

# Wynnebrook Elementary School



2014-15 School Improvement Plan

## Wynnebrook Elementary School

1167 DREXEL RD, West Palm Beach, FL 33417

[www.edline.net/pages/wynnebrook\\_elementary](http://www.edline.net/pages/wynnebrook_elementary)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
93%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
90%

### 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                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Mission of Wynnebrook Elementary is to provide the necessary tools and climate for academic success.

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

The Vision of Wynnebrook Elementary is to embrace a single school culture consisting of shared beliefs, values, and goals, focusing on excellence in all areas of education.

#### 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

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

Wynnebrook Elementary School prides itself with a sense of community, built from the school's Code Of Conduct:

I am respectful, I am responsible, I am a peacemaker, and I am prepared. Beginning from the first day of school, all stakeholders build a sense of community by talking about the school's Code of Conduct.

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

The schoolwide behavioral system in place is Wynnebrook Elementary's Code of Conduct: I am respectful, I am responsible, I am a peacemaker, and I am prepared.

##### 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

During leadership team meetings, students academic, as well as social-emotional needs are discussed. Interventions are discussed. Referrals will be made to agencies as deemed necessary. School guidance counselors intervene and meet with the student(s).

#### 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**

- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the criteria elements above
- Students' attendance is tracked daily. Parents are contacted immediately for repetitive absences or tardies.

**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     | 31          | 26 | 23 | 16 | 21 | 20 | 137   |
| One or more suspensions         | 1           | 1  | 4  | 0  | 4  | 3  | 13    |
| Course failure in ELA or Math   | 54          | 30 | 30 | 44 | 70 | 23 | 251   |
| Level 1 on statewide assessment | 0           | 0  | 0  | 34 | 18 | 26 | 78    |

*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 | 17          | 9 | 10 | 36 | 25 | 18 | 115   |

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

- Effective multi-disciplinary teams in place to problem solve and create action plans for non-proficient students by implementing the following:
- Ticket to Read program
  - Triumph Learning
  - Small group differentiated instruction
  - iii, LLI, after school tutoring
  - goal settings for identified students
  - parent-student-teacher collaboration

**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

Attain a level of 68% of parental involvement.

### **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**

Community members are invited to our monthly School Advisory Council meetings. Community members, business partners, and family agencies are encouraged to participate in all school activities/ events.

### 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               |
|--------------------|---------------------|
| Pegg, Jeffrey      | Principal           |
| Berry, Suzanne     | Assistant Principal |
| Brooks, Leslie     | Guidance Counselor  |
| Rejc, Carly        | Instructional Coach |
| Vazquez, Maria     | Guidance Counselor  |
| Stephenson, Andrea | Teacher, ESE        |
| Lille, Ann         | Instructional Coach |

#### Duties

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

The function and responsibility of each school-based leadership team member as related to the school's Multi-Tiered Systems of Support and School Improvement Plan is as follows:

~ Principal: Leads and provides the common vision for the school to make data-driven decisions when implementing the MTSS process in the school. The principal makes sure that the school-based MTSS team members have the staff development necessary to support the MTSS implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding MTSS implementation activities.

~ Assistant Principal: Mirrors the vision of the principal by supporting the MTSS/School Based Team process.

~ Guidance Counselor: Provides services and counseling expertise on home and school issues concerned with program design, assessment, and intervention. The guidance counselor facilitates the School Based Team, and continues to link school resources, community resources, and agencies to children and their families to support the child's academic, emotional, behavioral, and social success. The guidance counselor monitors tiered interventions in the classroom by providing tools for data collection, strategies for implementation and mentoring to the teachers involved.

~ Select General Education Teachers: Teachers in grades PreK-5 participate with the School Based Team to provide information about core instruction in their classroom, collect data about students under consideration, deliver tier 1 instruction and intervention, collaborates with other staff to implement tier 2 interventions, and integrates tier 1 materials into tier 2 and tier 3 learning activities.

- ~ Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection, and integrate student activities into tier 3 instruction.
- ~ School Psychologist: Participates in collection, interpretation, and analysis of data. The psychologist also facilitates development of intervention plans and provides support for intervention.

***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 team meets weekly to engage in the following activities:

- ~ Review universal screening data and link to instructional decisions
- ~ Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding grade level expectations, at moderate risk, or at high risk for not meeting grade level expectations.
- ~ Identify professional development and resources needed for implementation.
- ~ Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- ~ Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A

Wynnebrook Elementary School utilizes Title I funds in a variety of ways to enhance learning objectives and provide necessary materials to our school community. Title I funds will be used to implement an after school tutorial program for third, fourth, and fifth grade students requiring additional assistance in the subject areas of reading, math, writing, and/or science. Title I funds will also be used to provide professional development opportunities for staff, in addition to providing opportunities for parental involvement training.

Title I, Part C - Migrant

Wynnebrook Elementary will ensure that services and support are provided to students and parents that fall within the category of migrant families. The migrant liaison will work with the parent liaison to provide any additional assistance that may be needed to meet basic needs.

Title II

The School District of Palm Beach County will receive supplemental funding to aid in the improvement of basic education programs. Funding ranges from purchasing basic supplies to supporting supplemental education programs.

Title III

English Learners of other Languages (ELL) students will receive guidance and assistance from the school district, as well as the school alike.

Title X - Homeless

The School District of Palm Beach County will have programs in place for students which are identified as homeless under the McKinney-Vento Act. The McKinney-Vento Act ensures educational rights and protections for children and youth experiencing homelessness. The Homeless Education Assistance Resource Team (HEART) is made up of a group of committed social service professionals who work to address problems often faced by homeless children and youth in enrolling, attending, and succeeding in school. Each school in every geographic area of the District is served, as well as family homeless shelters, and state identified "neglected" shelter sites. The team serves homeless children and youth, unaccompanied youth, students awaiting foster care placement, and those "aging-out" of the foster care system.

Supplemental Academic Instruction (SAI)

The School District of Palm Beach County allocates funding for Supplemental Academic Instruction to be delivered to those students displaying academic deficiency. State categorical funding identified in Florida State Statute §1011.62 has been set aside to provide supplemental academic instruction to

students in kindergarten through grade 12. In Palm Beach County, at the elementary level, these funds are used to provide one SAI teacher at each elementary school for the purpose of helping students progress successfully from grade to grade. The goal of the SAI program is for each student served to achieve grade level performance in reading by the end of the current school year.

#### Violence Prevention Programs

Wynnebrook Elementary School integrates Single School Culture by sharing our universal guidelines for success (Code Of Conduct), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS (School-wide Positive Behavior Support). We update our action plans during Professional Learning Communities meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

#### Nutrition Programs

The School Food Service department of The School District of Palm Beach County provides a free, nutritional breakfast to all students. Nutritionally balanced meals will be provided to all children regardless of race, color, sex, disability, age, or national origin during summer vacation when school breakfasts and lunches are not available. All children 18 years old and younger are eligible for meals at no charge and there will be no discrimination in the course of the meal service. The programs are only approved for geographical areas of need where 50 percent or more of the children qualify for free and reduced price meals during the school year. Summer Food Service sites that are located at schools provide meals to all children in the immediate vicinity in addition to those enrolled in summer school.

#### Other Programs

Wynnebrook Elementary School works closely with outside agencies to provide additional assistance to those families in need. The Jewish Literacy Coalition provides a mentoring program for our students in need. Multilingual services provide mentoring and counseling for our students school-wide. The Palm Beach County Sheriff's Department provides a variety of resources to our school community.

### **School Advisory Council (SAC)**

#### **Membership**

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

| Name                | Stakeholder Group          |
|---------------------|----------------------------|
| Althea Weatherspoon | Parent                     |
| Cheryl Maffet       | Teacher                    |
| Cathe Labott        | Parent                     |
| Cleveland Stubbs    | Parent                     |
| Gantois Ramos       | Parent                     |
| Jeff Pegg           | Principal                  |
| Jennifer Brown      | Business/Community         |
| Julie Rosado        | Parent                     |
| Kevin Stewart       | Parent                     |
| Leslie Millar       | Teacher                    |
| Maritza Garcia      | Parent                     |
| Mitchell Bobrick    | Teacher                    |
| Magda Purdy         | Teacher                    |
| Marie Jean Pierre   | Parent                     |
| Mary Sexton         | Parent                     |
| Maribel Bilbao      | Education Support Employee |
| Paula Bastidas      | Business/Community         |
| Peter Skeete        | Parent                     |
| Queen Skeete        | Parent                     |
| Shane Bellotti      | Parent                     |
| Valerie Stubbs      | Parent                     |
| Yanelin Yanes       | Teacher                    |

### Duties

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

*Evaluation of last year's school improvement plan*

The School Advisory Council discussed the SY2013-2014 School Improvement Plan and made suggestions for the upcoming SY2014-2015 Plan.

*Development of this school improvement plan*

The School Advisory Council discussed the SY2013-2014 School Improvement Plan and made suggestions for the upcoming SY2014-2015 Plan.

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

The School Advisory Council discussed and made suggestions for the upcoming SY2014-2015 Plan.

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

The projected use of the SAC funds (approximately \$100) will be supplies and materials to support the educational process

**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               |
|--------------------|---------------------|
| Pegg, Jeffrey      | Principal           |
| Berry, Suzanne     | Assistant Principal |
| Brooks, Leslie     | Guidance Counselor  |
| Lille, Ann         | Instructional Coach |
| Vazquez, Maria     | Guidance Counselor  |
| Stephenson, Andrea | Teacher, ESE        |
| Rejc, Carly        | Instructional Coach |

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

The major initiatives of the Literacy Leadership Team this year will be modeling lessons in classrooms, analyzing and reviewing data, sharing and reporting data, and continuous professional development.

**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**

Having a single school culture where all staff members share the same vision, commitment, and common goals is vital to success. Teachers meet in collaborative teams based on grade levels on a five-day rotational basis. Teachers meet to discuss lesson planning based on curriculum and student data. best teaching practices are shared among the group. Teachers map out the curriculum and create common assessments based on the standards.

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

- ~ New teachers will participate in regular meetings (scheduled, in addition to as needed) with administration.
- ~ New teachers will be assigned a mentor (veteran teacher) to ensure support as a beginning teacher (Educator Support Program).
- ~ Administration will conduct regular classroom walkthroughs.
- ~ Teachers participate in Professional Learning Communities (Team Planning Sessions) on a rotational 5 day basis.
- ~ Administration will promote and ensure a hiring process that will attract highly qualified and effective

teachers by attending district recruitment fairs and recruiting through Peoplesoft.  
~ To retain veteran teachers, opportunities to increase professional growth are encouraged.

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

- ~ The mentor and mentee will meet on a five day rotational basis in a professional learning community.
- ~ The mentor will be given release time to observe the mentee. Time will be given to provide feedback, coaching, and planning.
- ~ The mentee will observe the mentor's classroom. Time will be given to provide feedback, coaching, and planning.

**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***

During our Professional Learning Communities, teachers are continuously unpacking the standards as well as planning and discussing ways to implement the curriculum with the standards. Teachers also attend professional development.

**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***

During our Professional Learning Communities teachers use data to plan instruction. Language Arts is taught using a balanced literacy approach where students are taught on their reading level. Differentiated instruction is used to meet our students' needs.

***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:** 1,800

Students will be provide with tutoring opportunities.

**Strategy Rationale**

Additional assistance through after school tutoring will be beneficial to close the gap with our struggling students.

**Strategy Purpose(s)**

- Enrichment

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

Pegg, Jeffrey, jeff.pegg@palmbeachschools.org

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

pre/post assessments

**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**

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, more specifically, transition to Wynnebrook Elementary include providing a Kindergarten Round Up program in the month of May. The kindergarten teachers provide an overview of the expected curriculum and packets for parents to use with their child. The Kindergarten Round Up program will provide resources from local community agencies to assist families. An immunization van will also be in attendance to provide vaccination needs for children entering school.

Preschool children that are four years old will also have the opportunity to attend a Pre Kindergarten program that is available to Wynnebrook Elementary based on a lottery system.

**College and Career Readiness**

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

n/a

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

n/a

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

n/a



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

n/a

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Improve collaboration and instructional planning based on data
- G2.** Increase student comprehension during instructional delivery
- G3.** Increase parental involvement

## 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. Improve collaboration and instructional planning based on data** 1a

G053700

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students      | 80.0          |
| AMO Reading - All Students   | 79.0          |
| FCAT 2.0 Science Proficiency | 64.0          |

**Resources Available to Support the Goal** 2

- Professional Learning Communities
- Reading Coach
- Instructional Coach
- SBT
- LLI
- Faculty

**Targeted Barriers to Achieving the Goal** 3

- accurate data
- alignment of instruction with standards

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2. Increase student comprehension during instructional delivery** 1a

G053701

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students      | 80.0          |
| AMO Reading - All Students   | 79.0          |
| FCAT 2.0 Science Proficiency | 64.0          |

**Resources Available to Support the Goal** 2

- reading coach
- math coach
- tutoring
- professional development

**Targeted Barriers to Achieving the Goal** 3

- Student motivation
- time for differentiated instruction

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

Attendance at trainings/workshops

**Person Responsible**

Ann Lille

**Schedule**

Annually, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

sign-in sheets

**G3. Increase parental involvement** 1a

G053702

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| Attendance Below 90% | 10.0          |

**Resources Available to Support the Goal** 2

- Parental workshops

**Targeted Barriers to Achieving the Goal** 3

- Scheduling

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

## 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.** Improve collaboration and instructional planning based on data **1**

 G053700

**G1.B1** accurate data **2**

 B135612

**G1.B1.S1** implement an instructional coach to assist with LTF responsibilities **4**

 S147537

#### Strategy Rationale

provide resources/data

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

PLC

#### Person Responsible

Jeffrey Pegg

#### Schedule

Weekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

PLC notes

**G1.B2 alignment of instruction with standards** 2

B135613

**G1.B2.S1 Purchase materials to support instruction in core subject areas** 4

S147538

**Strategy Rationale**

Increase resources available to teachers

**Action Step 1** 5

Purchase materials to support instruction

**Person Responsible**

Jeffrey Pegg

**Schedule**

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

**Evidence of Completion**

Materials being used

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

**Person Responsible**

**Schedule**

**Evidence of Completion**


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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G1.B2.S2** Attend professional development opportunities 4

 S147539

**Strategy Rationale**

increase teacher expertise

**Action Step 1** 5

attend professional development opportunities

**Person Responsible**

Jeffrey Pegg

**Schedule**

Quarterly, from 8/18/2014 to 6/30/2015


**Evidence of Completion**

notes from conferences


**G2.** Increase student comprehension during instructional delivery 1

 G053701

**G2.B1** Student motivation 2

 B135614

**G2.B1.S1** Provide a reading coach to work with teachers in a variety of areas (modeling, staff development) 4

 S147540

**Strategy Rationale**

increase of teacher knowledge/expertise will increase student achievement

**Action Step 1** 5

.5 PD resource teacher will provide professional development in the areas of the State Standards and differentiated instruction across the content area

**Person Responsible**

Jeffrey Pegg

**Schedule**

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

**Evidence of Completion**



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

check through lesson plans and walkthroughs

**Person Responsible**

Jeffrey Pegg

**Schedule**

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

***Evidence of Completion***

lesson plans

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

discussions during LTM

**Person Responsible**

Jeffrey Pegg

**Schedule**

Annually, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

LTM notes

**G2.B2** time for differentiated instruction **2**

 B135615

**G2.B2.S1** Provide a resource teacher to support the classroom teacher with working in small groups (differentiated instruction) **4**

 S147541

**Strategy Rationale**

A resource teacher will provide additional assistance with differentiated instruction

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

Provide a resource teacher

**Person Responsible**

Jeffrey Pegg


**Schedule**

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

**Evidence of Completion**

walkthroughs, lesson plans

**G2.B2.S2** Implement an after school tutorial **4**

 S147542

**Strategy Rationale**

Providing additional assistance to students

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

Implement an after school tutorial

**Person Responsible**

Jeffrey Pegg

**Schedule**

Biweekly, from 1/12/2015 to 4/30/2015

**Evidence of Completion**

**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***

**G3. Increase parental involvement** 1

 G053702

**G3.B1 Scheduling** 2

 B135616

**G3.B1.S1 Provide parental workshops** 4

 S147543

**Strategy Rationale**

parents will be more involved

**Action Step 1** 5

Parental workshops

**Person Responsible**

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

sign in sheets

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 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  | PLC   | Pegg, Jeffrey | 8/25/2014                     | PLC notes                             | 5/29/2015 weekly    |
| G1.B2.S1.A1  | Purchase materials to support instruction   | Pegg, Jeffrey | 8/18/2014                     | Materials being used                  | 6/5/2015 daily      |
| G1.B2.S2.A1  | attend professional development opportunities   | Pegg, Jeffrey | 8/18/2014                     | notes from conferences                | 6/30/2015 quarterly |
| G2.B1.S1.A1  | .5 PD resource teacher will provide professional development in the areas of the State Standards and differentiated instruction across the content area | Pegg, Jeffrey | 8/18/2014                     |                                       | 6/5/2015 annually   |
| G2.B2.S1.A1  | Provide a resource teacher  | Pegg, Jeffrey | 8/18/2014                     | walkthroughs, lesson plans            | 6/5/2015 daily      |
| G2.B2.S2.A1  | Implement an after school tutorial  | Pegg, Jeffrey | 1/12/2015                     |                                       | 4/30/2015 biweekly  |
| G3.B1.S1.A1  | Parental workshops  |               | 8/18/2014                     | sign in sheets                        | 5/29/2015 monthly   |
| G1.MA1       | [no content entered]  |               |                               | one-time                              |                     |
| G1.B2.S1.MA1 | [no content entered]  |               |                               | one-time                              |                     |
| G1.B2.S1.MA1 | [no content entered]  |               |                               | one-time                              |                     |
| G2.MA1       | Attendance at trainings/workshops   | Lille, Ann    | 8/18/2014                     | sign-in sheets                        | 5/29/2015 annually  |
| G2.B1.S1.MA1 | discussions during LTM  | Pegg, Jeffrey | 8/25/2014                     | LTM notes                             | 5/29/2015 annually  |

| Source       | Task, Action Step or Monitoring Activity    | Who           | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------|-------------------------------|---------------------------------------|--------------------|
| G2.B1.S1.MA1 | check through lesson plans and walkthroughs | Pegg, Jeffrey | 8/18/2014                     | lesson plans                          | 6/5/2015 annually  |
| G2.B2.S2.MA1 | [no content entered]                        |               |                               | one-time                              |                    |
| G2.B2.S2.MA1 | [no content entered]                        |               |                               | one-time                              |                    |
| G3.MA1       | [no content entered]                        |               |                               | one-time                              |                    |
| G3.B1.S1.MA1 | [no content entered]                        |               |                               | one-time                              |                    |
| G3.B1.S1.MA1 | [no content entered]                        |               |                               | one-time                              |                    |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G2. Increase student comprehension during instructional delivery

#### G2.B1 Student motivation

**G2.B1.S1** Provide a reading coach to work with teachers in a variety of areas (modeling, staff development)

#### PD Opportunity 1

.5 PD resource teacher will provide professional development in the areas of the State Standards and differentiated instruction across the content area

#### Facilitator

Ann Lillie

#### Participants

PreK-5 teachers

#### Schedule

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

## Technical Assistance Items

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

## Budget Rollup

### Summary

| Description   | Total          |
|---|----------------|
| <b>Goal 1:</b> Improve collaboration and instructional planning based on data | 24,243         |
| <b>Goal 2:</b> Increase student comprehension during instructional delivery   | 264,573        |
| <b>Goal 3:</b> Increase parental involvement                                  | 4,696          |
| <b>Grand Total</b>  | <b>293,512</b> |

### Goal 1: Improve collaboration and instructional planning based on data

| Description   | Source         | Total         |
|---|----------------|---------------|
| <b>B2.S1.A1</b> - writing supplies (large and small chart paper, pencils, paper, markers, highlighters, post its, card stock, index cards, ink cartridges, staplers, pencil sharpeners)   | Title I Part A | 4,000         |
| <b>B2.S1.A1</b> - science supplies (science lab materials, batteries, paper, pencils, file folders, ink cartridges, writing utensils)   | Title I Part A | 2,651         |
| <b>B2.S1.A1</b> - reading supplies (classroom libraries, Florida Standards materials, learning center materials, paper, chart paper, laminating film, ink cartridges, shared educational carpets, pencils, writing utensils, post its, markers) | Title I Part A | 4,000         |
| <b>B2.S1.A1</b> - math supplies (pencils, chart paper, copy paper, learning center materials, Florida Standards materials, math manipulatives, laminating film, ink cartridges, folders)  | Title I Part A | 4,000         |
| <b>B2.S2.A1</b> - reading travel out of county  | Title I Part A | 5,000         |
| <b>B2.S2.A1</b> - reading travel out of state   | Title I Part A | 4,592         |
| <b>Total Goal 1</b>   |                | <b>24,243</b> |

### Goal 2: Increase student comprehension during instructional delivery

| Description   | Source         | Total          |
|---|----------------|----------------|
| <b>B1.S1.A1</b> - reading coach (salary for coach)              | Title I Part A | 36,529         |
| <b>B2.S1.A1</b> - Salary for writing classroom/resource teacher | Title I Part A | 32,939         |
| <b>B2.S1.A1</b> - salary for reading classroom/resource teacher | Title I Part A | 32,939         |
| <b>B2.S1.A1</b> - salary for reading classroom/resource teacher | Title I Part A | 65,879         |
| <b>B2.S1.A1</b> - salary for math classroom/resource teacher    | Title I Part A | 65,879         |
| <b>B2.S2.A1</b> - writing tutoring (part time in system)        | Title I Part A | 7,602          |
| <b>B2.S2.A1</b> - science tutoring (part time in system)        | Title I Part A | 2,534          |
| <b>B2.S2.A1</b> - reading tutoring (part time in system)        | Title I Part A | 10,136         |
| <b>B2.S2.A1</b> - math tutoring (part time in system)           | Title I Part A | 10,136         |
| <b>Total Goal 2</b>   |                | <b>264,573</b> |

### Goal 3: Increase parental involvement

| Description  | Source         | Total |
|--|----------------|-------|
| <b>B1.S1.A1</b> - supplies (paper, ink cartridges, writing utensils, post its, card stock, chart paper, tape, file folders, pencils) | Title I Part A | 4,696 |



| <b>Goal 3: Increase parental involvement</b> |               |              |
|--|---------------|--------------|
| <b>Description</b>                           | <b>Source</b> | <b>Total</b> |
| <b>Total Goal 3</b>                          |               | <b>4,696</b> |