

Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

www.edline.net/pages/pierce_hammock_elementary

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

45%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
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

Pierce Hammock Elementary School, in partnership with parents and the community, is committed to impacting the lives of our students. Their potential for academic achievement, leadership, and personal growth will develop within a technologically-enriched learning environment.

Provide the school's vision statement

In an effort to maintain our "A" school status, all subgroups for Pierce Hammock will demonstrate proficiency as set by the State of Florida criteria. Over the course of the school year, all students will demonstrate learning gains as measured on the School Accountability Report.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our school will ensure that relationship-building is a clear priority, embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts); assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations, encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students, and schedule and plan school wide multicultural projects;

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

Our students feel safe and respected before, during, and after school because we implement a School-Wide Positive Behavior System (SWPBS). This plan allows an environment in which everyone feels welcomed, valued, and respected while providing safety and order within the school. Our building is on full lock down and all visitors must enter through the office and sign in. All volunteers are cleared by the district prior to volunteering on campus. Schools staff is always on duty outside and within the building before and after school. School has specific dismissal procedures ensuring that all students arrive home safely. school provides scheduled safety practice drills, such as; fire drills, code reds, and evacuation procedures. We articulate, demonstrate, and teach the specific practices that reflect the application of the school's SWPBS Universal Guidelines to the contexts students will encounter before/during/after school. We create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported The adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying policies.

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

Our school implements a School-Wide Positive Behavior System (SWPBS). This system allows an increase in student time in the classroom and increase student time on task, The Universal Guidelines and behavior matrix is taught twice a year to ensure students are aware of school expectations. We ensure teachers are trained in classroom management strategies The SWPBS team reviews classroom data to ensure students are engaged while in class. Differentiation of instruction is taking place to meet the needs of all students. Teachers convey and review expectations for each learning activity. Teachers make references to school-wide guidelines and behavioral expectations when providing students with positive feedback, and School-wide recognition system is in place for academics and character development.

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

Operational school based team that meets monthly to discuss students with barriers to academic and social success; School develops and implements a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation). We engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

No

PIP Link

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

Description

There are many opportunities for family involvement. Parents can attend and participate on SAC, assist with school events, both on and off campus, and be active members of the PTO. Parents volunteer in various capacities throughout the campus such as copying and preparing materials for instruction. Parent Curriculum Nights usually have 95 % attendance. Parents attend Book Fair Night, Family PTO Dinner Nights on campus and off campus, and Night of Sweet Success (Grades 3-5). On this event, students share assessment data and their goals with their parents, and parents are shown math and reading strategies on how to help your child at home.

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

Our school has local business and community members that serve on our School Advisory Council (SAC). These members attend our monthly meetings and provide valuable feedback, in which; their opinions are valued. They also provide support by donating needed items to help support the school and student achievement. We have Business Partnership Agreements in place that specifically state the business project or activity that they are supporting. In addition, we have community members from the local JCC that volunteer around campus and specifically come to assist with reading and to support our struggling readers.

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
Carvelli, Dr. John	Principal
Mooney, Dr. Edwina	Assistant Principal
Suarez, Risa	Teacher, K-12
Scott, Tracey	Teacher, K-12
Clarke, Deborah	Teacher, K-12
Simpson, Kathleen	Teacher, K-12
King, Kristen	Teacher, K-12
Aspenwall, Susan	Teacher, K-12
DeLong, Carol	Teacher, K-12
Meroney, Meriann	Teacher, ESE
Varnell, Beatriz	Teacher, ESE

Duties

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

The School-Based Leadership Team (SBT) consists of our ESE Contact, Assistant Principal, School Psychologist, Supplemental Academic Instructor, guidance counselor, ESE teachers and Speech-Language Pathologist and classroom teachers as needed. The function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP is to meet as a team and discuss those students in the MTSS process. The team will use the Problem Solving Model* to conduct all meetings and it is a shared decision making process. During these meetings, data is reviewed and compared to school districts progress monitoring chart and grade level expectations. The team identifies appropriate researched-evidence based interventions and select a tool for progress monitoring. Community agencies are utilized as needed. Responsibilities and duties during these meetings consist of: note taking, data review/discussed, mainframe updated, completion and signing of 2284 (A, B, C, & D).

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 uses a Multi-Tiered System of Supports (MTSS) as an evidence-based model. It uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The resources are based on student need and are based on research based resources and strategies. Students are first identified based on trends and patterns using school wide and grade level data. Students that are not meeting standards in the Tier-1 core academic instruction are referred to the SBT team. Tier I of delivery of instruction consists of the universal core reading program of a 90 minute uninterrupted literacy block and a 60 minute uninterrupted math block. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at II or III levels of intensity. Tier 2 is the targeted supplemental intervention and supports students in addition to and aligned with the core curriculum and instruction. Tier 3 is intensive individualized intervention and supports students receive in addition to and aligned with the core curriculum and instruction. During these tiers, teachers track student progress with a progress monitoring form. The data is collected at each tier, graphed, and used to monitor the effectiveness of the interventions and used to determine the

efficacy of the supports .

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying program and character education. Multicultural Diversity is infused in the literacy curriculum in which students read authentic text with various multicultural content. Fifth Grade Safety Patrols attend annual trip to Washington DC, in which they visit the Martin Luther King Memorial.

Title X - Homeless students are registered in accordance with district policies. All policies related to ELL and ESE students are followed to create an optimal learning environment.

Supplemental Academic Instruction (SAI) - Provides immediate, intensive instruction (iii) in reading to targeted students.

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

Nutrition Programs - School Food Service

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. John Carvelli	Principal
Risa Suarez	Teacher
Tracey Scott	Teacher
Kathleen Simpson	Teacher
Kristen King	Teacher
Susan Aspenwall	Teacher
Carol Delong	Teacher
Beatriz Varnell	Teacher
Lynn Pestrichelli	Parent
Roxanne Voiret	Parent
Nicholas Dull	Business/Community
Nicole Karuzas	Parent
Robin Sanford-Eiler	Parent
Steven Lee	Business/Community
Mary Gilbert	Education Support Employee
JoAnne Davis	Parent
Deborah Clarke	Teacher
Kristy Small	Parent
Elizabeth Brant	Parent
Michelle Lee	Parent
Celeste Tripician	Parent
Jamie Fitzgerald	Parent
Janine Hoang	Parent
Allan Hall	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Plan was shared with all SAC members at the first SAC meeting of the school year. The SAC members had the opportunity to review it and provide their feedback. All feedback was valued and changes were made as needed. All voting SAC members voted and approved on the final plan.

Development of this school improvement plan

The role of the School Advisory Council in the School Improvement Plan is to develop and review the implementation of the School Improvement Plan. They enlist, promote, and support greater interaction between school and community. They provide input in matters concerning disbursement of school improvement funds, and other monies related to school improvement, and to ensure that such expenditures are consistent with the School Improvement Plan. They consult with peripheral constituency groups when making decisions concerning educational practices within the school and they consult with people or departments needed to support the School Improvement Plan.

Preparation of the school's annual budget and plan

All SAC members are provided at all monthly meetings a current balance of the School Improvement Funds account. All funding requests are placed on SAC agenda when needed. SAC members are provided a full explanation as to which funds will be allocated for what use and voting members have the opportunity to vote on the usage of funds.

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

School Improvement funds were used for the purpose of enhancing school performance through development and implementation of the school improvement plan.

Last school year \$4300.00 of school improvement funds were approved by SAC to implement the reading, writing, math, and science tutorial program and the necessary resource materials.

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
Carvelli, Dr. John	Principal
Mooney, Dr. Edwina	Assistant Principal
Suarez, Risa	Teacher, K-12
Scott, Tracey	Teacher, K-12
Schauers, Tammy	Teacher, K-12
Gravante, Tammy	Teacher, K-12
King, Kristen	Teacher, K-12
Schultheis, Laurie	Teacher, K-12
Moore, Amanda	Teacher, K-12
Garcia, Natalie	Teacher, K-12
Varnell, Beatriz	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team include a literacy leader from each grade level, a reading resource teacher, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: The major initiatives of the LLT team is to attend all district cohort literacy meetings and share information with their peers. They will plan activities to increase student achievement in ELA standards.. They will have input on PDD topics, participate in training for teachers, conduct training and support for teachers, and assist in the identification of students who require additional assistance. A school-wide Reading Counts, Volunteer Reading Program from the Sam & Anne Klein Literacy Coalition, and participation in the Florida Literacy Week celebration will take place. Fine Arts will be support reading, math, and writing instruction throughout selected activities, A comprehensive Professional Development calendar related to Florida Standards and the implementation of the literacy roll-out is planned. initiatives.

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

To encourage a positive working relationship trust and effective communication is established by including staff in important decision making opportunities. We have a supportive meaningful collaboration process by having scheduled grade chair meetings, grade level meetings, learning team meetings, faculty meetings, committee meetings, school based team meetings, and meetings with support staff. We use a professional development model that promotes relationship building such as peer coaching, mentoring, team teaching, sharing best practices, and allowing staff to provide training on PDD days. The master schedule has been designed to provide consistent time for teachers to meet by common content within the grade level. 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. We have unified shirt days, luncheons, monthly birthday celebrations, social gatherings, and teacher accomplishment recognition.

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

Attempts are made to recruit teachers based on the needs of the schools and students. Certified teachers are hired and offered continuous professional development to grow professionally. School District Recruitment (Job Fair), student internships for university students, school district educator support program, professional learning teams, and hire highly-qualified teachers and paraprofessionals. We utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. We establish and maintain relationships with colleges and officials in the field of education to promote the District and allow college internships on campus.

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

We implement the district Educator Support Program (ESP) which is a formal program of support for newly hired educators. Types of support include a support team, professional development opportunities, observations, conferences, and written and oral feedback. Each new educator has a support team comprised of the ESP contact, the mentor, and the new teacher. Other mentors could include the principal, the assistant principal, a peer teacher, or a National Board Certified Teacher. Each ESP mentor has Clinical Education Training. The mentors support the new educator by completing informal observations and by providing feedback. They verify teacher competencies based on the new educator's demonstration of the Educator Accomplished Practices and maintain the ESP documents. They establish and share the culture and climate of the school and any "unwritten" rules and procedures. They establish a trusting and confidential relationship with the new educator as well.

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

Pierce Hammock Elementary ensures its core instructional programs and materials are aligned to Florida Standards by utilizing the School District of Palm Beach County Learning Village for lesson planning and support. The Literacy Cohort team attends monthly meetings for support for the Literacy Roll-out implementation. Math content areas will attend math cohort meetings related to the new Florida Math Standards as scheduled. All teachers have a copy of the Florida Standards and administration periodically checks lesson plans. Administration also completes classroom walk-throughs and observations as scheduled to ensure that teachers are implementing meaningful lessons. Teachers are provided a common planning time for collaboration. Our school 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. District assessments and common assessments are created to align with the Florida Standards. School uses the instructional programs and materials that are adopted and supported by the District. Supplemental programs, such as Leveled Literacy Intervention is adopted and supported by district as well.

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

Pierce Hammock uses data to provide and differentiate instruction to meet the diverse needs of our students. Teachers modify instruction for those that have specific modifications according to IEP's, 504's, PMP's or an RTI Intervention plan. Instruction is also modified within the 90 minute uninterrupted literacy block by differentiating guided reading groups, They create these groups based on Reading Running Records and SRI scores. Other content areas such as; math, science, social studies, and writing are also differentiated with skills groups and based on previous years FCAT data, diagnostic data, common assessments, teacher observation. and classroom performance assessments. Students identified as below grade level as identified from FCAT, Diagnostic, RRR, and SRI scores are provided small group Tripe i or SAI services and will implement LLI (Leveled Literacy Intervention) instruction. Before and after school tutorial is in place for those identified as below grade level as well as enrichment activities for those requiring a more rigorous and challenging curriculum.

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: 10,800

The tutoring program identifies individual student needs based on diagnostic scores. Teachers are paid from SIP/SAC and other reserve sources. The after-care program is elective but serves 165 students. Homework assistance and enrichment activities build on classroom learning.

Strategy Rationale

Core Academic Instruction and enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Aspenwall, Susan, susan.aspenwall@palmbeachschools.org

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

Data on student performance is pulled from EDW (Educational Data Warehouse).

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

An annual Kindergarten round-up event is established to help review school expectations, procedures, and practices. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process

that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By providing a rigorous curriculum based on individual student needs, we will increase proficiency in the ELA standards to 81% for all students in grades 3-5.
- G2.** If we provide regular professional development on the new math standards we will increase proficiency to 76% for all students in grades 3-5.

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. By providing a rigorous curriculum based on individual student needs, we will increase proficiency in the ELA standards to 81% for all students in grades 3-5. **1a**

G053622

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal **2**

- Tutorial program for target students
- SAI Instruction
- Individual Goal Setting
- SRA/Wilson Reading Program
- Triple i instruction with ESE , SAI, and Regular Education Teachers
- Leveled Literacy Intervention (LLI)
- Study Island Online Resource

Targeted Barriers to Achieving the Goal **3**

- Attendance and Tardiness issues
- Students that have varied academic abilities and individual challenges

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

On-going ELA Assessments of Standards and Diagnostic Assessment

Person Responsible

Dr. John Carvelli

Schedule

Quarterly, from 9/12/2014 to 6/4/2015

Evidence of Completion

ELA Assessments of Standards and Diagnostic Assessment Data

G2. If we provide regular professional development on the new math standards we will increase proficiency to 76% for all students in grades 3-5. 1a

G053623

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0

Resources Available to Support the Goal 2

- Math Cadre Meetings - Train the Trainer Model
- Study Island Online Resources
- District Learning Village

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of New Math Standards
- Student Attendance

Plan to Monitor Progress Toward G2. 8

Math standards assessments and diagnostic assessments

Person Responsible

Dr. John Carvelli

Schedule

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

Evidence of Completion

Math standards assessments and diagnostic assessments 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. By providing a rigorous curriculum based on individual student needs, we will increase proficiency in the ELA standards to 81% for all students in grades 3-5. **1**

 G053622

G1.B1 Attendance and Tardiness issues **2**

 B135411

G1.B1.S1 Reward based attendance program for students and awareness training for parents. **4**

 S147281

Strategy Rationale

To improve attendance and tardiness issues

Action Step 1 **5**

Conduct a parent and student awareness seminar

Person Responsible

Ellen Chance

Schedule

Quarterly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Attendance and tardiness rates

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

Take attendance at parent events and track student attendance and tardies.

Person Responsible

Ellen Chance

Schedule

Quarterly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Sign in sheets and student attendance records

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

Student attendance records will be monitored and followed up parent contact will occur if necessary. A review of students who received attendance incentives will be conducted.

Person Responsible

Ellen Chance

Schedule

Quarterly, from 9/12/2014 to 6/4/2015

Evidence of Completion

Student attendance records and record of students who received attendance incentives.

G1.B2 Students that have varied academic abilities and individual challenges **2**

 B135412

G1.B2.S1 Students that have been identified as not meeting proficiency will receive triple i and/or participate in school's tutorial program. **4**

 S147282

Strategy Rationale

These are proven strategies that have made a significant improvement in learning gains.

Action Step 1 **5**

Students identified as not meeting proficiency will participate in triple i and/or tutorial program.

Person Responsible

Kristen King

Schedule

Weekly, from 1/1/2015 to 4/1/2015

Evidence of Completion

Student attendance records

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

Frequent progress monitoring of ELA assessments and monitor attendance

Person Responsible

Kristen King

Schedule

Weekly, from 1/15/2014 to 4/1/2015

Evidence of Completion

Florida Assessment results and tutorial program participation rates/Attendance Records

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

Frequent progress monitoring of ELA assessments and monitor attendance

Person Responsible

Kristen King

Schedule

Monthly, from 1/15/2015 to 4/1/2015

Evidence of Completion

Florida Assessment results and tutorial program participation rates/Attendance Records


G2. If we provide regular professional development on the new math standards we will increase proficiency to 76% for all students in grades 3-5. 1

 G053623

G2.B1 Teacher knowledge of New Math Standards 2

 B135413

G2.B1.S1 Teachers will attend Math Cadre Meetings for Professional Development 4

 S147283

Strategy Rationale

Teachers will receive training and up to date information to increase their knowledge of the math standards.

Action Step 1 5

Teachers will attend monthly math cadre district meetings

Person Responsible

Susan Aspenwall

Schedule

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

Evidence of Completion

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

Teachers that attend the math cadre meetings with share information with other math teachers on their grade level.

Person Responsible

Susan Aspenwall

Schedule

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

Evidence of Completion

Professional Development sign in sheets and meeting agendas

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

Usage of math units of study and classroom walk-throughs

Person Responsible

Susan Aspenwall

Schedule

Monthly, from 9/17/2014 to 9/17/2014

Evidence of Completion

Individual meetings with teachers and review of diagnostic results for patterns or learning and non-learning.

G2.B2 Student Attendance 2

 B135414

G2.B2.S1 Teachers Contact Parents at five consecutive absences 4

 S147284

Strategy Rationale

Required by district policy

Action Step 1 5

Letter is sent home at five consecutive absences after mandatory contact by classroom teacher

Person Responsible

Dr. John Carvelli

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Copy of letter

Action Step 2 5

Phone dialers to encourage student punctuality and attendance

Person Responsible

Dr. John Carvelli

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Document date dialer went out.

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

Attendance clerk will keep documentation and files of letters sent home.

Person Responsible

Dr. John Carvelli

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Copy of letters

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

Compare attendance rates from prior years

Person Responsible

Dr. John Carvelli

Schedule

Annually, from 9/15/2014 to 6/4/2015

Evidence of Completion

Attendance records

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Conduct a parent and student awareness seminar	Chance, Ellen	9/12/2014	Attendance and tardiness rates	6/4/2015 quarterly
G1.B2.S1.A1	Students identified as not meeting proficiency will participate in triple i and/or tutorial program.	King, Kristen	1/1/2015	Student attendance records	4/1/2015 weekly
G2.B1.S1.A1	Teachers will attend monthly math cadre district meetings	Aspenwall, Susan	8/25/2014		6/4/2015 monthly
G2.B2.S1.A1	Letter is sent home at five consecutive absences after mandatory contact by classroom teacher	Carvelli, Dr. John	9/15/2014	Copy of letter	6/5/2015 weekly
G2.B2.S1.A2	Phone dialers to encourage student punctuality and attendance	Carvelli, Dr. John	8/25/2014	Document date dialer went out.	6/5/2015 quarterly
G1.MA1	On-going ELA Assessments of Standards and Diagnostic Assessment	Carvelli, Dr. John	9/12/2014	ELA Assessments of Standards and Diagnostic Assessment Data	6/4/2015 quarterly
G1.B1.S1.MA1	Student attendance records will be monitored and followed up parent contact will occur if necessary. A review of students who received attendance incentives will be conducted.	Chance, Ellen	9/12/2014	Student attendance records and record of students who received attendance incentives.	6/4/2015 quarterly
G1.B1.S1.MA1	Take attendance at parent events and track student attendance and tardies.	Chance, Ellen	9/12/2014	Sign in sheets and student attendance records	6/4/2015 quarterly
G1.B2.S1.MA1	Frequent progress monitoring of ELA assessments and monitor attendance	King, Kristen	1/15/2015	Florida Assessment results and tutorial program participation rates/Attendance Records	4/1/2015 monthly
G1.B2.S1.MA1	Frequent progress monitoring of ELA assessments and monitor attendance	King, Kristen	1/15/2014	Florida Assessment results and tutorial program participation rates/Attendance Records	4/1/2015 weekly
G2.MA1	Math standards assessments and diagnostic assessments	Carvelli, Dr. John	8/25/2014	Math standards assessments and diagnostic assessments data	6/4/2015 monthly
G2.B1.S1.MA1	Usage of math units of study and classroom walk-throughs	Aspenwall, Susan	9/17/2014	Individual meetings with teachers and review of diagnostic results for patterns or learning and non-learning.	9/17/2014 monthly
G2.B1.S1.MA1	Teachers that attend the math cadre meetings with share information with other math teachers on their grade level.	Aspenwall, Susan	8/25/2014	Professional Development sign in sheets and meeting agendas	6/4/2015 monthly
G2.B2.S1.MA1	Compare attendance rates from prior years	Carvelli, Dr. John	9/15/2014	Attendance records	6/4/2015 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Attendance clerk will keep documentation and files of letters sent home.	Carvelli, Dr. John	9/15/2014	Copy of letters	6/4/2015 weekly
G2.B2.S2.MA1	[no content entered]			once	
G2.B2.S2.MA1	[no content entered]			once	

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. By providing a rigorous curriculum based on individual student needs, we will increase proficiency in the ELA standards to 81% for all students in grades 3-5.

G1.B1 Attendance and Tardiness issues

G1.B1.S1 Reward based attendance program for students and awareness training for parents.

PD Opportunity 1

Conduct a parent and student awareness seminar

Facilitator

Ellen Chance

Participants

All Instructional staff, parents, and students

Schedule

Quarterly, from 9/12/2014 to 6/4/2015

G1.B2 Students that have varied academic abilities and individual challenges

G1.B2.S1 Students that have been identified as not meeting proficiency will receive triple i and/or participate in school's tutorial program.

PD Opportunity 1

Students identified as not meeting proficiency will participate in triple i and/or tutorial program.

Facilitator

District Literacy Cohort Trainers and multi-level training of school staff.

Participants

ELA/Literacy Cohort Team/Reading Leadership Team

Schedule

Weekly, from 1/1/2015 to 4/1/2015

G2. If we provide regular professional development on the new math standards we will increase proficiency to 76% for all students in grades 3-5.

G2.B1 Teacher knowledge of New Math Standards

G2.B1.S1 Teachers will attend Math Cadre Meetings for Professional Development

PD Opportunity 1

Teachers will attend monthly math cadre district meetings

Facilitator

District Training

Participants

Math instructional Staff

Schedule

Monthly, 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.

Budget Rollup

Summary

Description	Total
Goal 1: By providing a rigorous curriculum based on individual student needs, we will increase proficiency in the ELA standards to 81% for all students in grades 3-5.	9,370
Grand Total	9,370

Goal 1: By providing a rigorous curriculum based on individual student needs, we will increase proficiency in the ELA standards to 81% for all students in grades 3-5.

Description	Source	Total
B1.S1.A1	School Improvement Funds	370
B2.S1.A1 - Partial funding will come from School Improvement Funds and some will be donated from local middle school.	School Improvement Funds	9,000
Total Goal 1		9,370