to ensure that families are involved as full partners in the

decisions, practices, and strategies of the SIP

- Document all family involvement activities for audit purposes (i.e. notices, agendas, sign-in rosters, travel logs)

Reading Coach, Science Coach/Resource Teacher, and Math Coach/Resource Teacher will be purchased to provide crucial coaching practices for teachers and as well as critical hands-on best practices for out students (Resource).

School will provide professional development for out parents. School will:

1. Implement Professional Development Day "Muffins for Moms" targeting the content area of Math.
2. Implement Professional Development Day "Donuts for Dads" targeting the content area of Reading.
3. Implement Professional Development Day "Goodies for Grandparents" targeting the content area of Science.
4. Monthly PTA General Meetings allowing students to showcase their learning in an open forum, providing another opportunity for parents to comprehend the Florida Standards.



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

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated through the parent liaison. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Guidance Counselors and Parent Liaison provide resources (clothing, school supplies, social services referrals) for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide instruction for Tier 1, 2, and 3 students.

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

We use Schoolwide Positive Behavior Support to improve our student behavior and to reinforce the behaviors of our students. The acronym PRIDE is posted in our classrooms and around the school campus. The P means Be Positive, the R means Be Respectful, the I means Be Independent, the D means Be Dependable, and the E means Always Excel.

Other district support at Palm Springs includes: transformational team support, science coach, Area #2 support, MTSS, Literacy Cohort Team, Second Grade Academy, Title #2 Professional Development Support

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Dawn Lewis	Principal
Andrew Kline	Principal
Mary Fiaschetti	Teacher
Michelle Cox	Business/Community
Sharon Vanscoy	Business/Community
Jessy Gallegos	Parent
	Student
Annerys Farinas	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*

Activities for 2013-2014

SAC met monthly to periodically review progress monitoring with the team and to oversee campus programs. This was an intentional design to include parents into the campus budgeting process and the use of the funds. The administrator shared Title#1 information.

Results:

Ongoing structured monitoring system needed to target academic deficiencies and to be more inclusive with regards to parent/community participation with campus programs.

*Development of this school improvement plan*

Input from SAC is a crucial part of our finalization process. As a school, we bring the SIP to SAC and they help with brainstorming and generating ideas and suggestions for all areas of the SIP. Our first meeting will be 8/26/14. Subs will be provided for all staff in attendance. Monthly meetings have been scheduled for the 2014-2015 school year.

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

The budget will align to the campus needs.

Math: 46% Met Standard/ 40% Gains (Gr #3:34%/ 4th:46%/ 5th: 33% Met Standard)

Reading: 42% Met standard/ 65% Gains (Gr #3:41%/ 4th:48%/ 5th:37% Met Standard)

Writing: 43% Met Standard/ 53% Gains (New)

Science: 35% Met Standard/ 39% Gains (Gr #5:49%)

General Operating \$5,164,604. Title Operational \$ 372,902.74 IDEA Grant \$62,968.13

Personnel/Resources/PDD)

(Leadership team will align funds to programs/strategies reflected in SIP)

Software for tutorials

Tutoring

Staff Development

Materials/General Supplies

Field Experiences

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

School Improvement Funds will be used on educational programs, implementation of Common Core, and ESE & ELL support. After school tutorials, software support for targeted students, PD for staff aligned to instructional needs. (Balanced Literacy/Writing Through the Content/Math Aligned to Standards/Science :Labs/Vocabulary)

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Smith, Dawn	Principal
Bradley, Juliana	Instructional Coach
Kauper, Melissa	Other
Kline, Andrew	Assistant Principal
Rinaldi, Lori	Teacher, ESE

**Duties**

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

Palm Beach County Literacy Roll -out and incorporating the Florida State Standards.  
PD offered throughout the school year, including a monthly monitoring system to ensure a balanced program being implemented K-5.

## 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**

Increase effective communication throughout the campus by developing a system that informs staff of expectations and tasks to meet SIP. Provide monthly incentives and celebrations to recognize staff accomplishments. (Teacher of the Month/Specific Prizes/Class Visitations/Respect/Campus Norms/Lead with Integrity and Honesty)

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

1. The school district held a Teacher Job Fair in June 2013. Resumes were collected and mini interviews were held by Principals and support staff. Palm Springs Elementary was able to hire a candidate from the Job Fair.
2. Utilization of Colleges and Universities Internship programs
3. Education Support Program which includes partnering new teachers and regular meetings of new teachers and Administration.
4. Soliciting referrals from current employees.
5. Calendar of monthly recognition and celebration of staff achievements.
6. implemented a communication system where teachers have a voice and needs are addressed within 3 working days.
7. Developing highly qualified teachers through meaningful professional trainings.

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

ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning.

ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

Our beginning teachers are paired with a mentor as well as a buddy. Together as a team, our beginning teachers are coached through this year long process, gaining experience in demonstrating critical proficiencies necessary to be an effective teacher. In addition, each new teacher receives extensive professional development in Balanced Literacy from our Reading Coach.

## 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***



Beginning of the year PDD providing resource to staff. Training with regards to the rigor and complexity added to this year's academic/instructional focus. Lesson template provided for all staff. Objective focus required in each classroom. Team planning with campus leadership weekly. Assessments designed, aligned to the standards/rigor/complexity, activities then correlated, differentiation embedded, focus for targeted students (knowing your who), monitoring system designed (daily/formative/informative assessments, and documentation system of student progress. A campus schedule developed for leadership instructional design meetings. (All documentation provided to administrator) District-wide instructional support provided monthly. PDD provided throughout the year. Administrative observations/walk-throughs providing feedback. Administrative assessment conferences for staff failing 10% or more students per grading cycle or an inability to show growth on individual students.

## **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***

Through leadership team, identified instructional strategies, researched based will be modeled for staff. In class modeling will also be provided. Lesson plan review by administrators will be conducted.

***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:** 7,200

Students in third through fifth grade are selected to attend an afterschool tutorial program by their Fall Diagnostic scores or FSA scores for third grade retention students. Students who score a level one on reading or math on the Fall Diagnostics and students who scored a level one on third grade FSA are invited to attend. Tutorial takes place on Tuesdays and Thursdays from 2:30-4:30. Each student receives an hour of reading and an hour of math instruction. Fifth grade receives reading through science instruction with opportunities for hands-on experiments.

### ***Strategy Rationale***

Extended Instructional Practice over hard to teach standards.

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

- Teacher collaboration, planning and professional development

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

Smith, Dawn, dawn.smith@palmbeachschools.org

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

Fall diagnostic tested benchmarks are used to determine the weaknesses of each grade level for reading, math, and fifth grade science. Once the weaknesses are identified, the Tutorial Directors develop lesson plans for teachers to implement in the program. FCAT scores are used to determine the effectiveness of this strategy as well as teacher observations.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,040

Students in third through fifth grade aftercare students are exposed to district scripted program (STEAM). In this program students are exposed to instructional programs that incorporate science, technology, engineering, art and math.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

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

Through staff observation of students working in cooperative groups, staff are able to assist students in completing projects. Effectiveness is determined by the completion of the project.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Kindergarten Round Up is held each year in the Spring (May). Local Day care centers are invited to bring incoming Kindergarten students in to pre-register for school. Packets of information are distributed to the Parents. Kindergarten readiness skills and parenting materials are included in the packets. Classroom visits are a part of the Kindergarten Round up program. PSE implements a staggered start during the first week of school.

**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**

NA

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

NA

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

NA

**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**

Mastery over FSA building a foundation for future learning.

## 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.** Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.
- G2.** Engage with parents and the community to improve learning and develop a stronger more vibrant community and world.
- G3.** Continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship.

## 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. Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.** 1a

G053456

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	49.0
FCAT 2.0 Science Proficiency	54.0
FSA - English Language Arts - Proficiency Rate	48.0
FAA Writing Proficiency	55.0

**Resources Available to Support the Goal** 2

- Hands-On activities; Manipulatives, Exploratory Activities, Literature, Word Walls, Acaletics, I Ready, Hands-On Equations, Enrichment activities, Tutorials, Problem of the Day, Real World Videos, Kids Learn File Folder Games, Math Daily Review, Touch Math program, Virtual Manipulatives, Riverdeep, iTools, FCAT Explorer, Destination Math, Parent University (Muffins for Moms), rigorous assessments, beginning unit letter to parents, Common Core resource books, Every Day Counts, Math Journals, Writing in Content, Hands-On Standards/ESE Support Staff, Learning Village, District Learning Web Tools, Picture Perfect and More Picture Perfect Libraries, AIMS, Science News Week, Sciencesaurus Books, Lucy Calkins

**Targeted Barriers to Achieving the Goal** 3

- Significant instructional gaps (Student:Needs Development)

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

Task analysis completed as it relates to targeted deficit. Interventions are evaluated for effectiveness and student progress monitored as observed in RTI and student assessment documentation collected every 6 week.

**Person Responsible**

Dawn Smith

**Schedule**

Every 6 Weeks, from 9/29/2014 to 5/25/2015

**Evidence of Completion**

RTI documentation/Increase Student Performance Indicators

**G2. Engage with parents and the community to improve learning and develop a stronger more vibrant community and world.** 1a

G053457

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	50.0

**Resources Available to Support the Goal** 2

- PD Training/Field Experiences/SAC/PTA/Campus Programs/Campus Communication Systems In Multiple Languages/Community Service

**Targeted Barriers to Achieving the Goal** 3

- Parent Schedules/Transportation

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

Parent Feedback

**Person Responsible**

Dawn Smith

**Schedule**

Semiannually, from 12/10/2014 to 5/13/2015

**Evidence of Completion**

Increase of positive feedback from January Survey to May Survey

**G3.** Continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship. 1a

G053458

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	80.0

**Resources Available to Support the Goal** 2

- PD/Coaches/Campus Leadership/District Support Staff/District Web Based Tools/Parent Involvement/Continuous Monitoring

**Targeted Barriers to Achieving the Goal** 3

- Belief Systems/Level of PD Capacity

**Plan to Monitor Progress Toward G3.** 8

Data Results from Staff Surveys

**Person Responsible**

Dawn Smith

**Schedule**

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

**Evidence of Completion**

Comparison of Data from Staff Surveys over time.

## 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. Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.** 1

G053456

**G1.B1 Significant instructional gaps (Student:Needs Development)** 2

B134884

**G1.B1.S1** Infusing science and social studies content into the reading block; implementing in Grades 3-5 direct teach of all content using the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more time weekly monitoring of targeted skills correlated to FSA. 50% Science Lab experiences for 5th grade students, and in grades 3-5 having SS taught during the reading block; at least one science center during each rotation can focus on content from previous year; implementing at least one hands-on inquiry-based activity at least once a week; students utilizing science notebooks to develop critical thinking skills with an emphasis on the scientific method; providing each student in grades 1-5 with a composition notebook to be used as a science notebook; implementing teacher-directed small group instruction based on assessment data, teacher observation and student response to reinforce, spiral and/or enrich skills and concepts taught; utilizing above-named resources during core science instruction with an emphasis on scientific method, vocabulary and test question analysis; utilizing the Computer Lab as a time for students, Purchasing two mobile computer labs & printers to support the Writing needs of Intermediate students, grades 4-5 as either a whole group lesson or to be completed independently, to have access to Science Newsweek, or collaborating (LTM) with Administration and peers to analyze data frequently to monitor and inform them of student needs; analyzing data in order to plan appropriate lessons for diverse learners and administer rigorous assessments, devoting one PD day a month for involving parents in science and social studies learning. Students will be given two rigorous science and math vocabulary words to review weekly as a vocab booster and remediation exercise during cafeteria. All 3-5 students will be writing through the content and maintaining a notebook for skill review. Math first unit of study to build fluency. Balanced Literacy program will be implemented, all 3-5 will follow the DA scope and sequence. 4

S146757

**Strategy Rationale**

Extended Instructional Practice Time for Abstract Concepts

**Action Step 1** 5

Provide a minimum of 5 PD for all 3-5 staff in Balanced Literacy, Math, Reading, Writing, and Science correlated to FSA for 2014-2015 SY.

**Person Responsible**

Dawn Smith

**Schedule**

Monthly, from 8/12/2014 to 5/22/2015

**Evidence of Completion**

PD agenda/Staff sign-in/



## Action Step 2 5

Academic coach will observe classroom instruction of all certified staff and provide feedback through monthly coaching sessions as it relates to the implementation of the training and rigor required by the Florida Standards Based Instruction.

### **Person Responsible**

Juliana Bradley

### **Schedule**

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

### ***Evidence of Completion***

Training Sign-In/Agenda/Documentation of Class Observations/Documentation of Feedback Sessions

## Action Step 3 5

Staff will select a minimum of 3 student work samples from various targeted student groups (Level #1-Level #5) every month for a descriptive review, evaluating evidence of rigor and alignment of the standard.

### **Person Responsible**

Andrew Kline

### **Schedule**

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

### ***Evidence of Completion***

Student Work Samples

#### Action Step 4 5

Academic coach and district curriculum support staff will facilitate the DA instructional scope and sequence along with the required assessments and monitor student progress every 4 weeks. Students will be given additional instructional time, monitored by a certified staff, in the skill deficit targeted by the data. Rigor and complexity will be embedded as students gain mastery over the FSA.

##### **Person Responsible**

Juliana Bradley

##### **Schedule**

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

##### **Evidence of Completion**

Staff sign-in sheets, agenda, student work samples, weekly progress monitoring, diagnostic assessments, running record, report card

#### Action Step 5 5

Staff will take an active role in designing professional growth opportunities as they increase the rigor and complexity of instruction aligned to FSA.

##### **Person Responsible**

Andrew Kline

##### **Schedule**

Quarterly, from 8/12/2014 to 5/15/2015

##### **Evidence of Completion**

Staff request for PD/Participatory Evidence During LTM Trainings/Staff Survey

#### Action Step 6 5

Tutorials for extended day opportunities to increase student academic success.

##### **Person Responsible**

Juliana Bradley

##### **Schedule**

Weekly, from 10/15/2014 to 6/5/2015

##### **Evidence of Completion**

Tutorial Student Sign-In/Teacher Sign-In/Lesson Plans

**Action Step 7** 5

Provide additional support: extended field experiences, paraprofessional, resources, resource teacher for math, reading, and science.

**Person Responsible**

Elizabeth Burroughs

**Schedule**

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

***Evidence of Completion***

Field Experiences/Student Attendance/Staffing Allocations/Materials Purchased

**Action Step 8** 5

A common planning Look For's template will be created for all content teachers K-5 that focus on the following: Standard/Essential Question/Scale/Assessment/Lesson Design targeting what the students will do/Block Schedule/Monitoring System/Portfolio-Evidence of Student work correlated to standard

**Person Responsible**

Dawn Smith

**Schedule**

On 6/4/2015

***Evidence of Completion***

Lesson Design Using the Components

**Action Step 9** 5

Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#3 & DQ #4: Standards posted/Essential Questions observed and reflected in student work/ Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughtout questions facilitated by teacher causing students to think deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week, leadership team, 3 walk throughs per week.

**Person Responsible**

Dawn Smith

**Schedule**

On 6/4/2015

**Evidence of Completion**

Monday list of walkthroughs/Friday post dialog over walkthroughs/Schedule of documented conferences/Observation Reports

**Action Step 10** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

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

Teachers 3-5 will provide weekly lessons that embed rigor and complexity correlated to the state standards and reduce the number of Level#1 and Level #2 students in Reading by 20%, Writing by 15%, Math by 25%, and Science by 15% for 2015.

**Person Responsible**

Dawn Smith

**Schedule**

Annually, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

RTI/SBT/Student Portfolio documentation. Weekly assessments, Student Report Card, Diagnostics, FSA 2015

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

Student work samples will increase in rigor and complexity as aligned to Florida Standards Based Instruction.

**Person Responsible**

Juliana Bradley

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Student independent work samples related to the Florida Standards Based Instruction

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

Student in need of assistance will decrease and student academic performance indicators will increase.

**Person Responsible**

Andrew Kline

**Schedule**

Every 6 Weeks, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Progress monitoring charts

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

Administration will receive teacher evaluations and increase in student achievement.

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Evaluation/Student Assessment

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

Establish baseline data in September 2014 for all tested content, collect student work samples for assessment data; document student progress related to standards which will be reviewed by campus leadership every month.

**Person Responsible**

Dawn Smith

**Schedule**

Every 6 Weeks, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Diagnostics, Unit Assessments, Pre-Assessments/Post Assessments/ Weekly Assessments/Running Records/FSA

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

Math staff will review student assessment every three weeks. Students not indicating growth over a 6 week period will receive an RTI that aligns to their specific instructional objective. Ongoing three week review will be implemented.

**Person Responsible**

Patrica Silva

**Schedule**

Biweekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Progress Monitoring Documentation Chart/RTI documentation/Student Assessment(Diagnostic-Grades)

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

Campus leadership will work with district instructional support staff to evaluate the quality and implementation of instruction and its correlation to student assessment.

**Person Responsible**

Juliana Bradley


**Schedule**

Monthly, from 9/30/2014 to 6/5/2015

**Evidence of Completion**

Revised instructional plans, increase student achievement

**G1.B1.S11** Implement a structure for common planning which aligns with Marzano DQ3 and DQ4. 4

 S146767

**Strategy Rationale**

Design lessons correlated to the rigor of the state assessment

**Action Step 1** 5

The Administrative team will review the current common planning schedule and make the necessary adjustments to the schedule (aligned to the Area 2 common planning).

**Person Responsible**

Dawn Smith

**Schedule**

***Evidence of Completion***

Updated common planning schedule

**Action Step 2** 5

The SBLT will develop a structured look-fors framework for common planning focusing on student centered rigorous instruction that is aligned to Marzano's DQ3 and DQ4.

**Person Responsible**

Dawn Smith

**Schedule**

***Evidence of Completion***

Look-fors document

**Action Step 3** 5

The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.

**Person Responsible**

Dawn Smith

**Schedule**

***Evidence of Completion***

PD materials; sign-in sheets; agenda

**Action Step 4** 5

The SBLT will share the common planning look-fors framework/expectations with the staff.

**Person Responsible**

Dawn Smith

**Schedule**

On 10/23/2014

***Evidence of Completion***

Look-fors document; common planning meeting agendas

**Action Step 5** 5

The Administrative team will develop a weekly schedule of targeted walkthroughs based on the established look-fors/expectations

**Person Responsible**

Dawn Smith

**Schedule**

***Evidence of Completion***

Calendar of walkthroughs; walkthrough data



### Action Step 6 5

The Administrative team will conduct targeted walkthroughs looking for evidence of the established school-wide look-fors/expectations.

**Person Responsible**

Dawn Smith

**Schedule**

Daily, from 10/14/2014 to 6/4/2015

**Evidence of Completion**

Checklist of completed walkthroughs; walkthrough data

### Action Step 7 5

The Administrative team will provide written feedback to teachers on the targeted walkthrough data on the celebrations; growth and areas for improvements.

**Person Responsible**

Dawn Smith

**Schedule**

Biweekly, from 10/14/2014 to 6/4/2015

**Evidence of Completion**

Copies of written feedback

### Action Step 8 5

From the targeted walkthrough data, the instructional coaches will provide support to teachers utilizing the Coaching Continuum

**Person Responsible**

Dawn Smith

**Schedule**

On 6/4/2015

**Evidence of Completion**

Coaches logs; SBLT agendas

**Action Step 9** 5

The Administrative team will monitor the effectiveness of the implementation of the Coaching Continuum through conducting follow-up classroom walkthroughs.

**Person Responsible**

Dawn Smith

**Schedule**

On 6/4/2015

***Evidence of Completion***

Walkthrough data and student achievement

**Plan to Monitor Fidelity of Implementation of G1.B1.S11** 6

The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.

**Person Responsible**

Dawn Smith

**Schedule**

Weekly, from 10/20/2014 to 6/4/2015

***Evidence of Completion***

Copy of common planning schedule; look-for documents; coaches logs; walkthrough data; meeting agendas; informal/formal observation data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S11** 7

The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.

**Person Responsible**

Dawn Smith

**Schedule**

Weekly, from 10/20/2014 to 6/4/2015

***Evidence of Completion***

Student achievement data; teacher observation data

**G2.** Engage with parents and the community to improve learning and develop a stronger more vibrant community and world. **1**

G053457

**G2.B1** Parent Schedules/Transportation **2**

B134890

**G2.B1.S1** Created meaningful and purposeful programs to elicit parent involvement using flexible schedules and varied interests of our parents. **4**

S146768

### **Strategy Rationale**

Increase parent participation

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

Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2014-2015 SY.

#### **Person Responsible**

Dawn Smith

#### **Schedule**

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

#### **Evidence of Completion**

Parent Participation Sign-in Sheets/Campus Visitation Log/PD Agendas/Parent Surveys/ Title #1 Evaluation/Field Experience Logs/Increase Parent Volunteer/SEQ/Decrease in Parent Complaints

### **Action Step 2** **5**

SAC committee/PTA will meet a minimum of 8 times per year to review, evaluate, and design campus organizational systems, programs, and parent training sessions for both evening and daytime scheduled events. Minimum of three parent training sessions, 3 collaborative campus activities, two surveys to evaluate campus systems.

#### **Person Responsible**

Andrew Kline

#### **Schedule**

Monthly, from 8/27/2014 to 5/25/2015

#### **Evidence of Completion**

Agendas/Committee Participation/Minutes/Flexible Scheduled Events

### Action Step 3 5

Create a collaborative and inclusive Parent Center that is solely identified for parents use throughout the year. The center will be used for training opportunities, storage of PTA materials, and a work environment, increasing their sense of belonging to the campus. Flexible hours for parent trainings will be scheduled to accomodate parent needs.

#### **Person Responsible**

Dawn Smith

#### **Schedule**

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

#### **Evidence of Completion**

Daily Access to Parent Center/Schedule of Events and Times

### Action Step 4 5

Develop student incentives and field experiences related to academic achievement throughout the year to increase parent involvement. Programs such as: Student of the month, Honor Roll Recognition/Panther Pride/Leadership Opportunities/Safety Patrol/Mentors/Diverse Cultural Recognitions

#### **Person Responsible**

Dawn Smith

#### **Schedule**

Monthly, from 9/10/2014 to 6/1/2015

#### **Evidence of Completion**

Calendar of Events/Student & Parent Participation/Parent Survey

### Action Step 5 5

Implement a parent survey twice a year to gain report card related to leadership and campus academic performance.

#### **Person Responsible**

Dawn Smith

#### **Schedule**

Semiannually, from 1/5/2015 to 5/15/2015

#### **Evidence of Completion**

Survey

**Action Step 6** 5

A parent Liasion will assist with the campus mentoring and volunteer program for the campus. The staff will assign students in need with the support programs and progress will be charted monthly.

**Person Responsible**

Andrew Kline

**Schedule**

Monthly, from 2/25/2015 to 4/30/2015

**Evidence of Completion**

Mentors Assigned to Students in Need/Volunteer Sign-In

**Action Step 7** 5

Parent STEM Training Session

**Person Responsible**

Elizabeth Burroughs

**Schedule**

**Evidence of Completion**

Scheduled Event/Participant Signatures of Staff and Students

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

Implementation of the scheduled events, that includes agenda, specific dates, times and participants.

**Person Responsible**

Dawn Smith

**Schedule**

Monthly, from 8/27/2014 to 5/15/2015

**Evidence of Completion**

Participation Logs/Agendas

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

Implementation of parent survey as indicated by timeline

**Person Responsible**

Dawn Smith

**Schedule**

Semiannually, from 1/5/2015 to 5/15/2015

***Evidence of Completion***

Survey

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

Parent/Community Survey

**Person Responsible**

Dawn Smith

**Schedule**

Semiannually, from 12/10/2014 to 5/13/2015

***Evidence of Completion***

50% Parent Participation Campus Events/50% Response Survey

**G3.** Continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship. **1**

G053458

**G3.B1** Belief Systems/Level of PD Capacity **2**

B134891

**G3.B1.S1** Develop campus norms for all staff addressing campus consistency related to the following: communication, mental toughness, flexibility with positive attitude, celebrating success, and good morale. **4**

S146771

### **Strategy Rationale**

Increase positive climate/culture within the campus. Retain quality teachers.

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

Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.

#### **Person Responsible**

Dawn Smith

#### **Schedule**

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

#### **Evidence of Completion**

Staff Survey/Effective Organization/Faculty Agenda

### **Action Step 2** **5**

Provide components of Safe Schools Training for staff and students a minimum of three times per year to decrease classroom management concerns.

#### **Person Responsible**

Joseph Alcide

#### **Schedule**

Quarterly, from 9/29/2014 to 6/5/2015

#### **Evidence of Completion**

Training Agenda/Decrease Discipline Data

**Action Step 3** 5

Select a staff and student of the month and openly recognize achievements.

**Person Responsible**

Dawn Smith

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Recognition Nominations/Marquee Acknowledgement/Assemblies

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

Monthly faculty meetings will evaluate success of norms and campus discipline.

**Person Responsible**

Dawn Smith

**Schedule**

Monthly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Staff Agenda/Staff Surveys Twice Per Year/Indicators of Effective Organization/Discipline Data

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

Monthly calendar of events that intentionally recognize achievements of staff and students.

**Person Responsible**

Andrew Kline

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

**Evidence of Completion**

Budget Expenditures/Program Agendas/Staff Surveys



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

Individually hold each other accountable for compliance with norms.

**Person Responsible**

Dawn Smith

**Schedule**

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

***Evidence of Completion***

Staff Survey/Retention of Staff

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

A double check system will be established, administrator and finance clerk will monitor the monthly events and review budget allocations aligned to the activities.

**Person Responsible**

Patre Davis

**Schedule**

Monthly, from 9/30/2014 to 5/29/2015

***Evidence of Completion***

Budget Expenditures/Monthly Scheduled Meetings

**G3.B1.S2** Develop a survey twice a year to target the following: Campus Support, Effective Communication, Clear Vision & Mission, Identified Campus Instructional Goals, Morale, Overall Culture & Climate Effective. 4

 S146772

### Strategy Rationale

Administrative Report Card

### Action Step 1 5

Implement a system that provides feedback to campus leadership.

#### Person Responsible

Dawn Smith

#### Schedule

Semiannually, from 1/5/2015 to 5/18/2015

#### Evidence of Completion

Staff Survey

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

Survey Implemented by timeline

#### Person Responsible

Dawn Smith

#### Schedule

Semiannually, from 1/5/2015 to 5/15/2015

#### Evidence of Completion

Survey Completed

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

Survey Completed

**Person Responsible**

Dawn Smith


**Schedule**

Semiannually, from 1/5/2015 to 5/15/2015

***Evidence of Completion***

80% Positive Feedback

**G3.B1.S5** Develop a monthly system that recognizes and celebrates staff and student achievement. 4

 S146775

**Strategy Rationale**

Intentionally celebrate, recognize and reward staff and students

**Action Step 1** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G3.B1.S5** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide a minimum of 5 PD for all 3-5 staff in Balanced Literacy, Math, Reading, Writing, and Science correlated to FSA for 2014-2015 SY.	Smith, Dawn	8/12/2014	PD agenda/Staff sign-in/	5/22/2015 monthly
G1.B1.S11.A1	The Administrative team will review the current common planning schedule and make the necessary adjustments to the schedule (aligned to the Area 2 common planning).	Smith, Dawn	10/7/2014	Updated common planning schedule	one-time
G2.B1.S1.A1	Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2014-2015 SY.	Smith, Dawn	8/12/2014	Parent Participation Sign-in Sheets/ Campus Visitation Log/PD Agendas/ Parent Surveys/Title #1 Evaluation/ Field Experience Logs/Increase Parent Volunteer/SEQ/Decrease in Parent Complaints	6/5/2015 monthly
G3.B1.S1.A1	Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.	Smith, Dawn	8/12/2014	Staff Survey/Effective Organization/ Faculty Agenda	6/5/2015 monthly
G3.B1.S2.A1	Implement a system that provides feedback to campus leadership.	Smith, Dawn	1/5/2015	Staff Survey	5/18/2015 semiannually
G3.B1.S5.A1	[no content entered]			one-time	
G1.B1.S1.A2	Academic coach will observe classroom instruction of all certified staff and provide feedback through monthly coaching sessions as it relates to the implementation of the training and rigor required by the Florida Standards Based Instruction.	Bradley, Juliana	8/18/2014	Training Sign-In/Agenda/ Documentation of Class Observations/ Documentation of Feedback Sessions	6/5/2015 monthly
G1.B1.S11.A2	The SBLT will develop a structured look-fors framework for common planning focusing on student centered rigorous instruction that is aligned to Marzano's DQ3 and DQ4.	Smith, Dawn	10/14/2014	Look-fors document	one-time
G2.B1.S1.A2	SAC committee/PTA will meet a minimum of 8 times per year to review, evaluate, and design campus organizational systems, programs, and parent training sessions for both evening and daytime scheduled events. Minimum of three parent	Kline, Andrew	8/27/2014	Agendas/Committee Participation/ Minutes/Flexible Scheduled Events	5/25/2015 monthly

**Palm Beach - 0651 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	training sessions, 3 collaborative campus activities, two surveys to evaluate campus systems.				
G3.B1.S1.A2	Provide components of Safe Schools Training for staff and students a minimum of three times per year to decrease classroom management concerns.	Alcide, Joseph	9/29/2014	Training Agenda/Decrease Discipline Data	6/5/2015 quarterly
G1.B1.S1.A3	Staff will select a minimum of 3 student work samples from various targeted student groups (Level #1-Level #5) every month for a descriptive review, evaluating evidence of rigor and alignment of the standard.	Kline, Andrew	9/1/2014	Student Work Samples	5/29/2015 monthly
G1.B1.S11.A3	The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.	Smith, Dawn	11/14/2014	PD materials; sign-in sheets; agenda	one-time
G2.B1.S1.A3	Create a collaborative and inclusive Parent Center that is solely identified for parents use throughout the year. The center will be used for training opportunities, storage of PTA materials, and a work environment, increasing their sense of belonging to the campus. Flexible hours for parent trainings will be scheduled to accommodate parent needs.	Smith, Dawn	8/18/2014	Daily Access to Parent Center/ Schedule of Events and Times	6/5/2015 daily
G3.B1.S1.A3	Select a staff and student of the month and openly recognize achievements.	Smith, Dawn	9/30/2014	Recognition Nominations/Marquee Acknowledgement/Assemblies	5/29/2015 monthly
G1.B1.S1.A4	Academic coach and district curriculum support staff will facilitate the DA instructional scope and sequence along with the required assessments and monitor student progress every 4 weeks. Students will be given additional instructional time, monitored by a certified staff, in the skill deficit targeted by the data. Rigor and complexity will be embedded as students gain mastery over the FSA.	Bradley, Juliana	9/4/2014	Staff sign-in sheets, agenda, student work samples, weekly progress monitoring, diagnostic assessments, running record, report card	6/5/2015 monthly
G1.B1.S11.A4	The SBLT will share the common planning look-fors framework/expectations with the staff.	Smith, Dawn	10/14/2014	Look-fors document; common planning meeting agendas	10/23/2014 one-time
G2.B1.S1.A4	Develop student incentives and field experiences related to academic achievement throughout the year to increase parent involvement. Programs such as: Student of the month, Honor Roll Recognition/Panther Pride/Leadership Opportunities/Safety Patrol/Mentors/Diverse Cultural Recognitions	Smith, Dawn	9/10/2014	Calendar of Events/Student & Parent Participation/Parent Survey	6/1/2015 monthly
G1.B1.S1.A5	Staff will take an active role in designing professional growth opportunities as they increase the rigor and complexity of instruction aligned to FSA.	Kline, Andrew	8/12/2014	Staff request for PD/Participatory Evidence During LTM Trainings/Staff Survey	5/15/2015 quarterly
G1.B1.S11.A5	The Administrative team will develop a weekly schedule of targeted walkthroughs based on the established look-fors/expectations	Smith, Dawn	10/17/2014	Calendar of walkthroughs; walkthrough data	one-time

**Palm Beach - 0651 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A5	Implement a parent survey twice a year to gain report card related to leadership and campus academic performance.	Smith, Dawn	1/5/2015	Survey	5/15/2015 semiannually
G1.B1.S1.A6	Tutorials for extended day opportunities to increase student academic success.	Bradley, Juliana	10/15/2014	Tutorial Student Sign-In/Teacher Sign-In/Lesson Plans	6/5/2015 weekly
G1.B1.S11.A6	The Administrative team will conduct targeted walkthroughs looking for evidence of the established school-wide look-fors/expectations.	Smith, Dawn	10/14/2014	Checklist of completed walkthroughs; walkthrough data	6/4/2015 daily
G2.B1.S1.A6	A parent Liasion will assist with the campus mentoring and volunteer program for the campus. The staff will assign students in need with the support programs and progress will be charted monthly.	Kline, Andrew	2/25/2015	Mentors Assigned to Students in Need/ Volunteer Sign-In	4/30/2015 monthly
G1.B1.S1.A7	Provide additional support: extended field experiences, paraprofessional, resources, resource teacher for math, reading, and science.	Burroughs, Elizabeth	8/12/2014	Field Experiences/Student Attendance/ Staffing Allocations/Materials Purchased	6/5/2015 annually
G1.B1.S11.A7	The Administrative team will provide written feedback to teachers on the targeted walkthrough data on the celebrations; growth and areas for improvements.	Smith, Dawn	10/14/2014	Copies of written feedback	6/4/2015 biweekly
G2.B1.S1.A7	Parent STEM Training Session	Burroughs, Elizabeth	Scheduled Event/ Participant Signatures of Staff and Students	one-time	
G1.B1.S1.A8	A common planning Look For's template will be created for all content teachers K-5 that focus on the following: Standard/Essential Question/Scale/ Assessment/Lesson Design targeting what the students will do/Block Schedule/Monitoring System/Portfolio-Evidence of Student work correlated to standard	Smith, Dawn	10/20/2014	Lesson Design Using the Components	6/4/2015 one-time
G1.B1.S11.A8	From the targeted walkthrough data, the instructional coaches will provide support to teachers utilizing the Coaching Continuum	Smith, Dawn	10/20/2014	Coaches logs; SBLT agendas	6/4/2015 one-time
G1.B1.S1.A9	Leadership will implement weekly classroom walkthroughs looking for specific targets to increase DQ#3 & DQ #4: Standards posted/Essential Questions observed and reflected in student work/Scale or rubric aligned to standard, used by both staff and student/Assessment aligned to standard/Monitoring system/Pre-thoughtout questions facilitated by teacher causing students to think deeply/Students doing the work, teacher facilitating. Administration schedule of 5 walk-throughs per week, leadership team, 3 walk throughs per week.	Smith, Dawn	10/20/2014	Monday list of walkthroughs/Friday post dialog over walkthroughs/ Schedule of documented conferences/ IObservation Reports	6/4/2015 one-time
G1.B1.S11.A9	The Administrative team will monitor the effectiveness of the implementation of the Coaching Continuum through	Smith, Dawn	10/20/2014	Walkthrough data and student achievement	6/4/2015 one-time

**Palm Beach - 0651 - Palm Springs Elementary School - 2014-15 SIP**  
*Palm Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	conducting follow-up classroom walkthroughs.				
G1.B1.S1.A10	[no content entered]			one-time	
G1.MA1	Task analysis completed as it relates to targeted deficit. Interventions are evaluated for effectiveness and student progress monitored as observed in RTI and student assessment documentation collected every 6 week.	Smith, Dawn	9/29/2014	RTI documentation/Increase Student Performance Indicators	5/25/2015 every-6-weeks
G1.B1.S1.MA1	Establish baseline data in September 2014 for all tested content, collect student work samples for assessment data; document student progress related to standards which will be reviewed by campus leadership every month.	Smith, Dawn	9/8/2014	Diagnostics, Unit Assessments, Pre-Assessments/Post Assessments/ Weekly Assessments/Running Records/FSA	6/1/2015 every-6-weeks
G1.B1.S1.MA3	Math staff will review student assessment every three weeks. Students not indicating growth over a 6 week period will receive an RTI that aligns to their specific instructional objective. Ongoing three week review will be implemented.	Silva, Patrica	9/8/2014	Progress Monitoring Documentation Chart/RTI documentation/Student Assessment(Diagnostic-Grades)	6/1/2015 biweekly
G1.B1.S1.MA6	Campus leadership will work with district instructional support staff to evaluate the quality and implementation of instruction and its correlation to student assessment.	Bradley, Juliana	9/30/2014	Revised instructional plans, increase student achievement	6/5/2015 monthly
G1.B1.S1.MA1	Teachers 3-5 will provide weekly lessons that embed rigor and complexity correlated to the state standards and reduce the number of Level#1 and Level #2 students in Reading by 20%, Writing by 15%, Math by 25%, and Science by 15% for 2015.	Smith, Dawn	9/8/2014	RTI/SBT/Student Portfolio documentation. Weekly assessments, Student Report Card, Diagnostics, FSA 2015	6/1/2015 annually
G1.B1.S1.MA4	Student work samples will increase in rigor and complexity as aligned to Florida Standards Based Instruction.	Bradley, Juliana	9/1/2014	Student independent work samples related to the Florida Standards Based Instruction	5/29/2015 every-6-weeks
G1.B1.S1.MA5	Student in need of assistance will decrease and student academic performance indicators will increase.	Kline, Andrew	9/15/2014	Progress monitoring charts	6/1/2015 every-6-weeks
G1.B1.S1.MA7	Administration will receive teacher evaluations and increase in student achievement.		9/5/2014	Evaluation/Student Assessment	6/5/2015 annually
G1.B1.S11.MA1	The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.	Smith, Dawn	10/20/2014	Student achievement data; teacher observation data	6/4/2015 weekly
G1.B1.S11.MA1	The SBLT will meet weekly to discuss the status of each of the action steps, as well as collect artifacts which represent the completion of tasks.	Smith, Dawn	10/20/2014	Copy of common planning schedule; look-for documents; coaches logs; walkthrough data; meeting agendas; informal/formal observation data	6/4/2015 weekly
G2.MA1	Parent Feedback	Smith, Dawn	12/10/2014	Increase of positive feedback from January Survey to May Survey	5/13/2015 semiannually
G2.B1.S1.MA1	Parent/Community Survey	Smith, Dawn	12/10/2014	50% Parent Participation Campus Events/50% Response Survey	5/13/2015 semiannually
G2.B1.S1.MA1	Implementation of the scheduled events, that includes agenda, specific dates, times and participants.	Smith, Dawn	8/27/2014	Participation Logs/Agendas	5/15/2015 monthly
G2.B1.S1.MA3	Implementation of parent survey as indicated by timeline	Smith, Dawn	1/5/2015	Survey	5/15/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Data Results from Staff Surveys	Smith, Dawn	8/12/2014	Comparison of Data from Staff Surveys over time.	6/5/2015 quarterly
G3.B1.S1.MA1	Individually hold each other accountable for compliance with norms.	Smith, Dawn	8/12/2014	Staff Survey/Retention of Staff	6/5/2015 daily
G3.B1.S1.MA4	A double check system will be established, administrator and finance clerk will monitor the monthly events and review budget allocations aligned to the activities.	Davis, Patre	9/30/2014	Budget Expenditures/Monthly Scheduled Meetings	5/29/2015 monthly
G3.B1.S1.MA1	Monthly faculty meetings will evaluate success of norms and campus discipline.	Smith, Dawn	9/2/2014	Staff Agenda/Staff Surveys Twice Per Year/Indicators of Effective Organization/Discipline Data	6/1/2015 monthly
G3.B1.S1.MA3	Monthly calendar of events that intentionally recognize achievements of staff and students.	Kline, Andrew	9/30/2014	Budget Expenditures/Program Agendas/Staff Surveys	5/29/2015 monthly
G3.B1.S2.MA1	Survey Completed	Smith, Dawn	1/5/2015	80% Positive Feedback	5/15/2015 semiannually
G3.B1.S2.MA1	Survey Implemented by timeline	Smith, Dawn	1/5/2015	Survey Completed	5/15/2015 semiannually
G3.B1.S5.MA1	[no content entered]			one-time	
G3.B1.S5.MA1	[no content entered]			one-time	

## 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.** Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.

**G1.B1** Significant instructional gaps (Student:Needs Development)

**G1.B1.S1** Infusing science and social studies content into the reading block; implementing in Grades 3-5 direct teach of all content using the 5E Model, which includes Engage, Explore, Explain Elaborate and Evaluate; allotting more time weekly monitoring of targeted skills correlated to FSA. 50% Science Lab experiences for 5th grade students, and in grades 3-5 having SS taught during the reading block; at least one science center during each rotation can focus on content from previous year; implementing at least one hands-on inquiry-based activity at least once a week; students utilizing science notebooks to develop critical thinking skills with an emphasis on the scientific method; providing each student in grades 1-5 with a composition notebook to be used as a science notebook; implementing teacher-directed small group instruction based on assessment data, teacher observation and student response to reinforce, spiral and/or enrich skills and concepts taught; utilizing above-named resources during core science instruction with an emphasis on scientific method, vocabulary and test question analysis; utilizing the Computer Lab as a time for students, Purchasing two mobile computer labs & printers to support the Writing needs of Intermediate students, grades 4-5 as either a whole group lesson or to be completed independently, to have access to Science Newsweek, or collaborating (LTM) with Administration and peers to analyze data frequently to monitor and inform them of student needs; analyzing data in order to plan appropriate lessons for diverse learners and administer rigorous assessments, devoting one PD day a month for involving parents in science and social studies learning. Students will be given two rigorous science and math vocabulary words to review weekly as a vocab booster and remediation exercise during cafeteria. All 3-5 students will be writing through the content and maintaining a notebook for skill review. Math first unit of study to build fluency. Balanced Literacy program will be implemented, all 3-5 will follow the DA scope and sequence.

### PD Opportunity 1

Provide a minimum of 5 PD for all 3-5 staff in Balanced Literacy, Math, Reading, Writing, and Science correlated to FSA for 2014-2015 SY.

#### Facilitator

Silva, Burroughs, Bradley, Schutt, Kline, District Content Support, Administration

#### Participants

3-5 Staff

#### Schedule

Monthly, from 8/12/2014 to 5/22/2015

**G1.B1.S11** Implement a structure for common planning which aligns with Marzano DQ3 and DQ4.

**PD Opportunity 1**

The SBLT will provide a professional development for teachers on the implementation of Marzano DQ3 and DQ4.

**Facilitator**

Area 2/School-based instructional coaches/Curriculum teams/Transformation team

**Participants**

Teachers and Administration

**Schedule**

**G2.** Engage with parents and the community to improve learning and develop a stronger more vibrant community and world.

**G2.B1** Parent Schedules/Transportation

**G2.B1.S1** Created meaningful and purposeful programs to elicit parent involvement using flexible schedules and varied interests of our parents.

**PD Opportunity 1**

Develop a monthly calendar of events that showcase student leadership and academic skill aligned to FSA for the 2014-2015 SY.

**Facilitator**

Campus Administrators/Parent Liaison/Staff

**Participants**

Parents/Community/Guardians

**Schedule**

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

**G3.** Continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship.

**G3.B1** Belief Systems/Level of PD Capacity

**G3.B1.S1** Develop campus norms for all staff addressing campus consistency related to the following: communication, mental toughness, flexibility with positive attitude, celebrating success, and good morale.

**PD Opportunity 1**

Implement PD related to synergy, professional code of conduct, campus organizational processes and review norms at every faculty meeting throughout the year.

**Facilitator**

Administration/Team Leaders/Coaches

**Participants**

Staff

**Schedule**

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

## 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> Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.	523,668
<b>Goal 2:</b> Engage with parents and the community to improve learning and develop a stronger more vibrant community and world.	25,639
<b>Goal 3:</b> Continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship.	0
<b>Grand Total</b>	<b>549,307</b>

### Goal 1: Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.

Description	Source	Total
<b>B1.S1.A1</b> - General Classroom Supplies to include: Manipulatives, Exploratory Activities, Literature, Word Walls, Acaletics, I Ready Support , Hands-On Equations, Enrichment activities, Problem of the Day, Real World Videos, Kids Learn File Folder Games, Math Daily Review, Touch Math program, Common Core resource books, Every Day Counts, Math Journals, Writing in Content, Hands-On Standards, Picture Perfect and More Picture Perfect Libraries, AIMS, Science News Week, Sciencosaurus Books, Lucy Calkins, paper and ink for classroom use, chart paper, folders, writing materials, composition books, journals, sentence strips, laminating film, post-it notes. Educational rugs for classroom use.	Title I Part A	18,550
<b>B1.S1.A1</b> - Tutorials	Title I Part A	17,256
<b>B1.S1.A1</b> - Parent Involvement	Title I Part A	6,696
<b>B1.S1.A1</b> - PD: rigorous assessments and instructional framework correlated to rigor and complexity of Florida standards	Title I Part A	97,285
<b>B1.S1.A1</b> - Supplies	General Fund	20,782
<b>B1.S1.A1</b>		0
<b>B1.S1.A1</b>		0
<b>B1.S1.A1</b>		0
<b>B1.S1.A1</b> - School Improvement	General Fund	7,783
<b>B1.S1.A1</b> - Supplies to support training in rigorous assessment (Chart Paper/Binders/Ink Cartridges/Paper/Writing Materials and Small Plastic Storage Bins/Folders)	Title I Part A	1,748
<b>B1.S1.A2</b> - Academic coaches to support Science, Reading, and Math (.5 Science, .5 Math, .5 Reading)	Title I Part A	109,587
<b>B1.S1.A3</b> - General Supplies: Hands-On activities; Manipulatives, Exploratory Activities, Literature, Word Walls, Acaletics, I Ready Support , Hands-On Equations, Enrichment activities, Problem of the Day, Real World Videos, Kids Learn File Folder Games, Math Daily Review, Touch Math program, Common Core resource books, Every Day Counts,	Title I Part A	9,354

**Goal 1: Increase instructional rigor within the curriculum as it aligns to Florida Standards Based Instruction.**

Description	Source	Total
Math Journals, Writing in Content, Hands-On Standards, Picture Perfect and More Picture Perfect Libraries, AIMS, Science News Week, Sciencosaurus Books, Lucy Calkins, paper and ink for classroom use, chart paper, folders, writing materials, composition books, journals, sentence strips, laminating film, posted notes		
<b>B1.S1.A3</b> - Supplies	General Fund	20,782
<b>B1.S1.A4</b> - Tutorials	Title I Part A	17,256
<b>B1.S1.A6</b> - Salaries/Benefits for tutorial staff (Extended Day Opportunities for Level #1/ Level #2 Students)	Title I Part A	51,955
<b>B1.S1.A6</b> - Tutorial Transportation	Title I Part A	3,500
<b>B1.S1.A6</b> - Software for tutorials: I Ready/Science News Week	Title I Part A	3,500
<b>B1.S1.A7</b> - resource Teachers: .5 Math, .5 Reading, .5 Science	Title I Part A	98,817
<b>B1.S1.A7</b> - Paraprofessional (Support Class Instruction K-5)	Title I Part A	26,583
<b>B1.S1.A7</b> - Resources: Classroom Supplies	Title I Part A	6,696
<b>B1.S1.A10</b> - Classroom Libraries	Title I Part A	4,538
<b>B1.S1.A10</b> - Notes Mobile Computer Lab (2), Printers (2), materials, tutoring support	Title I Part A	1,000
<b>Total Goal 1</b>		<b>523,668</b>

**Goal 2: Engage with parents and the community to improve learning and develop a stronger more vibrant community and world.**

Description	Source	Total
<b>B1.S1.A1</b> - Parent Involvement	Title I Part A	6,696
<b>B1.S1.A2</b> - Parent Liason: Mentoring Program Volunteer Program PTA Support Campus Instructional & Activities Program Support	Title I Part A	6,550
<b>B1.S1.A3</b> - Parent involvement: FSA Curriculum Monthly Training Sessions PTA/SAC Training Sessions (Title #1/Diagnostic Student Progress Data) Campus Program/Calendar of Events	Title I Part A	6,696
<b>B1.S1.A6</b> - Parent Liaison Position Volunteer Program Mentoring Program Assistant to campus calendar of activities: PTA scheduled events, recognition programs, academic instructional support	Title I Part A	2,081
<b>B1.S1.A6</b> - Supplies Campus Recognition/Awards Assemblies Student of Month Programs to provide incentives Showcase student achievement	Title I Part A	3,241
<b>B1.S1.A6</b> - Consultant Fee for Parent Training STEM	Title I Part A	375

**Goal 2: Engage with parents and the community to improve learning and develop a stronger more vibrant community and world.**

Description	Source	Total
<b>Total Goal 2</b>		<b>25,639</b>

**Goal 3: Continuously improve organizational and operational excellence that most effectively promotes learning and safety to ensure community trust in our stewardship.**

Description	Source	Total
<b>B1.S1.A1 - PD:</b>	Title I Part A	0
<b>Total Goal 3</b>		<b>0</b>