

Grassy Waters Elementary School

3550 N JOG RD, West Palm Beach, FL 33411

www.edline.net/pages/grassy_waters_elementaryschool

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
87%

School Grades History

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

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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Grassy Waters Elementary believes that all students can learn, be successful, and reach their maximum academic potential. This can be accomplished when the school and community commit to preparing students for the challenges of an ever-changing society by developing students' emotional, physical, academic, and social skills.

Provide the school's vision statement

The vision of Grassy Waters Elementary School is to embrace a Single School Culture (for students and staff) of shared beliefs, values and goals which produce consistency towards excellence in academics, behavior, and climate.

School Environment

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

Grassy Waters Elementary School registration process provides the first level of introduction. Parents are asked about at home languages spoken and referred to a Community Language Facilitator if needed and monitored through our English Speakers of Other Languages office. Students with special needs have files kept with the Exceptional Student Education office. The ESOL and ESE departments work closely with the teachers and families to ensure the needs of the child are being met. Teachers are required to meet with parents a minimum of two times a year. Teachers are also required to contact a minimum of 3 families a week to share positive news about the child. Teachers also mail home positive postcards to families about their children. This helps facilitate the welcoming feeling of school and assists in building positive relationships between home and school. The school also has a multicultural club that focuses on the different cultures in our school and celebrates the diversity in our student body. Teachers integrate History of Holocaust, History of Africans and African Americans, Hispanic Heritage, Contributions of Women and Veterans through literacy and social studies content. Students are taught the importance of their cultures and impact on history. This assists in building relationships between students, home and school.

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

Grassy Waters Elementary School has both a before and aftercare program provided through SACC. Students are also monitored during breakfast, in group locations by grade level prior to school, and in group locations by grade level for dismissal. This provides the students with a large amount of supervision by people they are familiar with. Students are consistently encouraged to report any concerns to the supervising adults immediately.

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

Grassy Waters Elementary actively participates in School-wide Positive Behavior Supports program. Students, parents and teachers utilize a matrix that conveys the expectations of behavior in all areas

of the school. Behavior focuses on being WISE (Willingness, Integrity, Safety, and Environment). Expectations are explicitly reviewed with faculty/staff, parents, and students twice a year in an assembly/meeting format. Written explanations are also sent home regularly to explain the system. Teachers utilize a pre-referral to document negative behaviors in the classroom. The pre-referral is a 3 level carbon-copy paper that allows for copies to be sent home as well as to the office. Once a child has received all 3 levels of the pre-referral, they are referred to guidance for mediation. If it is still not successful, administration becomes involved in the disciplinary action. Each grade level employs a grade level-wide incentive program to recognize and reward appropriate or exemplary behavior. Parents are notified at all levels if there is a concern. Administration uses observation of classroom behavior and the discipline dashboard to monitor consistent implementation of the SwPBS system. The SwPBS committee meets monthly to discuss implementation and areas of needed improvement.

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

Grassy Waters Elementary guidance department conducts small group counseling with parental consent when needs arise. Teachers meet with counselors of students who receive outside counseling services. Counselors are also able to do sessions with the students during the school day if approved. Our school has a full time guidance counselor on campus to address social-emotional needs of students as they arise.

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

Our attendance clerk and assistant principal monitor attendance consistently. When students reach 5 absences, a letter is sent home. At 10 absences, administration calls home to discuss absences. Administration then works closely with the family to limit or eliminate absences for the child. Monthly incentives are provided at school for students with good attendance. If necessary, home visits or truancy packets are completed. Students who reach 15 absences are referred to School Based Team for interventions.

Students with 1 or more suspensions are discussed at School Based Team. The SBT works closely with the teacher to provide in-class supports to improve behavior. The guidance counselor meets with the family to discuss at home supports for behavior.

Students who fail a course in English or Math receive additional interventions in the subject they are failing. Small group instruction is established in all classrooms as a preventative measure. If a retention has resulted from this, the student is referred to School Based Team and set up on an intervention program with progress monitoring.

Students scoring a Level 1 on statewide assessments are required to receive immediate intensive instruction (iii) the following school year and are eligible for tutorial (grades 3-5). Their progress is monitored closely. They are referred to School Based Team if they are not already qualified for a special program.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	15	8	11	4	6	53
One or more suspensions	1	1	0	4	8	9	23
Course failure in ELA or Math	2	5	0	8	0	0	15
Level 1 on statewide assessment	0	0	0	33	23	37	93

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	2	3	3	4	4	16

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

Students identified by the early warning systems are discussed and monitored closely in School Based Team. The team works with the classroom teacher to provide academic interventions and the family to support the home-school connection. Parents are invited to attend monitoring portions of the meeting on their child. For academic indicators interventions such as iii, tutorial, and additional small group sessions during the school day are implemented. For behavior and attendance indicators, small group guidance and individual plans are established to secure improvement and monitor progress.

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

See approved Title 1 Parent Involvement Plan (PIP).

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

The school works closely with the community and businesses through a business partner coordinator, Christina Caldovino, This employee meets with business partners and coordinates their involvement on campus. Our business partners provide the school with supplies for training, work in our classrooms by volunteering to read to students, participate in our annual Health and Safety Fair in the spring. The annual Health and Safety Fair is free to the public providing information and resources on healthy living

and keeping children safe. Business partners such as WPB Police, Whole Foods, etc provide resources for the community.

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
Galindo, Jennifer	Principal
Pallaria, Dana	Assistant Principal
Crockenberg, Amanda	Teacher, PreK
Dewhurst, Susan	Teacher, K-12
Duckman, Kristina	Teacher, K-12
Gatewood, Kimberly	Teacher, K-12
Hardy, Melissa	Teacher, K-12
Horton, Carol	Teacher, K-12
Tressel, Roberta	Teacher, K-12
Yoesting, Melissa	Teacher, ESE
Kenski, Cassandra	Teacher, K-12
Biastre, Melinda	Guidance Counselor

Duties

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

Our SBT consists of both principal and assistant principal. The school Guidance Counselor serves as SBT Leader and works specifically with those students that have been referred due to behavior concerns. The school psychologist, speech and language pathologist, reading coach, ELL teacher/contact, and SAI teacher each play a critical role in guiding student interventions, collecting and analyzing data, goal-setting, and working school-wide with staff to ensure proper tier implementation and program fidelity.

Our academic leadership team consists of the team leaders at each grade level and department. They meet monthly with the principal and assistant principal providing a direct connection with the classroom. instructional initiatives and concerns are discussed and problem solving occurs as a team at these meetings.

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

The school implements a tiered model of instruction including core, supplemental, and intensive. SBT convenes on a weekly basis. The focus is to ensure that every student's needs are being met academically and behaviorally through the optimal utilization of staff, researched based practices, and

research based interventions. Data is collected and analyzed at every tier to ensure fidelity. SBT reviews universal screenings and progress monitoring data to identify potential "at risk" students, systematically evaluates data collection and implementation procedures within the classroom setting, makes data-based decisions concerning professional development and resource needs, and coordinates with Grades K-5 Learning Teams.

Title 1 services and materials are provided to ensure that students requiring additional remediation are assisted through a variety of tutorial/intervention opportunities. Resource teachers and materials are provided to supplement classroom instruction. Parental involvement is encouraged and monitored through a variety of methods, including the utilization of a Parent Liaison. Professional Development activities will include workshops for staff dealing with academic intervention strategies/programs, Schoolwide Positive Behavior Support Program, etc. Parent activities may include; Curriculum Nights, Parents Involved in Education (PIE) Nights, opportunities for in-class experiences, etc. Title 1 funds are also utilized to extend the services of our personnel. A resource teacher, Amy McAllister, is funded to provide professional development to faculty and reading intervention support. This teacher observes instruction and assists teaching in strengthening their instructional model, provides Tier 3 interventions, and plans/organizes on site professional development opportunities for staff. An additional resource teacher, Barbara Alber, is funded by Title 1 to support the areas of math and science on campus. She assists teachers with planning and implementation of math and science lessons, works with students on building math skills, provides math interventions for struggling students, and is in the process of building a science resource room. Title 1 also funds a paraprofessional, Maycette Barrera, who works with students on developing literacy skills. Housed in the media center, she works side by side with our media specialist. She pulls small groups of students during media time and work on reading skills such as fluency and comprehension. Our school follows the concept of a "Single School Culture" in the areas of Academics, Behavior and Climate. Through the Schoolwide Positive Behavior Support (SwPBS) committee, we have established universal guidelines with a matrix for behavior. These expectations are communicated with staff, students, and parents. The SwPBS meets monthly to update the plans and discuss data from the Dashboard EDW report. Some of the Schoolwide expectations include W.I.S.E. Expectations, Give Me Five attention signal, and walking appropriately in the hall.

We instill an appreciation for diversity throughout campus through a variety of programs / activities. These include Multicultural Club, Project Wisdom announcements and lessons, anti-bullying messages, GREAT program sponsored by the City of West Palm Beach Police Department, and through teacher's structured lessons. Our SwPBS programs also support diversity appreciation. Migrant and Homeless students are provided services and support through the Migrant Homeless Liaison. These liaisons coordinate with the Title 1 and other programs to ensure students' needs are being met. Community Involvement is encouraged as additional assistance.

Services are provided through the District for education materials and ELL district support services in order to improve the education of students who do not have English as their primary language. The schools' ELL Contact and Language Facilitators work closely with the District to provide appropriate support for ELL students and families.

The District provides guidance and materials for students attending the school under the McKinney-Vento Act. This provides students with a free and appropriate education. The school works hard to assist students who register at the school under the "Homeless" designation. Staff development for teachers is provided to enable teachers to be more understanding of these students, and provide a better education for them.

The district provides the school with support funded through Title 2 programs such as Literacy Cohort Training. The Literacy Cohort Training is essential to the development of teacher skills in the areas of Reading and Writing.

Supplemental Academic Instruction (SAI) funds in conjunction with Title 2 funding will be utilized to incorporate intervention strategies to students in Grades 2 and 3 whose assessment scores indicate reading skills substantially below grade level. The SAI program will utilize the Leveled Literacy Intervention (LLI) program as the only source of instruction for students participating in the program. Through in-class guidance, fieldtrips, community services, and grade-level curriculum (including

Project Wisdom curriculum), students learn about non-violence, anti-drugs and anti-bullying, and are provided opportunities to practice these skills, PTO and SAC address these issues at their meetings. In addition, district-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity, The Schoolwide Positive Behavior Support program (SwPBS) will be implemented throughout the campus.

Commit 2B Fit Agenda Books are supplied for all students in grades 3-5. The school will participate in the district-provided program encouraging free breakfast. The physical education coach will further emphasize nutrition and good health through daily lessons and the Fitness (Running) afterschool club. The PE coach will serve as the school's Wellness program Coordinator. As an American Heart Association Teaching Gardens recipient, the school will actively maintain the gardens and provide lessons on healthy eating from seed to plate.

Head Start will be provided through a Voluntary PreK (VPK) program. The State and District approved curriculum will be followed.

The Guidance Counselor will organize a Career Awareness Day where students learn about the many work-related opportunities available. The PTO and SAC contribute funds for this activity. Students are informed about School Choice programs. Junior Achievement is also integrated into the curriculum as appropriate.

Teachers are encouraged to apply for grants through organizations such as the Education Foundation of Palm Beach County, Walmart, Target, etc. A grant-writing committee will be implemented to assist. Grants will enhance instruction in the basic core areas, fine arts, etc.

The Green Team committee, 4-H Club and 3-C Club (Conservation, Community and Character) will be implemented to help with recycling, reducing and conserving. We will document activities that assist with applying for recognition as a "Green School of Excellence". Schoolpool (car-pooling program) will also be initiated to support our Green School initiatives.

Volunteers and Business Partners / Community involvement are encouraged at the school. The school appoints a Volunteer and Business Partnership Coordinator to assist. The school works diligently on acquiring and maintaining business partnerships with the community such as West Palm Beach Police, Chick-Fil-A, the Legend Groups, etc. As part of the development of our Biomedical and Veterinary Technology Academy, Grassy Waters is reaching out to local medical establishments such as St. Mary's Medical Center, University of Miami Medical Center, Keiser University Medical programs, and other local doctors and veterinary offices.

A Grant Writing committee is utilized to write grants that will enhance the overall functioning of the school. Teachers are also encouraged to apply for Education Foundation Grants and other grant monies that become available.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer Galindo	Principal
Jessica Jelks-Cook	Teacher
Amy McAllister	Teacher
Crystal D'Agostino	Teacher
Susan Dewhurst	Teacher
Sheila Josey	Parent
Charltavia Williams	Parent
Keila Goggins	Parent
Tom Dahlstrom	Parent
Angel Hernandez	Parent
Heather Hernandez	Parent
Alina Orenstein	Teacher
Barbara Alber	Teacher
Stacey Lambertt	Parent
Lynn Balch	Business/Community
Gervaise Jerome	Parent
Belma Andric	Parent
Dewenia Higgins	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting of the year, the previous year's test scores are shared. Members present at this meeting discuss the results and where focus areas are needed. Teachers include ideas about strategies for working on the goals. The SAC as a whole reviews the School Improvement Plan and ensures they support the needs of the school as well as fund the ideas in the plan.

Development of this school improvement plan

The School Improvement Plan was presented to the SAC during the September and October, 2014 meetings. At both meetings information / data was shared with SAC, ideas were discussed, and input from SAC members encouraged. At the October, 2014 meeting, the final draft of the SAC was presented and approved by SAC members.

Preparation of the school's annual budget and plan

When the budget is released, a review of it will be done at the April or May, 2015 SAC meeting. As needs arise throughout the year, Title 1 expenditures are shared with the SAC. Teachers and organizations of the school approach SAC for the use of funds for programs at the school.

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

Materials to support school-wide activities, academic materials, clubs, etc - \$3,000
Support of the afterschool tutorial program - \$1,500

Staff Development for teachers and staff - \$500

Technology hardware and software to support students and teachers (VMathLive, Reading A-Z, etc). \$2,000

Materials to support the smooth running of SAC meetings (paper, pens, etc.). \$300

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
Galindo, Jennifer	Principal
Pallaria, Dana	Assistant Principal
Orenstein, Alina	Instructional Media
McAllister, Amy	Instructional Coach
Caldovino, Christina	Teacher, K-12
Golzbein, Mark	Teacher, K-12
Gatewood, Kimberly	Teacher, K-12
Jelks-Cook, Jessica	Teacher, ESE
James-Burton, Sharon	Teacher, K-12
Horton, Carol	Teacher, K-12
Miller, Jennifer	Teacher, K-12
Hyden, Peggy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year, the Literacy Leadership Team will have the following initiatives: Development of activities to deepen the understanding of the ELA Florida State Standards, Continue to emphasize and support the Reading Counts program in grade 3-5, Support and promote the use of RAZ Kidz in K-2, Improve family involvement through at home reading initiatives, and support teachers attending workshops / conferences that focus on the literacy development. The Literacy Leadership Team will also work closely with Title 1 and PTO to implement books drives, reading nights, and open library opportunities.

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

Teachers schedules are designed to have common planning time during the day for teams of 2-3 teachers. Grade level Learning Team Meetings are scheduled at the start of the day once every 8 days.

Grade level clusters (K-2, 3-5) meet twice a month for collaborative planning and professional development. At these meetings, teams develop common assessments, unpack standards, participate in lesson study, and collaboratively plan instruction.

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

We strive to recruit and retain highly qualified teachers thru: provide opportunities to earn supplements through tutorial program, clubs, etc. (Administration), encourage teachers to enroll their own children at our school (Admin), provide qualify Aftercare program (SACC Director), utilize the ESP teacher mentoring program (Asst. Principal), provide opportunities for teachers to grow professionally by encouraging participation in LTM, PDD, off-campus staff development, etc.(Admin and Prof. Dev. Contact).

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

When mentoring beginning teachers, each new teacher is assigned a mentor. The mentor meets with the beginning teacher regularly. The beginning teacher is observed by both the mentor teacher and administration. In addition to school centered professional development, the beginning teachers are also sent to district trainings on classroom management and instructional strategies. Currently we have no beginning teachers.

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

Teachers are provided with copies of both the Florida Standards and the Test Specifications appropriate for their grade. At Learning Team Meetings, teachers work collaboratively to unpack the standards and build rubrics to guide instruction. The school utilizes district materials provided by the school district as well as other materials to assist teachers with completely reaching the standards, such as Be Core Ready Lesson Sets. Administration reviews all materials that are not provided by the school district to ensure alignment to the standards.

Software programs utilized by teachers and students are reviewed by admin prior to purchase to ensure alignment to the standards.

Instructional Strategies

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

Student Data is collected regularly and utilized to make instructional decisions. Teachers review data at Learning Team Meetings to plan for grade level wide instructional shifts. Reading and math data is presented at the start of each trimester to determine iii placements. Grade levels look at the data of the struggling students and group them by need to best provide interventions.

Current data is pulled and used to develop tutorial groups as well as monitor the success in those groups.

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: 4,800

Afterschool tutorial for students in the lowest 25% for reading and math and/or who score Level 1 and 2 on Diagnostics; Academic and Enrichment clubs for students.

Strategy Rationale

By providing additional instructional minutes to the school day through tutorials and enrichment clubs, students are provided additional access to quality instruction.

Strategy Purpose(s)

- Enrichment

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

Afterschool tutorial and Clubs utilize Diagnostic results comparing Fall to Winter that determines student growth and program success; Tutorial Program will also utilize monthly progress monitoring assessment to determine effectiveness.

Strategy: Before School Program

Minutes added to school year: 1,000

Teachers will utilize Learning Team Meetings to discuss current student data and plan grade-level wide instruction based on the results of this data.

Strategy Rationale

Through collaboration, instructional practice will be strengthened resulting in increased student achievement.

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

Teacher effectiveness will be determined through observations and increased student achievement.

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

Incoming Kindergarten families are encouraged to attend Kindergarten Round Up in Late February/ Early March where parents are afforded information about the school and the Kindergarten readiness expectations and tours (classroom visitations) are offered. Kindergarten teachers communicate with the VPK teachers and area PreSchools to provide staff information about Kindergarten readiness skills. The school currently has two VPK classes that affords students with the opportunity to be better prepared for the transition from PreSchool to Kindergarten. Kindergarten will offer a staggered start schedule during the first three days of school. Parents are encouraged to meet the teacher prior to the first day of school and throughout the school year.

Outgoing 5th grade students are given the opportunity to tour the local Middle School. Our guidance counselor works with 5th grade classes on program selection and preparing for middle school in the spring.

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

The school reserves two areas of the school to college awareness. Bulletin boards share information on several universities. Our guidance department provides opportunities for career awareness through a career day.

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

Grassy Waters has become a Biomedical and Veterinary Technology Academy. This Academy will provide students with vocabulary and basic understanding of medical and veterinary sciences, hands on experiences in those fields, and a strong foundation in the scientific methods involved in this field. Although it will not yield certification, the Biomedical and Veterinary Technology Academy will provide a foundation for our students to progress into the middle school programs offered in Palm Beach County.

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

Grassy Waters has become a Biomedical and Veterinary Technology Academy. This Academy will provide students with vocabulary and basic understanding of medical and veterinary sciences, hands on experiences in those fields, and a strong foundation in the scientific methods involved in this field.

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

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level".
- G2.** Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade.
- G3.** Students in K-5 will be able to master science benchmarks taught at their grade level.

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. Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level". 1a

G053478

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	71.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Remediation, intervention, after school tutorial, iii.
- Resource teacher
- Staff development workshops
- Clubs to support literacy
- Reading A-Z, RAZ-Kidz, Reading Counts, Classroom libraries and magazine subscriptions, Mountain Language kits
- EDW reports, Performance Matters Reports, teacher made assessments, FAIR, RRR
- Paper, ink, toner, folders, chart paper, markers, etc.
- Development of Biomedical and Veterinary Technology Academy

Targeted Barriers to Achieving the Goal 3

- Instructional staff need to deepen their understanding of the English-Language Arts Florida State Standards and apply this knowledge to student instruction.
- Students lack the stamina and experience in both reading and writing to effectively read content and cite it as support in writing.

Plan to Monitor Progress Toward G1. 8

Monitor and Review EDW Reports, Diagnostics, Performance Matters, Reading Running Records, teachers notes and observations

Person Responsible

Jennifer Galindo

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

FSA scores, Percent of students scoring "on grade level" on Running Record; Increase in proficiency level on classroom assessment data, Diagnostic scores, Performance Matters data.

G2. Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade. **1a**

G053479

Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
Math Gains	60.0
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal **2**

- Remediation, intervention, after school tutorial, iii.
- Resource teacher
- Staff development workshops
- Clubs to support math
- Literacy materials relating to math; Reflex Math; Everyday Counts, Mountain Math, Scholastic Math Inventory
- EDW reports, Performance Matters Reports, teacher made assessments
- Math manipulatives
- Development of a Biomedical and Veterinary Technology Lab to foster real-world experiences with math.
- Chess Club and supplies to build critical thinking skills.

Targeted Barriers to Achieving the Goal **3**

- Students do not have basic math facts memorized.
- Students are not aware of their levels of performance and targeted goals.

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

Monitor and Review EDW Reports, Diagnostics, Performance Matters reports, teachers notes and observations

Person Responsible

Dana Pallaria

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

FSA scores, Percent of students scoring "Proficient" on Report Card and classroom assessments, Diagnostic scores, Performance Matters data.

G3. Students in K-5 will be able to master science benchmarks taught at their grade level. 1a

G053480

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Science Lab-with Biomedical and Veterinary Technology emphasis
- Resource teacher
- Staff development workshops
- Clubs to support science knowledge
- EDW reports, Performance Matters, Teacher-made science assessments
- Science boards, experiment materials.
-

Targeted Barriers to Achieving the Goal 3

- Students need to increase the level of scientific thinking though more "hands on" science lessons, access to materials, journal writing, etc.

Plan to Monitor Progress Toward G3. 8

Monitor and Review EDW Reports, Diagnostics, Performance Matters data, science journals, teachers notes and observations

Person Responsible

Jennifer Galindo

Schedule

On 6/3/2015

Evidence of Completion

FCAT scores, Percent of students scoring "proficient" in science on the report card, Diagnostic scores, Performance Matters and classroom data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level". **1**

 G053478

G1.B1 Instructional staff need to deepen their understanding of the English-Language Arts Florida State Standards and apply this knowledge to student instruction. **2**

 B134958

G1.B1.S1 Learning Team Meetings and Professional Development activities will provide opportunities for teachers to strengthen their understanding of the Florida State Standards through the use of unpacking the standards, lesson study, and creation of assessments for content mastery. **4**

 S146843

Strategy Rationale

By thoroughly understanding the depth of the standards, teachers will be better able to teach the standards to the students and ensure mastery of content.

Action Step 1 **5**

.5 coach will facilitate training opportunities to deepen understanding of the Florida State Standards and improve instructional implementation.

Person Responsible

Amy McAllister

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Agendas, Sign in Sheets, Lesson Plans, etc.

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

Review Learning Team meeting notes and Exit Slips from professional development activities

Person Responsible

Jennifer Galindo

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Learning Team meeting and Professional Development activity Agendas and sign in sheets, Lesson Plans

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

EDW, RRR and Performance Matters reports; Classroom assessment data

Person Responsible

Jennifer Galindo

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Assessment data will indicate student achievement increases based on implemented strategies.

G1.B4 Students lack the stamina and experience in both reading and writing to effectively read content and cite it as support in writing. **2**

 B134961

G1.B4.S1 Teachers will increase content and on level reading to increase student reading stamina as well as improve their reading level while providing a variety of writing opportunities through the use of RAZ Kids, Reading Counts, Reading A-Z, and content reading in the field of biomedical and veterinary science. **4**

 S146846

Strategy Rationale

Students need a variety of reading and writing experiences to develop strong comprehension and writing skills.

Action Step 1 **5**

Resource teacher, classroom teachers, and 4-hour media paraprofessional will use RAZ-Kids, Reading Counts, Reading A-Z and daily writing to develop strong literacy skills in students.

Person Responsible

Amy McAllister

Schedule

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

Evidence of Completion

Monthly usage reports.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Teachers will submit monthly usage reports.

Person Responsible

Amy McAllister

Schedule

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

Evidence of Completion

Monthly usage reports will show that all students in K-2 are participating in RAZ-Kids. Lesson Plans will show the use of Reading A-Z as an intervention.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Teachers will submit monthly running record data.

Person Responsible

Dana Pallaria

Schedule

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

Evidence of Completion

Running Record data will be collected to monitor increases in student reading achievement.

G2. Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade. 1

 G053479

G2.B2 Students do not have basic math facts memorized. 2

 B134963

G2.B2.S1 Students will utilize programs and games such a Reflex math and chess to build fluency and apply mathematical logic to real-world situations. 4

 S146848

Strategy Rationale

Students need increased opportunities to build mathematical fluency and apply math in a variety of settings.

Action Step 1 5

Students will work on Reflex math a minimum of 3 times a week.

Person Responsible

Dana Pallaria

Schedule

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

Evidence of Completion

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

Teachers will turn in monthly usage reports from Reflex math.

Person Responsible

Dana Pallaria

Schedule

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

Evidence of Completion

Usage reports will show the percentage of students reaching the optimum usage march a minimum of 3 times a week.

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

Weekly in class assessments, diagnostic assessments and Performance Matters assessments.

Person Responsible

Dana Pallaria

Schedule

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

Evidence of Completion

FSA scores, Percent of students scoring "Proficient" on Report Card and classroom assessments, Diagnostic scores, Performance Matters data. Teacher score reports will demonstrate and increase in student achievement.

G2.B3 Students are not aware of their levels of performance and targeted goals. 2

B134964

G2.B3.S1 Teachers and administrators will conduct data chats with students; students will track their progress on a rubric/scale, personal data folders and through other appropriate measures. 4

S146849

Strategy Rationale

As students record and track their data, teachers are able to support the students in reaching set goals.

Action Step 1 5

Rubrics and scales; Individual data folders.

Person Responsible

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

SAL-P charts completed and signed by teacher, students, administration; Rubric/Scales observed being utilized in the classroom.

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

Scales, Rubrics, data charts from EDW reports

Person Responsible

Dana Pallaria

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

All students will have a SAL-P chart to be taken home to parent; Rubric/Scales will be observed in the classroom. Student Data folders will be reviewed.

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

Person Responsible

Schedule

Evidence of Completion

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

EDW, Performance Matters reports, student data binders

Person Responsible

Dana Pallaria

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Increase in student proficiency levels observed in data folders.

G3. Students in K-5 will be able to master science benchmarks taught at their grade level. 1

G053480

G3.B5 Students need to increase the level of scientific thinking through more "hands on" science lessons, access to materials, journal writing, etc. 2

B134970

G3.B5.S1 Resource teacher will be utilized to provide science lessons, especially "hands on" experiments, for all students. 4

S146852

Strategy Rationale

By utilizing "hands on" science experiences, students will better grasp the science content.

Action Step 1 5

Science Resource Teacher will work with students implementing hands on science lessons, experiments, written lab reports, etc.

Person Responsible

Barbara Alber

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Lab journals.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Resource teacher will meet with Administration to discuss

Person Responsible

Jennifer Galindo

Schedule

On 6/3/2015

Evidence of Completion

Lesson plans, observations.

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Review Resource teacher's planbook and observe lessons; Observe Lab notebooks.

Person Responsible

Jennifer Galindo

Schedule

Monthly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Planbook, Notebooks, Diagnostic scores on EDW, student data

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	.5 coach will facilitate training opportunities to deepen understanding of the Florida State Standards and improve instructional implementation.	McAllister, Amy	9/2/2014	Agendas, Sign in Sheets, Lesson Plans, etc.	5/29/2015 biweekly
G1.B4.S1.A1	Resource teacher, classroom teachers, and 4-hour media paraprofessional will use RAZ-Kids, Reading Counts, Reading A-Z and daily writing to develop strong literacy skills in students.	McAllister, Amy	8/18/2014	Monthly usage reports.	6/4/2015 daily
G2.B2.S1.A1	Students will work on Reflex math a minimum of 3 times a week.	Pallaria, Dana	8/18/2014		6/5/2015 daily
G2.B3.S1.A1	Rubrics and scales; Individual data folders.		9/2/2014	SAL-P charts completed and signed by teacher, students, administration; Rubric/Scales observed being utilized in the classroom.	5/29/2015 biweekly
G3.B5.S1.A1	Science Resource Teacher will work with students implementing hands on science lessons, experiments, written lab reports, etc.	Alber, Barbara	8/25/2014	Lesson Plans, Lab journals.	6/4/2015 weekly
G1.MA1	Monitor and Review EDW Reports, Diagnostics, Performance Matters, Reading Running Records, teachers notes and observations	Galindo, Jennifer	9/2/2014	FSA scores, Percent of students scoring "on grade level" on Running Record; Increase in proficiency level on classroom assessment data, Diagnostic scores, Performance Matters data.	5/29/2015 biweekly
G1.B1.S1.MA1	EDW, RRR and Performance Matters reports; Classroom assessment data	Galindo, Jennifer	9/2/2014	Assessment data will indicate student achievement increases based on implemented strategies.	5/29/2015 biweekly
G1.B1.S1.MA1	Review Learning Team meeting notes and Exit Slips from professional development activities	Galindo, Jennifer	9/2/2014	Learning Team meeting and Professional Development activity Agendas and sign in sheets, Lesson Plans	5/29/2015 daily
G1.B4.S1.MA1	Teachers will submit monthly running record data.	Pallaria, Dana	8/18/2014	Running Record data will be collected to monitor increases in student reading achievement.	6/4/2015 monthly
G1.B4.S1.MA1	Teachers will submit monthly usage reports.	McAllister, Amy	8/18/2014	Monthly usage reports will show that all students in K-2 are participating in RAZ-	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Kids. Lesson Plans will show the use of Reading A-Z as an intervention.	
G2.MA1	Monitor and Review EDW Reports, Diagnostics, Performance Matters reports, teachers notes and observations	Pallaria, Dana	9/2/2014	FSA scores, Percent of students scoring "Proficient" on Report Card and classroom assessments, Diagnostic scores, Performance Matters data.	5/29/2015 monthly
G2.B2.S1.MA1	Weekly in class assessments, diagnostic assessments and Performance Matters assessments.	Pallaria, Dana	8/18/2014	FSA scores, Percent of students scoring "Proficient" on Report Card and classroom assessments, Diagnostic scores, Performance Matters data. Teacher score reports will demonstrate and increase in student achievement.	6/5/2015 monthly
G2.B2.S1.MA1	Teachers will turn in monthly usage reports from Reflex math.	Pallaria, Dana	8/18/2014	Usage reports will show the percentage of students reaching the optimum usage march a minimum of 3 times a week.	6/5/2015 monthly
G2.B3.S1.MA1	EDW, Performance Matters reports, student data binders	Pallaria, Dana	9/2/2014	Increase in student proficiency levels observed in data folders.	5/29/2015 monthly
G2.B3.S1.MA1	Scales, Rubrics, data charts from EDW reports	Pallaria, Dana	9/2/2014	All students will have a SAL-P chart to be taken home to parent; Rubric/Scales will be observed in the classroom. Student Data folders will be reviewed.	5/29/2015 monthly
G2.B3.S1.MA3	[no content entered]			once	
G3.MA1	Monitor and Review EDW Reports, Diagnostics, Performance Matters data, science journals, teachers notes and observations	Galindo, Jennifer	8/25/2014	FCAT scores, Percent of students scoring "proficient" in science on the report card, Diagnostic scores, Performance Matters and classroom data.	6/3/2015 one-time
G3.B5.S1.MA1	Review Resource teacher's planbook and observe lessons; Observe Lab notebooks.	Galindo, Jennifer	8/25/2014	Planbook, Notebooks, Diagnostic scores on EDW, student data	6/3/2015 monthly
G3.B5.S1.MA1	Resource teacher will meet with Administration to discuss	Galindo, Jennifer	8/25/2014	Lesson plans, observations.	6/3/2015 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. Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level".

G1.B1 Instructional staff need to deepen their understanding of the English-Language Arts Florida State Standards and apply this knowledge to student instruction.

G1.B1.S1 Learning Team Meetings and Professional Development activities will provide opportunities for teachers to strengthen their understanding of the Florida State Standards through the use of unpacking the standards, lesson study, and creation of assessments for content mastery.

PD Opportunity 1

.5 coach will facilitate training opportunities to deepen understanding of the Florida State Standards and improve instructional implementation.

Facilitator

Professional Development Team, Learning Team Facilitator and Literacy Cohort teachers;
Administration

Participants

All instructional staff

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

G2. Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade.

G2.B3 Students are not aware of their levels of performance and targeted goals.

G2.B3.S1 Teachers and administrators will conduct data chats with students; students will track their progress on a rubric/scale, personal data folders and through other appropriate measures.

PD Opportunity 1

Rubrics and scales; Individual data folders.

Facilitator

State / District presenters and school-based facilitators.

Participants

Math Resource Teacher and math teachers K-5

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

G3. Students in K-5 will be able to master science benchmarks taught at their grade level.

G3.B5 Students need to increase the level of scientific thinking through more "hands on" science lessons, access to materials, journal writing, etc.

G3.B5.S1 Resource teacher will be utilized to provide science lessons, especially "hands on" experiments, for all students.

PD Opportunity 1

Science Resource Teacher will work with students implementing hands on science lessons, experiments, written lab reports, etc.

Facilitator

Science Resource Teacher and District Science resource

Participants

Teachers in 3-5 with emphasis on grade 5.

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Technical Assistance Items

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

G1. Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level".

G1.B4 Students lack the stamina and experience in both reading and writing to effectively read content and cite it as support in writing.

G1.B4.S1 Teachers will increase content and on level reading to increase student reading stamina as well as improve their reading level while providing a variety of writing opportunities through the use of RAZ Kids, Reading Counts, Reading A-Z, and content reading in the field of biomedical and veterinary science.

PD Opportunity 1

Resource teacher, classroom teachers, and 4-hour media paraprofessional will use RAZ-Kids, Reading Counts, Reading A-Z and daily writing to develop strong literacy skills in students.

Facilitator

Scholastic and Learning Sciences Inc

Participants

Teachers and Students

Schedule

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

G2. Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade.

G2.B2 Students do not have basic math facts memorized.

G2.B2.S1 Students will utilize programs and games such a Reflex math and chess to build fluency and apply mathematical logic to real-world situations.

PD Opportunity 1

Students will work on Reflex math a minimum of 3 times a week.

Facilitator

Explore Learning

Participants

Students and Teachers

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level".	89,933
Goal 2: Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade.	46,373
Goal 3: Students in K-5 will be able to master science benchmarks taught at their grade level.	33,840
Grand Total	170,146

Goal 1: Students in grades K-5 will be able to read, write and comprehend at a level considered "Proficient" or "On grade level".

Description	Source	Total
B1.S1.A1 - .5 Reading Teacher to provide small group interventions	Title I Part A	32,939
B1.S1.A1 - Training Supplies	Title I Part A	500
B1.S1.A1 - Software/Technology (RAZ-Kidz/Reading A-Z)	Title I Part A	1,700
B1.S1.A1 - Part-Time in System-Tutorial	Title I Part A	2,534
B1.S1.A1 - .5 PD Teacher	Title I Part A	36,529
B1.S1.A1 - Parent Involvement-Training in reading-take home books, paired reading books for at home reading, take home kits.	Title I Part A	1,000
B4.S1.A1 - RAZ-Kids and Reading A-Z Bundle	Title I Part A	1,700
B4.S1.A1 - 4-hour Para for small group reading in media center	Title I Part A	13,031
Total Goal 1		89,933

Goal 2: Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade.

Description	Source	Total
B2.S1.A1 - Technology-Reflex Math	Other	3,400
B2.S1.A1 - Supplies for Chess Club	Title I Part A	200
B2.S1.A1 - Parent Involvement-Family Chess Night	Title I Part A	500
B3.S1.A1 - Technology-Scholastic Math Inventory	Other	6,000
B3.S1.A1 - Resource teacher-Math/Science to support small group instruction.	Title I Part A	32,939
B3.S1.A1 - Parent Involvement-Supplies for math training (manipulatives, paper, pens/pencils, take-home kits)	Title I Part A	800

Goal 2: Students in grades K-5 will be able to apply grade level appropriate mathematical concepts to real-world problems at a level considered proficient for their grade.

Description	Source	Total
B3.S1.A1 - Tutorial	School Improvement Funds	2,534
Total Goal 2		46,373

Goal 3: Students in K-5 will be able to master science benchmarks taught at their grade level.

Description	Source	Total
B5.S1.A1 - Resource Teacher-Math/Science	Title I Part A	32,940
B5.S1.A1 - Parent Involvement-Science Night Training-Hands on Connections with Families-South Florida Science Center Science Night Resources	Title I Part A	900
Total Goal 3		33,840