

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'increased', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'college', 'and', 'career'. The colors used are primarily blue, yellow, and orange.

North Grade Elementary School

824 N K ST, Lake Worth, FL 33460

www.edline.net/pages/north_grade_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

77%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

A

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	40

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

North Grade is committed to providing a the best education possible with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

North Grade envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

North Grade will infuse the content required by Florida Statute 1003.42 (2) and S.B.Policy 2.09 (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

North Grade creates an environment where students feel safe and respected during the school day doing the following:

- * Provide classroom guidance and small group counseling
- * Demonstrate and teach the specific practices that reflect the application of the schools SwPBS Universal

Guidelines to the contexts students will encounter before/during/after school.

- * Provide a before and after school program the fully implements the School wide Positive Behavior Program. All staff will implement CHAMPs expectations, throughout the entire campus.

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

North Grade will:

- * Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- * Bell to Bell instruction will occur to keep distractions to a minimum by expecting all students to follow our school wide plan and all staff adhere to the PBS expectations.
- * Tiger Tickets are used as a School -wide recognition system.

* Make reference to Universal Guidelines and behavioral expectations when providing students with positive feedback.

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

North Grade will

* will meet with the School Based Team (SBT) weekly to discuss students with barriers to academic and social success and access the needs of the students and what the barriers are blocking their success.

* SBT will identify interventions that the research suggests works to remove the barrier to success (Evidence Based Intervention) and evaluate the intervention. We will utilize a data-based decision making process to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. .

* Instruction and various campus activities will address social/emotional needs of students

* Guidance Counselors will connect to agencies that have Cooperative Agreements to work with students

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

Administrators along with faculty members utilize EDW data reports and other data systems to identify students who have attendance, behavioral, and or academic concerns. Any students identified in one of these areas of concern are referred to our School Based Team to begin the Tier process.

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	25	22	16	15	12	11	101
One or more suspensions	7	5	0	5	2	3	22
Course failure in ELA or Math	54	68	48	1	0	3	174
Level 1 on statewide assessment	0	0	0	40	34	29	103

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	15	16	6	7	5	8	57

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

North Grade provides the following strategies to improve the academic performance of students identified by the early warning system:

- * Students performing significant below grade level receive services, such as, iii, SAI, Mondo, Wilson, Foundations, and LLI. They are also referred to our SBT for Tiered interventions. In addition to these services we also provide Reading Plus, V Math, Ticket to Read, Think Central, and FASST Math.
- * Our ESE and ESL inclusion is offered on a daily basis in grades K - 5.
- * Our Guidance Counselors play an integral role with mediating students who are having difficulty behaviorally. They meet in small groups throughout the day, as well as, provide families with the information to contact outside agencies.
- * Parent Conferences, parent trainings and home visits to offer support

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

Increase Parental Communication, behavior and steady attendance between home and school to increase student achievement.

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

The process by which the school will build and sustain partnerships with the community will include inviting community members to the School Advisory Council meetings, held on the first Monday of every month. Community members, business partners, and outside family agencies will be encouraged to participate and provide information during school events such as Curriculum Night and Family Math/ Science Night.

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
Patterson, Nicole	Principal
Barbieri, Maritza	Assistant Principal
Prno, Bridgette	Instructional Coach
Dupont, Kimberly	Instructional Coach
Glance, Heather	Teacher, K-12

Duties

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

Principal /Assistant Principal: Provide a common vision for the use of data-based decision making, ensure the SBT is implementing RTI. Ensure the use of data when making decisions. Ensure that RTI Leadership team attends appropriate professional development, communicates with parents regarding the RTI goals, interventions and plans as needed. Communicates with parents as needed.

School Based Team Leader (Bridgette Prno): Facilitates SBT meetings helps develop plans for interventions. Helps implement Tier 3 interventions and monitors that interventions are being administered as scheduled, and assists with data collection and turns in plans as scheduled. Monitors the progress of student plans.

Guidance Counselor: Coordinates school activities with outside social agencies, provides small group and individual counseling as needed. Serves as team member as appropriate.

Reading and Math Coaches: 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 pattern of student need while working district personnel. Assists in the design and development of professional development. Help develop plans for interventions as needed, assists with data collection, support the implementation of Tier 2 and Tier 3 interventions.

School Psychologists: Assists with the development of intervention plans. Provides professional development and technical assistance for data collection, data analysis, intervention planning, and program evaluations.

ESE Contact/ Teacher: Develops plans for interventions, assists with data collection, and supports the implementation of Tier 2 and Tier 3 interventions. Helps integrate core instructional activities/ materials into Tier 3 instruction, and collaborate with general education teachers.

Speech Language Pathologists: Educates the team in the role language plays in curriculum, assessment and instruction. Assists in the selection of screening measures and helps identify systematic patterns of student need with respect to language skills.

ESOL/Dual Language Coordinator: Provides guidance on the development of language acquisition of ELL students. Presents and interprets student data contained within the LEP folder.

The SBT include all the people above as well as the speech pathologist and the child's teacher.

Parents, school nurse, SAI teachers and outside agencies will be invited on a case by case basis.

The SBT uses a variety of data to identify students at risk academically and for behavior. Such forms of data include but are not limited to attendance, RRR, FSA, Palm Beach Performance Assessment, Diagnostic scores, Pupil progression, classroom behavior plans, and discipline referrals. In addition, teachers are asked to bring student work samples and conferring notes.

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

Teacher met with the Administration, RTI Coordinator, ESOL Coordinator, Reading Coaches to discuss the daily expectations for the iii block and Tier 1 instruction during the 90 minute literacy block and the math block. These expectations included appropriate interventions and ways to identify students who need Tier 2. Administrators monitor the fidelity of Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom walkthroughs, formal and informal observations).

Coaches monitor Tier 1, 2 and 3 instruction through walkthroughs, weekly planning with subject areas and implementation of the coach and implementation of the coaching model. To monitor the fidelity of and progress of students regarding their goal teachers will keep accurate records of the days that the intervention is provided and scores of the weekly assessment for academic concerns and behavior

documentation for behavior concerns. This is monitored by the RTI coordinator and Administration. The team will meet every Tuesday of every week participants will be invited as needed based on concerns being addressed.

North Grade receives additional funds from Title 1 for personnel, supplies, staff development, parent involvement and tutoring. District Migrant Liaison provides additional services and support to students and parents if needed. The District receives funds for this program and are coordinated through the district. The district receives supplement funds for the improvement and development of staff through Title II for professional growth. District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement educational program and new technology. 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. Services are provided by Title III through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district from an SAI teacher gives additional instruction to our second grade and third grade students (3rd grade retainees) in reading that . District-wide implementation of Single School Culture, as well as, Appreciation of Multicultural Diversity to assist in violence prevention. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status.

The District Title I and Title II funds provide support through: Area support teams, Curriculum support, Literacy cohort support, Reading Interventionist/LLI support, MTSS support, and Second Grade Academy

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Nicole Patterson	Principal
Rosanne Fuentes	Teacher
Christa Simmons	Parent
Lisa Broadie	Teacher
Marie Isabel Monge	Parent
Sofia Metz	Parent
Ernest Anderson	Parent
Myra Schneider	Teacher
Rosanne Fuentes	Teacher
Tasha Westbrook	Parent
Jennifer White	Parent

Duties

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

Evaluation of last year's school improvement plan

The members of the School Advisory Council review the School Improvement Plan every month. The members give input on the new goals and any changes made. They also discuss barriers and ways of solving and/or minimizing them.

Development of this school improvement plan

The North Grade Elementary School Advisory Council (SAC) was given the opportunity at the September 8th, 2014 to analyze the results of the FY14 FCAT annual assessment. SAC members participated with the Principal to analyze data identifying grade 3-5 student strengths and weaknesses in reading, writing, math and science. Parent Involvement was also considered. After analysis and discussion, the SAC identified goals for the FY15 School Improvement Plan.

Preparation of the school's annual budget and plan

The annual school budget is given to us by the district. The Title I Budget is presented to staff and SAC for input and agreement with appropriate expenditures. The majority of Title I funds are allocated for instructional resource positions to increase student achievement and monitor fidelity of instruction. Funds are also allocated for additional instructional materials to assist with the extended day program and Math instruction.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Patterson, Nicole	Principal
Barbieri, Maritza	Assistant Principal
Dupont, Kimberly	Instructional Coach
Glace, Heather	Instructional Coach
Fuentes, Rosanne	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Some of the major initiatives of the LLT this year will be to build leveled classroom libraries to promote more effective independent reading within the 90 min literacy block and for teachers to have a strong foundation of all of the components of the Balanced Literacy program. The Fountas and Pinnell reading levels will be used to level the libraries. We are also implementing LLI during iii instruction.

In FY15 the Leadership Learning Team (LLT) will utilize regularly scheduled grade level LTM Meetings to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at other times will focus on instructional interventions that provide immediate intensive intervention (iii) for targeted children

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet during common planning and lunch. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

To recruit highly qualified teachers we participate in job fairs and work with school district recruiters to expedite the identification of the most talented instructional applicants

To retain these highly qualified teachers we rely on the activities through the Educator Support Program (ESP) to assist in supporting and strengthening teachers' best practices through collaboration. Master and novice teachers participate in the "collaborative coaching model", with the reading coach for readers/writers workshop to scaffold small groups of teachers around strategies for increasing rigor and relevance in daily instruction. District based math specialist assigned to the school and math coach will participate in LTMs and common planning, modeling strategies for instructional improvement in grades K-5.

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

A plan has been developed to support beginning teachers. The plan includes; completing the district educator support program(ESP), Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development.

In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has Clin Ed certified outside of the teachers grade level.

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

North Grade Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Core academic areas including ELA (Balanced Literacy Units of Study) and Mathematics (Go Math Florida) are aligned to state standards. The new Performance Matters program will also allow teachers to access/create/develop online learning assessments which are aligned to the Florida 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

Each teacher has access to the district's EDW portal and is responsible for entering their students' data, i.e. Running Records for Reading, etc. Learning Team Meetings review data and plans are made to differentiate instruction to meet the needs of diverse learners. The iObservations conducted provide teachers feedback regarding observations conducted. Conferences and data chats provide opportunities for modifications in instruction and strategies to assist students not meeting proficiency. Training and support will be given this year as we work with the new "Performance Matters" program. This program, along with selected, approved, and recommended programs such as VMath and Reading Plus for Reading will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,520

Lowest 25% of students not reaching proficiency in all tested areas will receive content based remediation through vocabulary development, hands on activities and research based programs

Strategy Rationale

Students are provided home work assistance during aftercare with participating in computer based programs for Reading and Math

Strategy Purpose(s)

- Enrichment
- 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

Pre-Test to determine proficiency and post-test at the completion of the 14 weeks. Also EDW reports will reflect any progress made.

Student Transition and Readiness

PreK-12 Transition

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

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

At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:

- Literacy Night, Math Night, Science Night, Curriculum Night
- Kindergarten Round-up

North Grade Elementary will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Student and parents will be invited back to attend Kindergarten round-up. Within the first 30 days of kindergarten, all students will be assessed using FLKRS (Florida Kindergarten Readiness Screener) and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academics and behavioral instruction will be included through guided and independent practice and modeling.

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the rigor of standards based instruction utilizing the Florida State Standards to raise student achievement in all academic areas.
- G2.** Increase students overall content proficiency to reach high standards through quality rigorous instruction.
- G3.** Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

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 the rigor of standards based instruction utilizing the Florida State Standards to raise student achievement in all academic areas. 1a

G053613

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	73.0

Resources Available to Support the Goal 2

- Title 1 funding for Reading and Math resource Coach/teachers
- Parent and Teacher Resource room
- Online Learning, such as, V-Math, Ticket to Read, A to Z, Flocabulary, and Reading Plus
- Classroom workbooks, such as, Triumph Learning Common Core Performance Coach Workbooks for ELA and Math, Common Core Scholastic Workbooks in ELA and Math
-

Targeted Barriers to Achieving the Goal 3

- Parental awareness of new Florida Standards and Assessments
- Professional Development to focus specifically on lesson needs and curriculum, new standards in reading and math.
- A high level of non proficient students in Reading and math

Plan to Monitor Progress Toward G1. 8

Monitor students progress using multiple forms of data, such as, RRR, Palm Beach Performance Assessment, and Pre and Post Formal/infomal Assessmnets

Person Responsible

Maritza Barbieri


Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data analysis/ lesson plans/ LTM agendas

G2. Increase students overall content proficiency to reach high standards through quality rigorous instruction. 1a

 G053614

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	73.0

Resources Available to Support the Goal 2

- LLI kits
- Research based technology programs to enhance proficiency. such as, V Math, Ticket to Read, Learning to Read, Flocabulary, and Reading Plus
- Classroom workbooks, such as, Triumph Learning Common Core Performance Coach Workbooks for ELA and Math, Common Core Scholastic Workbooks in ELA and Math

Targeted Barriers to Achieving the Goal 3

- Insufficient amount of time in the instructional day for remediation.
- Level appropriate reading material for all classroom libraries according to Fontas and Pinnell.

Plan to Monitor Progress Toward G2. 8

The implementation of research based intervention programs to increase proficiency.

Person Responsible

Maritza Barbieri

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

EDW Reports

G3. Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English. 1a

G053615

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- Substitutes and the Professional Development to allow teachers with time to better understand standards and have a common planning session.

Targeted Barriers to Achieving the Goal 3

- Resistant to independently analyze and apply students data to drive instruction
- Consistent use of the gradual release model in everyday instruction.
- Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences.

Plan to Monitor Progress Toward G3. 8

Attend district trainings, Coaching Logs, Lesson Plans, Learning team meeting agendas and notes, Professional Development agenda and notes

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased student achievement i observation

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 the rigor of standards based instruction utilizing the Florida State Standards to raise student achievement in all academic areas. **1**

 G053613

G1.B1 Parental awareness of new Florida Standards and Assessments **2**

 B135390

G1.B1.S1 We will provide parent training's/workshops on the new Florida Standards and assessments to raise parent awareness in State standards. **4**

 S147261

Strategy Rationale

Increase parental awareness of the new Florida standards and assessments.

Action Step 1 **5**

Increase parent opportunities to raise their awareness of the information

Person Responsible

Maritza Barbieri

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

parent signatures/ sign in logs VIPS/Agenda's/SEQ

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

Communication with parents through agendas, SAC meeting, parent conferences, and parent trainings

Person Responsible

Maritza Barbieri

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Parent Conference notes, agendas, Resource room sign-in sheets

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

parent training surveys, Communication through student agendas and parent conferences regarding student achievement, VIPs

Person Responsible

Maritza Barbieri


Schedule

Monthly, from 8/18/2014 to 6/3/2015


Evidence of Completion

Surveys Parent Conference Notes Meeting sign-in sheets VIPs Data Analysis

G1.B2 Professional Development to focus specifically on lesson needs and curriculum, new standards in reading and math. **2**

 B135391

G1.B2.S1 Provide Professional development that will focus on the fidelity of implementation of standard based instruction in the classroom **4**

 S147262

Strategy Rationale

To provide effective Professional Development on standard based instruction

Action Step 1 **5**

Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading Coach and Math resource teacher

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/18/2014 to 9/6/2015

Evidence of Completion

LTM and PDD agendas

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

LTMs, Common Planning Meetings

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Agendas, sign-in sheets, training materials

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

Progress Monitoring of Student Data

Person Responsible

Nicole Patterson


Schedule

Biweekly, from 8/18/2014 to 6/3/2015


Evidence of Completion

EDW data, RRR, agendas, sign-in

G1.B3 A high level of non proficient students in Reading and math 2

 B135392

G1.B3.S1 Reading and math instruction will be focused to ensure that rigorous instruction of comprehension is provided. 4

 S147263

Strategy Rationale

Math and Reading resource teachers will push into classes to increase proficiency in Reading and math

Action Step 1 5

Reading and Math resource teacher will build capacity of reading and math strategies during small group instructional time to ensure rigor and comprehension during Reading and Math lessons.

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student Data and LTM/PDD agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data, Classroom walkthroughs

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans, Data, common planning, LTM

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration and Leadership team will progress monitor student assessment to determine if rigorous instruction is present

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans and data

G2. Increase students overall content proficiency to reach high standards through quality rigorous instruction.


1

 G053614

G2.B1 Insufficient amount of time in the instructional day for remediation. 2

 B135394

G2.B1.S1 Resource teachers, coaches and tutorial teachers will provide remediation of students not reaching proficiency during the school day and after school. 4

 S147264

Strategy Rationale

Overall goal is for our students to be proficiency

Action Step 1 5

Intensive remediation by pull-out of students that are not reaching proficiency through the implementation of LLI and after school tutorial

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Running Reading Record Assessments, EDW and Diagnostic Reports

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

LLI pull-out groups
Foundations
Tutorial

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

RRR and Diagnostics

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

Small Group Lesson Plan

Person Responsible

Maritza Barbieri

Schedule

On 6/3/2015

Evidence of Completion

Increased student achievement

G2.B2 Level appropriate reading material for all classroom libraries according to Fontas and Pinnell. 2

 B135395

G2.B2.S1 To provide Professional Development and training to teachers using the Readers Workshop approach. 4

 S147265

Strategy Rationale

teachers will effectively use the Workshop model during their 90 min. block

Action Step 1 5

Providing Professional Development on Classroom libraries and readers workshop model

Person Responsible

Maritza Barbieri

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student Achievement and proficiency on formal/informal assessments and FSA, iobservations

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

Providing Professional Development on Classroom libraries and readers workshop model

Person Responsible

Maritza Barbieri

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student proficiency and teacher observations

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

libraries are completed appropriately and that the workshop model is implemented with fidelity

Person Responsible

Maritza Barbieri


Schedule

Biweekly, from 8/18/2014 to 6/3/2015


Evidence of Completion

iobservations and student data


G3. Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English. 1

 G053615

G3.B1 Resistant to independently analyze and apply students data to drive instruction 2

 B135396

G3.B1.S1 Data analysis of common assessments given to find the strengths and weaknesses to proceed with more specific differentiated instruction. 4

 S147266

Strategy Rationale

to drive instruction

Action Step 1 5

common assessments - formal and informal
Running Reading records
Rubrics
Palm Beach Performance Assessments

Person Responsible

Nicole Patterson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increase in student achievement

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

EDW reports and Data Analysis

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

EDW reports, Chapter Test Data Analysis, Formal and Informal Assessments

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

Item Analysis
RRR
Formal and Informal Assessments
Unit Assessments

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

EDW Reports and Data Analysis

G3.B2 Consistent use of the gradual release model in everyday instruction. 2

 B135397

G3.B2.S1 Provided professional development and support of the gradual release model. 4

 S147267

Strategy Rationale

to improve instruction

Action Step 1 5

Professional Development
Learning Team Meeting
Peer Coaching
Collaborative Planning

Person Responsible

Nicole Patterson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom Walkthroughs Student artifacts

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

Observe daily instruction using the gradual release model.

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

i observation

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

Coaching Cycle

Observe the implementation of the gradual release model

Person Responsible

Nicole Patterson


Schedule

Monthly, from 8/30/2014 to 6/3/2015


Evidence of Completion

i Observaion Coaches Weekly log Student Engagement Student artifacts

G3.B3 Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences. **2**

 B135398

G3.B3.S1 Provide time through all day collaborative planning, Learning Team Meetings, and professional development with support from administration and academic coaches. **4**

 S147268

Strategy Rationale

To improve overall instruction in the classroom

Action Step 1 **5**

Analyze Data

Analyze benchmarks to reach a better understanding of what needs to be taught

Develop a plan for implementation

Person Responsible

Maritza Barbieri

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student Achievement i observation Coaching Logs

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

Collaborative Planning Notes

Lesson Plans

Professional Development Agendas

Person Responsible

Maritza Barbieri

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased Student Achievement i observation

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

Lesson Study
Implementation of Marzano's Effective teaching strategies

Person Responsible

Maritza Barbieri

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans for content area Scales and Tracking of student success Increased Achievement districted madated assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Increase parent opportunities to raise their awareness of the information	Barbieri, Maritza	8/18/2014	parent signatures/ sign in logs VIPS/ Agenda's/SEQ	6/3/2015 quarterly
G1.B2.S1.A1	Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading Coach and Math resource teacher	Patterson, Nicole	8/18/2014	LTM and PDD agendas	9/6/2015 weekly
G1.B3.S1.A1	Reading and Math resource teacher will build capacity of reading and math strategies during small group instructional time to ensure rigor and comprehension during Reading and Math lessons.	Patterson, Nicole	8/18/2014	Student Data and LTM/PDD agendas	6/3/2015 weekly
G2.B1.S1.A1	Intensive remediation by pull-out of students that are not reaching proficiency through the implementation of LLI and after school tutorial	Patterson, Nicole	8/18/2014	Running Reading Record Assessments, EDW and Diagnostic Reports	6/3/2015 daily
G2.B2.S1.A1	Providing Professional Development on Classroom libraries and readers workshop model	Barbieri, Maritza	8/18/2014	Student Achievement and proficiency on formal/informal assessments and FSA, iobservations	6/3/2015 monthly
G3.B1.S1.A1	common assessments - formal and informal Running Reading records Rubrics Palm Beach Performance Assessments	Patterson, Nicole	8/18/2014	Increase in student achievement	6/3/2015 biweekly
G3.B2.S1.A1	Professional Development Learning Team Meeting Peer Coaching Collaborative Planning	Patterson, Nicole	8/18/2014	Classroom Walkthroughs Student artifacts	6/3/2015 biweekly
G3.B3.S1.A1	Analyze Data Analyze benchmarks to reach a better understanding of what needs to be taught Develop a plan for implementation	Barbieri, Maritza	8/18/2014	Student Achievement i observation Coaching Logs	6/3/2015 monthly
G1.MA1	Monitor students progress using multiple forms of data, such as, RRR, Palm Beach Performance Assessment,	Barbieri, Maritza	8/18/2014	Data analysis/ lesson plans/ LTM agendas	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and Pre and Post Formal/informal Assessments				
G1.B1.S1.MA1	parent training surveys, Communication through student agendas and parent conferences regarding student achievement, VIPS	Barbieri, Maritza	8/18/2014	Surveys Parent Conference Notes Meeting sign-in sheets VIPS Data Analysis	6/3/2015 monthly
G1.B1.S1.MA1	Communication with parents through agendas, SAC meeting, parent conferences, and parent trainings	Barbieri, Maritza	8/18/2014	Parent Conference notes, agendas, Resource room sign-in sheets	6/3/2015 monthly
G1.B2.S1.MA1	Progress Monitoring of Student Data	Patterson, Nicole	8/18/2014	EDW data, RRR, agendas, sign-in	6/3/2015 biweekly
G1.B2.S1.MA1	LTMs, Common Planning Meetings	Patterson, Nicole	8/18/2014	Agendas, sign-in sheets, training materials	6/3/2015 weekly
G1.B3.S1.MA1	Administration and Leadership team will progress monitor student assessment to determine if rigorous instruction is present	Patterson, Nicole	8/18/2014	Lesson plans and data	6/3/2015 monthly
G1.B3.S1.MA1	Data, Classroom walkthroughs	Patterson, Nicole	8/18/2014	Lesson plans, Data, common planning, LTM	6/3/2015 daily
G2.MA1	The implementation of research based intervention programs to increase proficiency.	Barbieri, Maritza	8/18/2014	EDW Reports	6/3/2015 daily
G2.B1.S1.MA1	Small Group Lesson Plan	Barbieri, Maritza	8/18/2014	Increased student achievement	6/3/2015 one-time
G2.B1.S1.MA1	LLI pull-out groups Foundations Tutorial	Patterson, Nicole	8/18/2014	RRR and Diagnostics	6/3/2015 daily
G2.B2.S1.MA1	libraries are completed appropriately and that the workshop model is implemented with fidelity	Barbieri, Maritza	8/18/2014	observations and student data	6/3/2015 biweekly
G2.B2.S1.MA1	Providing Professional Development on Classroom libraries and readers workshop model	Barbieri, Maritza	8/18/2014	Student proficiency and teacher observations	6/3/2015 monthly
G3.MA1	Attend district trainings, Coaching Logs, Lesson Plans, Learning team meeting agendas and notes, Professional Development agenda and notes	Patterson, Nicole	8/18/2014	Increased student achievement i observation	6/3/2015 monthly
G3.B1.S1.MA1	Item Analysis RRR Formal and Informal Assessments Unit Assessments	Patterson, Nicole	8/18/2014	EDW Reports and Data Analysis	6/3/2015 monthly
G3.B1.S1.MA1	EDW reports and Data Analysis	Patterson, Nicole	8/18/2014	EDW reports, Chapter Test Data Analysis, Formal and Informal Assessments	6/3/2015 monthly
G3.B2.S1.MA1	Coaching Cycle Observe the implementation of the gradual release model	Patterson, Nicole	8/30/2014	i Observaion Coaches Weekly log Student Engagement Student artifacts	6/3/2015 monthly
G3.B2.S1.MA1	Observe daily instruction using the gradual release model.	Patterson, Nicole	8/18/2014	i observation	6/3/2015 daily
G3.B3.S1.MA1	Lesson Study Implementation of Marzano's Effective teaching strategies	Barbieri, Maritza	8/18/2014	Lesson Plans for content area Scales and Tracking of student success Increased Achievement districted madated assessments	6/3/2015 biweekly
G3.B3.S1.MA1	Collaborative Planning Notes Lesson Plans Professional Development Agendas	Barbieri, Maritza	8/18/2014	Increased Student Achievement i observation	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the rigor of standards based instruction utilizing the Florida State Standards to raise student achievement in all academic areas.

G1.B2 Professional Development to focus specifically on lesson needs and curriculum, new standards in reading and math.

G1.B2.S1 Provide Professional development that will focus on the fidelity of implementation of standard based instruction in the classroom

PD Opportunity 1

Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading Coach and Math resource teacher

Facilitator

Heather Glace/Bridgette Prno

Participants

k-5 teachers

Schedule

Weekly, from 8/18/2014 to 9/6/2015

G1.B3 A high level of non proficient students in Reading and math

G1.B3.S1 Reading and math instruction will be focused to ensure that rigorous instruction of comprehension is provided.

PD Opportunity 1

Reading and Math resource teacher will build capacity of reading and math strategies during small group instructional time to ensure rigor and comprehension during Reading and Math lessons.

Facilitator

Ms. Glace and Mrs. Prno

Participants

K -5 teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G2. Increase students overall content proficiency to reach high standards through quality rigorous instruction.

G2.B1 Insufficient amount of time in the instructional day for remediation.

G2.B1.S1 Resource teachers, coaches and tutorial teachers will provide remediation of students not reaching proficiency during the school day and after school.

PD Opportunity 1

Intensive remediation by pull-out of students that are not reaching proficiency through the implementation of LLI and after school tutorial

Facilitator

District Reading Specialist, Heather Glace and Kim Dupont

Participants

K-5 teachers

Schedule

Daily, from 8/18/2014 to 6/3/2015

G2.B2 Level appropriate reading material for all classroom libraries according to Fontas and Pinnell.

G2.B2.S1 To provide Professional Development and training to teachers using the Readers Workshop approach.

PD Opportunity 1

Providing Professional Development on Classroom libraries and readers workshop model

Facilitator

Reading Coaches and District Reading Specialist

Participants

K - 5 teachers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

G3. Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

G3.B1 Resistant to independently analyze and apply students data to drive instruction

G3.B1.S1 Data analysis of common assessments given to find the strengths and weaknesses to proceed with more specific differentiated instruction.

PD Opportunity 1

common assessments - formal and informal Running Reading records Rubrics Palm Beach Performance Assessments

Facilitator

Administrators, Academic Coaches, Professional Development Team

Participants

Instructional Staff

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

G3.B2 Consistent use of the gradual release model in everyday instruction.

G3.B2.S1 Provided professional development and support of the gradual release model.

PD Opportunity 1

Professional Development Learning Team Meeting Peer Coaching Collaborative Planning

Facilitator

Administrators, Professional Development Team, Academic Coaches

Participants

All instructional Staff

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

G3.B3 Willingness to dedicate extended amounts of time to understand standards and implementing grade level appropriate instruction through Spanish and English workshops, professional development and conferences.

G3.B3.S1 Provide time through all day collaborative planning, Learning Team Meetings, and professional development with support from administration and academic coaches.

PD Opportunity 1

Analyze Data Analyze benchmarks to reach a better understanding of what needs to be taught
Develop a plan for implementation

Facilitator

Academic Coaches, Professional Development Team, Presenters

Participants

All Instructional Staff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Increase the rigor of standards based instruction utilizing the Florida State Standards to raise student achievement in all academic areas.	150,505
Goal 2: Increase students overall content proficiency to reach high standards through quality rigorous instruction.	34,710
Goal 3: Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.	11,495
Grand Total	196,710

Goal 1: Increase the rigor of standards based instruction utilizing the Florida State Standards to raise student achievement in all academic areas.		
Description	Source	Total
B1.S1.A1 - Salary and benefits for Temp. PT parent liaison to provide parent training and parent resource center support	Title I Part A	11,254
B1.S1.A1 - Student Agendas for parent communication	Title I Part A	4,074
B1.S1.A1 - Supplies for Communication and Training's to include paper, ink, food, chart paper, literacy books, academic games, folders, laminating for make and take activities, and other training maerials	Title I Part A	2,783
B2.S1.A1 - Heather Glace .5 Reading Coach	Title I Part A	36,530
B2.S1.A1 - Subs. for collaboration and PD	Title I Part A	5,170
B2.S1.A1 - Color Printers to print EDW reports in color	Title I Part A	2,630
B2.S1.A1 - Supplies for PD, such as chart paper, paper, ink, folders, binders, post it notes, laminating paper, high lighters	Title I Part A	5,370
B3.S1.A1 - classroom supplies, such as, reading baskets, classroom libraries, math manipulative's, chart paper, post it notes, copy paper, ink, high lighters, pencil, pens, composition books, manila folders, student folders, binders	Title I Part A	3,016
B3.S1.A1 - On line learning with programs such as, V Math, Ticket to Read, Reading Plus, A to Z Learning	Title I Part A	13,800
B3.S1.A1 - . 5 Reading Resource	Title I Part A	32,939
B3.S1.A1 - .5 Math Resource	Title I Part A	32,939
Total Goal 1		150,505

Goal 2: Increase students overall content proficiency to reach high standards through quality rigorous instruction.

Description	Source	Total
B1.S1.A1 - LLI kits, tutorial materials, part-time in system for tutorial	Title I Part A	10,000
B1.S1.A1 - 1st and 2nd grade summer tutorial	Title I Part A	10,000
B2.S1.A1 - Professional Development Conferences, such as Readers College- Lucy Calkins	Title I Part A	5,000
B2.S1.A1 - Classroom library books and supplies	Title I Part A	9,710
Total Goal 2		34,710

Goal 3: Student Achievement will increase as teachers gain knowledge and implement the standards-based curriculum in both Spanish and English.

Description	Source	Total
B1.S1.A1		0
B2.S1.A1 - Professional Development supplies such as, chart paper, post it notes, paper, notebooks	Title I Part A	1,200
B3.S1.A1 - Professional Development Conference in DL such as, NABE or LaCosecha	Title I Part A	5,000
B3.S1.A1 - Spanish Library Books	Title I Part A	5,295
Total Goal 3		11,495