

The School District of Palm Beach County

Palmetto Elementary School



2015-16 School Improvement Plan

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

www.edline.net/pages/palmetto_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Through a partnership between students, parents, staff and community we will empower students for lifelong academic and social success by maximizing student learning using differentiated instruction and arts integration.

Provide the school's vision statement

Palmetto's vision is that all students will be enthusiastic skilled readers and writers as well as critical thinkers at proficiency grade level or above across all content areas.

As a school we commit to consistently collaborate (administrators, teachers, students, staff, parents and community) to attain learning for all and make this vision a reality.

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 African 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

The faculty and staff of Palmetto Elementary School dedicate their time and efforts on a daily basis making sure that the environment for students is conducive to learning at all times. Students grasp the opportunity to participate in activities before the school day begins. We provide free breakfast and early learning, i.e. Computer Lab Activities, Library/Media opens before, during and after school hours. The classroom is managed by providing to students clear expectations for acceptable student behavior. Classroom procedures are established, communicated, modeled, and maintained. Classrooms are task oriented while the social and emotional needs of students are met through mutual respect and rapport. Classroom schedules are posted and followed, activities are organized, transitions between activities are smooth, and instructions is bell-to-bell. Classroom utilize a common board configuration that includes Date, I Can Statement, Bell Ringer, and Homework to set a purpose for learning. Classroom promotes student engagement by collaborative structures, accountable talk to show, tell and explain and prove reasoning. Students are trained to track their individual academic progress using the grade level created learning scale. A variety of student exemplary work is displayed to establish quality control expectations. There are many clubs, after school tutorial and after school activities provided to our students extending learning.

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

All faculty and staff are trained to integrate Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING School Wide Positive Behaviors (SWPBs). Palmetto Elementary utilizes a "Corrective Behavior Interventions Report" (PBSD 2464) prior to writing a disciplinary referral for all inappropriate behavior, with exceptions of major disturbances. This form is the key tool for all faculty and staff and can be located under the "Forms" section of the District Homepage. This form has room for three separate incidents to be documented along with the interventions that were used to re-teach the appropriate behavior. Parent signature must be obtained after the second incident and a parent/teacher conference is held after the third incident. If inappropriate behavior persists a Discipline Referral is completed and sent to administration with a copy of the complete "Corrective Behavior Interventions Report" (PBSD 2464). We also implement "CHAMPS" strategies as a component of our school-wide-positive behavior support to keep students focus during instructional time and in the school common areas.

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

Counselors conduct classroom guidance and individual counseling sessions with students. Depending on student needs specific groups are formed for group counseling sessions. I.e, Divorce Group, Newcomers group (students new to Palmetto are oriented to the Palmetto's Single School Culture), Bullying Prevention & Awareness group, Tech Safe strategies, Food for Families Pantry, Needy Parents Support System,

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
	K	1	2	3	4	5	
Attendance below 90 percent	30	22	20	15	14	17	118
One or more suspensions	2	6	7	6	8	5	34
Course failure in ELA or Math	66	53	53	2	15	0	189
Level 1 on statewide assessment	0	0	0	0	0	0	
Students with two or more behavior referrals	2	6	5	4	6	5	28
Students with retention in any year	1	8	14	25	14	21	83

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	22	18	18	12	16	14	100

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

School Based team review and provide assistance to specific students by discussing student data and emotional needs with teachers and parents. Students that are not responding to Tier 1 instruction during the non-interrupted 90-minute Reading Block also receive Tier 2 (iii services) instruction outside the 90-minute Reading Block. The students in the Tier 2 category receive LLI services during small group instruction or a remediation program to fit the need of the student, i.e. Fountas & Pinell Phonics & Phonemic Awareness word work, IStation technology. The services are provided by all trained and certified personnel. Tutorial courses are added for the students in grades 3-5 to extend their day of remediation.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193381>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We are currently in partnership with various businesses that support our families in the community as well as the students while in school. We collaborate with the Kiwanis, Rotary Club, Palm Beach Zoo, Palm Beach Science Museum and Sea Aquarium, Kravis Center, Publix, Target, Atlantis Golf Course, various churches, Eta Phi Beta Sorority, Inc., Inner City Youth Golf, Inc., Teamwork USA, and The City of West Palm Beach. We invite our business partners to attend a variety of school activities throughout the school year to build our partnership. Activities such as, but not limited to, School Advisory Council meetings, Academic Trimester Awards, Read-Across America, etc. These partners are very generous with their donations to supplement our food pantry for our needy families, school supplies, and monetary for our school general activities and students' college fund. Their generosity and support ministers to our student population physical and academic needs. Our business partners are highlighted in our monthly family calendar, marquees, honorary mentions during our various community presentations.

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:

Name	Title
Harris, Gladys	Principal
Mohl, Michele	Teacher, K-12
Brown, Jill	Instructional Coach
Easley, Susan	Teacher, ESE
Harper, Alice	Instructional Coach
Pumpian, Carol	SAC Member
Banks, Luisa	Instructional Technology
Moya, Danny	Assistant Principal
Hardy , Kevin	Administrative Support
Polland, Dan	Teacher, K-12
Valenti, Kelly	Teacher, K-12
Brehm, Jenine	Teacher, K-12
Salmaggi, Allyson	Teacher, K-12
McKay, Suzanne	Teacher, K-12
Richards, Shereen	

Duties

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

School Based Team Chair - conducts and leads all meetings, collects pertinent data from teachers on students, organizes files, keep student confidential records, provided interventions and strategies recommendations.

ESE Coordinator - Monitors progress of Rtl cases to determine when a student needs further testing by analyzing data of Tier 3 or possible Child Study Case.

Principal - Oversees all stakeholders, monitors student progress by conducting data chats with team and as active participant of the School Based Team provides interventions and strategies recommendations to all stakeholders.

Teachers - Collaborate with administrators to assess student progress, analyze data, and use results to plan instruction. Teachers also refer student to SBT team for intervention recommendations, delivers interventions to students struggling in determined content area. Lead teachers conduct training for grade level team during weekly Professional Learning Community (PLCs) where they follow the Florida Continuous Improvement Model (FCIM), collaborate unpacking standards, creating learning scales, focus calendars and lesson plans.

Psychologists - Analyzes case files data for accuracy and determination of Tier 3 or Child Study Case.

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-based RTI Leadership Team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After

determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not meeting identified academic targets. Once identified students are referred to the school-based Rtl Leadership Team.

The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, Rtl resource teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

*Problem Solving Model -

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

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

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of student's response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

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

Palmetto 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 update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structure lessons, and implementation SwPBS programs.

We also implement "CHAMPS" strategies as a component of our school-wide positive behavior support (SwPBS) and part of our Single School Culture.

Palmetto Elementary strives to treat every student with respect and dignity, and to teach the skills and behaviors necessary for success. One of the biggest teaching tools at Palmetto is our school universal guideline. While our school mascot is the Panther, we believe that all our students must "L.E.A.P. into Success".

- Listen and learn
- Expect your Best
- Always be Respectful
- Practice Safety

Palmetto Elementary also utilizes a "Corrective Behavior Interventions Report" (PBSD 2464) prior to writing a referral for all inappropriate behavior, with the exceptions of major disturbances. This form is a key tool for all faculty and staff and can be located under the "Forms" section of the District homepage. This form has room for three separate incidents to be documented along with the interventions that were used to re-teach the appropriate behavior. Parent signature must be obtained after the second incident (remember to make a copy of the form prior to sending home for signature) and a parent/teacher conference should be held after the third incident. If inappropriate behavior persists a Discipline Referral should be completed and sent to administration with a copy of the completed "Corrective Behavior Interventions Report" (PBSD 2464).

As part of our single school culture we also use a common "come to attention" signal that is to be used whenever we want all students to stop whatever activity they may be involved in and to pay attention to the speaker. Palmetto's signal is for the speaker to raise their hand to say "May I have your attention please". Palmetto also teaches students the different voice levels and when it is appropriate to use them.

Voice Level 0: Silence
Voice Level 1: Whisper
Voice Level 2: Partner Voice
Voice Level 3: Large Group Voice
Voice Level 4: Outdoor Voice

By the consistent use of our proactive strategies we will nurture a safe environment in which all students can grow and learn successfully with appreciation for multicultural diversity.(SB Policy 2.09(8)(b))

Title 1, Part A funds are used for tutorial, classroom supplies, LTF, SAI, Resource Teacher, Professional Development/Travel and Parent Involvement. Also funds are used to increase the use of technology, I-Pad/Tables, VMath

The staff at Palmetto Elementary collaborate with District personnel to provide services for migrant and homeless children and families. At Palmetto we house a food pantry where needy families are supplied with groceries on a weekly basis. We also provide support and assistance during the holidays from donations provided by our business partners. Additionally services for ELL students and families are provided by the Multi-cultural department at the district level.

District title 2 funds supports Marzano training and other initiatives.

Business partners that support our school include Rotary Club, Kiwanis of West Palm Beach, Palm Beach Zoo, Palm Beach Science & Aquarium, Target, Lowes, Eta Phi Beta, Sorority Inc., Inner City Youth Golf, Inc., Teamwork USA, Publix, etc.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Myrlande Bastien	Teacher
Gladys E. Harris	Principal
Allyson Salmaggi	Teacher
Anaely Bravo	Parent
Angelo Moreno	Parent
Candelaria Gaspar	Parent
Cari-Lynn Mojena	Parent
Catalina Gomez	Parent
Courtney Caramanna	Education Support Employee
Dayree Gonzalez	Parent
Jeanine Brehm	Teacher
Joy Ford Fradique	Parent
Julio Escobar	Parent
Katherine Bueno	Parent
Margaret Buchanan	Education Support Employee
Margaret Sims	Business/Community
Maria Alvarez	Parent
Maria Rivas	Parent
Michael Rivera	Business/Community
Ryshena Harris	Parent
Silvia Nolasco	Parent
Wendy Perez	Parent
Yenisley Santana	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the School Improvement Plan (SIP) on our October 2014 SAC meeting. The Principal reviewed all the goals, strategies and barriers with all the members. The members made suggestions to make minor adjustments and asked questions to clarify goals and budget attached to SIP. Translation was provided for our second language families. The voting members voted and approved the SIP.

Development of this school improvement plan

The SIP draft was first created with the help of faculty & staff. We then took the draft before our School Advisory Council members at the September 2015 meeting. They in turn made adjustment and suggestions. Their input was incorporated into the existing SIP. It was reiterated to parents that the SIP is a living document we will refer to throughout the school year. The SAC will receive a SIP at-a-glance version of the School Improvement Plan (SIP) on our October 2015 SAC meeting. It will be used as a discussion tool during this meeting. As always, Community Language Facilitators will be

present for translation during this discussions to ascertain all present understand. The voting members voted on the September meeting with their approval of the 2015 SIP.

Preparation of the school's annual budget and plan

A draft of the school's annual budget and plan is created with the input all school advisory members. The plan supports the academic needs of the students and the allocated funds are divided to best meet those needs. The school advisory council as a body will exercise their responsibility to follow through the implementation of school improvement.

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

Staff Development to address student achievement in Math, Reading & Writing.
 Tutorial for students in grades 3, 4 & 5 beginning in September - April for Reading, Math & Writing
 Tutorial to support second grade students repeating the 2nd grade beginning in January for Reading.
 Materials to support Professional Development and Tutorial needs., i.e. but not limited to: copy paper, chart paper, ink cartridges to run EDW reports, funds to pay tutorial staff,

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:

Name	Title
Harris, Gladys	Principal
Harper, Alice	Instructional Coach
McKay, Suzanne	Teacher, K-12
Mohl, Michele	Other
Polland, Dan	Teacher, K-12
Hardy , Kevin	Administrative Support
Benner, Michele	Teacher, K-12
Harris, Henrietta	Teacher, K-12
Story, Mary Beth	Teacher, K-12
Regotti, Gail	Teacher, K-12
Brown, Jill	Instructional Coach
Moya, Danny	

Duties

Describe how the LLT promotes literacy within the school

The LLT plays an integral role is fostering a rich balanced literacy environment at the school for all students and staff.

The team is comprised of leaders in literacy from each grade level, Learning Team Facilitator, Literacy Coach, an ESOL Teacher, an ESE teacher, Assistant Principal and Principal. This team

builds professional relationship, collaboration, and a literacy culture. Initiative are based on literacy-related data and needs assessments related to school, including literacy achievement, motivation and building a community of readers. This is a continuous process throughout the school year where the team create a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals.

The team will promote and support literacy in a variety of ways: Literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, address scheduling and room configuration concerns, providing instructional and student resources and materials, and other initiative. Focus: School Environment to reflect - School classroom libraries are up and maintained by students under teacher supervision. Classroom set-up and traffic pattern is conducive to student learning.

Students increase their reading time and grow a love for reading by being accountable through the reading log.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue of encouraging positive working relationships with teacher is participation in Learning Team Meetings and weekly Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols, Florida Continuous Improvement Model (FCIM) and the Balanced Literacy approach are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Open door policy by the Principal and Assistant Principal for all Staff.
Offer high quality professional development opportunities.
Job opening are advertised on school board website.
Teachers coaching teachers providing a shared leadership environment.
Clinical Educators mentoring new teachers program.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP is the program of support and induction for first year teachers, it is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The plan includes on-going collegiality and collaboration practices to promote a positive working relationship and interaction between the mentor and new educator. Experienced teachers with Clinical Educator credentials are encouraged to participate as mentors in the ESP Program. Experienced teachers in the same grade level are

encouraged to be a "Buddy" to the new teacher for orientation of the nuances of the particular grade level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

We follow the scope and sequence of instruction found in the School District of Palm Beach County Blender website for all subjects to ensure pacing and implementation of Florida Standards. Units of Study are used as an instructional resource during the Reading 90-Minute Block as Tier 1 core of instruction. We discuss curriculum and align with Florida Standard delivery of differentiated instruction that meets the needs of our students. Our teachers are trained and have adopted Leveled Literacy Intervention (LLI) program to work with students exhibiting deficiency in reading. Strategies are utilized with students in the Tier 2 or Tier 3 and aligned with Florida Standards.

Our school creates ongoing opportunities for teachers to use the Florida Continuous Improvement Model (FCIM) in reading, writing, math & science curriculum. In collaboration we continuously disaggregate data, plan the instructional focus calendar, create instructional focus lessons, analyze formative assessments results, maintain and monitor student progress to provide tutorial or enrichment based on individual student needs. 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.

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

The RTI leadership team meets regularly to review universal screening data, diagnosed data and progress monitoring data to make decisions about literacy instruction in the school. Based on this information, the team identifies the professional development activities needed to create effective learning environments and compare it to expectations found in the Language Arts Florida Standards (LAFS). The school ensures every teacher contributes to literacy improvement of every student by: Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Creating and implementing a schedule with an uninterrupted 90-minute reading block. Providing instruction aligned with the Language Arts Florida Standards for their grade level. Providing resources to support instruction (extensive organized classroom libraries, texts to support units of study, leveled books for small group instruction). Students are taught to self-select texts based on Literacy Assessment (RRR) levels. Administering assessments which measure instructed standards. Conducting data chats with students where students can explain their learning level using the grade level learning scale. Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry). After determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not meeting identified academic targets. Once identified students are referred to the School-Based RTI Leadership Team, The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and-or behavioral support (supplemental or intensive) An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies and ensures that teacher provides iii instruction(30 additional minute scheduled beyond the 90-minute reading block) based on

student needs. Leveled Literacy Intervention instruction is provided during iii scheduled time of instruction. Additional 60 minute reading block is provided during after school tutorial.

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

Strategy: Extended School Day

Minutes added to school year: 7,500

Reading intervention program will be provided before and after school during the week for students that exhibit non-proficient reading behaviors.

Writing tutorial will be provided to fourth and fifth grade students after school during the week to provide more time on task using a combination of effective strategies from various writing programs.

Science tutorial will be provided to fifth grade students before school to increase time on science task.

Teachers will meet, plan, and analyze data to plan future instruction based on data results.

Teachers will receive professional development at the District level as well as the School Center to increase knowledge of Florida Academic Standards and ESOL/ESE strategies to support our students with special needs. The following training is available through the district but not limited to: Math Cadre, Balance Literacy Cohorts, Performance Matters, Marzano, Fountas & Pinell Leveled Literacy Assessment, LLI training, World Class Instructional Design and Assessment (WIDA).

Strategy Rationale

Based on research students spending time learning multiple strategies and being explicitly taught specific strategies lead to more reading comprehension. Effective interventions for building fluency in reading (speed & accuracy) include giving students multiple opportunities to repeatedly read familiar text independently and with corrective feedback focusing on English Language Development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Harris, Gladys, gladys.harris.1@palmbeachschools.org

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

Running Reading Record results will be used as the final indicator to determine if student tutorial participation resulted in success by increased Reading level. Running Reading Record, IStation reports and Reading Counts will be used as Baseline data and end of tutorial program data.

Formative assessments will be used to monitor weekly progress.

Frequent Writing in Response to Reading will be required of all students to include all the components and genre of writing required of fourth and fifth graders - analyzing non-fiction text, planning, narrative, expository and persuasive and opinion writing, etc... Writing responses will be doubled scored by two scorers for validity. Students will confer with teachers to revise writing pieces.

Students will receive a base line assessment before program starts to use as baseline and to determine gap in learning. Data results will drive instruction.

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

Palmetto will hold its Kindergarten "Meet the Teachers" preschool week. This gives the students and parents an opportunity to meet their teacher, learn the curriculum and grade level expectations, visit the classroom and learn valuable information about the upcoming new year. Parents are given instructional packets of Kindergarten readiness to work with students at home.

Palmetto has a yearly Kindergarten Round-Up for incoming students, which has been very successful in registering in-coming students for the new school year. Through the use of a Power Point Presentation our teachers inform parents of FSA, procedures related to our school and discuss readiness for entering Kindergarten.

Palmetto will target preschool programs and child-care centers where our students are coming from and set up opportunities to visit these schools and develop a dialogue back and forth to discuss the needs of the students from a standpoint of what skills these students should be exposed to before entering Kindergarten. In addition, information will be provided to parent in their home language regarding the Universal Pre-K programs so that these parents are able to take advantage of this opportunity and give their children the experience of preschool preparation.

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

We have a partnership with Team Work USA where a group of individual business partners contribute to several students college fund through a scholarship program. All students & families are exposed to this opportunity through an assembly where college and career awareness is emphasized.

School Based Team review and provide assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students. Meetings held with parents (i.e. parent training) to explain their role in assisting students with being ready for college. We have partnered with the feeder schools (i.e. Conniston, Palm Springs Middle, and Forest Hill High School) through the Educational Mall Symposium night to present to the community our commitment and importance of students staying in school and graduating. K-12 educational focus.

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

453

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Areas of Strength - Writing Percentile Ranking Performance 86% proficiency

Areas of Weakness - Reading Percentile Ranking Performance 20% proficiency

Science Percentile Ranking Performance 52% proficiency

Math Percentile Ranking Performance 31% proficiency

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Students entering Kindergarten without schooling experiences. High ELL population entering school as non-English speakers. Students needs must be met by individual academic needs as soon as they enter our school. Administrators, teachers and parents must be in constant communication regarding student academic growth. Teachers, administrators must use the Florida Continuous Instructional Model (FCIM) to consistently monitor student individual instructional needs.

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.** If we establish capacity-building approach by providing data-driven instruction for all students using the Florida Continuous Improvement Model to assist teachers with the instructional planning process by helping assess student needs using data, focus instruction on the Florida Standards and NGSS, refine teacher understanding of the areas where students are struggling or succeeding, and customize instruction THEN will impact student learning which will increase student achievement.

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. If we establish capacity-building approach by providing data-driven instruction for all students using the Florida Continuous Improvement Model to assist teachers with the instructional planning process by helping assess student needs using data, focus instruction on the Florida Standards and NGSS, refine teacher understanding of the areas where students are struggling or succeeding, and customize instruction THEN will impact student learning which will increase student achievement. **1a**

G069929

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	59.0
FSA English Language Arts - Achievement	
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal **2**

- On-going professional development provided on a monthly basis to build teacher capacity when teaching and re-teaching students. Topics: Dis-aggregate data (Performance Matters, Palmetto Reteach/Reassess Google.doc, timeline development, deliver instructional focus, frequent assessments, tutorials, enrichment, maintenance, monitoring. Use data to provide feedback to students on their performance, use of technology for remediation/enrichment.
- Master schedule to reflect additional opportunities for supplemental and intensive instruction outside of core content area classes (tutorial program).
- Use of results of the assessments to improve and/or enrich individual student performance and also to improve the instructional program.
- Alignment of assessment and instruction - school's curriculum and assessments programs to include the following: Clear understanding of Florida Standards and NGSS expectations, the use of data analysis (i.e. item analysis to drive instruction and remediation), assessments that are highly aligned, a comprehensive scope and sequence (curriculum map, instructional focus calendar, learning scales, lesson planning & delivery, Instructional Strategies, an Best Practices), support for professional development and implementation, ongoing reflection and revision.
- Inclusion Model implemented in all grade levels to provide more time for differentiated instruction to individual students.
- Technology classes provided to students in third, fourth and fifth grade classes on a weekly basis.

Targeted Barriers to Achieving the Goal **3**

- Teachers need training in analyzing data to identify students strengths and weakness to provide feedback to students of their performance on a daily basis. Lack of fidelity in using the Data Feedback Protocol (i.e. when student do not master a concept of daily lesson, provide immediate small group instruction, reteach, reassess to ensure understanding and concept mastery.
- Technology infrastructure does not support the school's teaching, learning and operational needs. (i.e., Not enough computers in classroom for remediation in technology).
- Time constraints due to schedules and needed personnel for conducting small group instruction - more time on task needed of individualized target instruction needed for individual students.
- Parent Involvement and parent understanding of the process of the FCIM as it relates to student learning.

Plan to Monitor Progress Toward G1. 8

Walk-through observations of teacher performance

Person Responsible

Danny Moya

Schedule

Monthly, from 9/18/2015 to 5/28/2016

Evidence of Completion

Teacher evaluation observation anecdotal records, student notebooks and tracking students progress portfolios, Performance Matters and Palmetto Reteach/Reassess Google.doc reports, formative assessments results.

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. If we establish capacity-building approach by providing data-driven instruction for all students using the Florida Continuous Improvement Model to assist teachers with the instructional planning process by helping assess student needs using data, focus instruction on the Florida Standards and NGSS, refine teacher understanding of the areas where students are struggling or succeeding, and customize instruction THEN will impact student learning which will increase student achievement. **1**

 G069929

G1.B1 Teachers need training in analyzing data to identify students strengths and weakness to provide feedback to students of their performance on a daily basis. Lack of fidelity in using the Data Feedback Protocol (i.e. when student do not master a concept of daily lesson, provide immediate small group instruction, reteach, reassess to ensure understanding and concept mastery. **2**

 B181992

G1.B1.S1 Use the 8 step process of the Florida Continuous Improvement Model - FCIM (1. Analyze Data, 2. Instructional Focus Calendar, 3. Lesson Planning & Delivery, Instructional Strategies, and Best Practices, 4. Baseline, Mid-Year, Mini Assessments, Formative Assessments, 5. Intervention and Rtl, 6. Advanced Study (Enrichment), 7. Ongoing Review, 8. Data Chats, PLCs, LTMs, Professional Development. Connect it all and continuously and systematically monitor. **4**

 S193651

Strategy Rationale

Florida's Continuous Improvement Model (FCIM) is based on the idea that student and teacher success must be a continuous effort. Analyzing data, developing timelines, quality instruction and frequently assessing students for understanding are all key parts to the model.

Action Step 1 **5**

Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.

Person Responsible

Gladys Harris

Schedule

Monthly, from 9/18/2015 to 5/28/2016

Evidence of Completion

PD Agendas, Sign-in sheets, observation notes, exit tickets

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

Use Palmetto Reteach - Reassess Google.doc, to Monitor progress of all students. Based on assessment results, teachers should provide additional instruction for students needing tutorial or continue quality instruction to build on success.

Person Responsible

Danny Moya

Schedule

Monthly, from 9/18/2015 to 5/28/2016

Evidence of Completion

Data of student progress as reported in Palmetto Reteach/Reassess Google.doc to determine students understanding and need of target instruction. All students will show and explain how they monitor their own progress. i.e. tracking student progress portfolios, etc.

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

Item analysis results of formative and summative assessments, continuous data chats, instructional delivery observations.

Person Responsible

Gladys Harris


Schedule

Monthly, from 9/18/2015 to 5/28/2016

Evidence of Completion

PD Agendas, Sign in sheets and notes. Sample of student interactive notebooks, reports from Performance Matters, Palmetto Reteach/Reassess Google.doc, EDW reports, proof of systematic and explicit instruction as coded on teacher evaluation anecdotal records.

G1.B2 Technology infrastructure does not support the school's teaching, learning and operational needs. (i.e., Not enough computers in classroom for remediation in technology). 2

 B181993

G1.B2.S1 Ten-Marks Math and Mobile devices to supplement content area instruction. 4

 S193652

Strategy Rationale

Technology will enhance students' learning across content areas.

Action Step 1 5

Tutorial and computer based learning will focus on lowest performing students

Person Responsible

Kevin Hardy

Schedule

Weekly, from 9/18/2015 to 5/29/2016

Evidence of Completion

Computer Usage reports, lesson plans, walk-through observations, Sign In Sheets of Professional Development

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

Review computer program usage & data reports, conferring notes, and walk-through observations comments

Person Responsible

Danny Moya

Schedule

Weekly, from 9/18/2015 to 5/29/2016

Evidence of Completion

Usage/data reports, lesson plans, walk-through observations comments, progress monitoring data chats

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

Observe students using the technology

Person Responsible

Danny Moya

Schedule

Weekly, from 9/18/2015 to 5/29/2016

Evidence of Completion

Student performance as observed and stated on usage/data reports, progress monitoring data chats

G1.B3 Time constraints due to schedules and needed personnel for conducting small group instruction - more time on task needed of individualized target instruction needed for individual students. 2

 B181994

G1.B3.S1 Inclusion Model implemented in all grade levels to provide more time for differentiated instruction to individual students. 4

 S193654

Strategy Rationale

Tutorial work is provided for non mastery students which is one of the 8-steps process in the FCIM

Action Step 1 5

Resource teachers provide small group instruction to students based on data analysis results.

Person Responsible

Gladys Harris

Schedule

On 5/11/2016

Evidence of Completion

Observation notes, debriefing conference notes, agenda and sign-in sheets, conferencing with teachers in regards to classroom performance.

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

Classroom walk through observations, data chats, Professional Learning Communities participation, Rtl: Response to Instruction/Intervention

Person Responsible

Gladys Harris

Schedule

On 5/18/2016

Evidence of Completion

Agendas of PLCs, Sign in sheets, student data from Palmetto Reteach/Reassess Google.Doc, PLCs topics link in classroom target instruction, iObservation comments on teacher evaluation

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

Delivery of Instruction Observation, Data results of Unit assessments

Person Responsible

Gladys Harris

Schedule

On 5/18/2016

Evidence of Completion

Results of student data

G1.B4 Parent Involvement and parent understanding of the process of the FCIM as it relates to student learning. **2**

 B181995

G1.B4.S1 Involve parents with their child education by providing training on how to assist their child with homework and preparation for rigorous formative and summative assessments. **4**

 S193655

Strategy Rationale

When parents are involved in their child education and have an understanding on what the child is learning then they are able to support and positively impact student achievement

Action Step 1 **5**

Conduct parent training on reading and math strategies as well as communicate student learning.

Person Responsible

Schedule

On 5/18/2016

Evidence of Completion

Agendas, parent sign-in sheets, handouts

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	Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.	Harris, Gladys	9/18/2015	PD Agendas, Sign-in sheets, observation notes, exit tickets	5/28/2016 monthly
G1.B2.S1.A1	Tutorial and computer based learning will focus on lowest performing students	Hardy , Kevin	9/18/2015	Computer Usage reports, lesson plans, walk-through observations, Sign In Sheets of Professional Development	5/29/2016 weekly
G1.B3.S1.A1	Resource teachers provide small group instruction to students based on data analysis results.	Harris, Gladys	9/16/2015	Observation notes, debriefing conference notes, agenda and sign-in sheets, conferencing with teachers in regards to classroom performance.	5/11/2016 one-time
G1.B4.S1.A1	Conduct parent training on reading and math strategies as well as communicate student learning.		9/2/2015	Agendas, parent sign-in sheets, handouts	5/18/2016 one-time
G1.MA1	Walk-through observations of teacher performance	Moya, Danny	9/18/2015	Teacher evaluation observation anecdotal records, student notebooks and tracking students progress portfolios, Performance Matters and Palmetto Reteach/Reassess Google.doc reports, formative assessments results.	5/28/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Item analysis results of formative and summative assessments, continuous data chats, instructional delivery observations.	Harris, Gladys	9/18/2015	PD Agendas, Sign in sheets and notes. Sample of student interactive notebooks, reports from Performance Matters, Palmetto Reteach/Reassess Google.doc, EDW reports, proof of systematic and explicit instruction as coded on teacher evaluation anecdotal records.	5/28/2016 monthly
G1.B1.S1.MA1	Use Palmetto Reteach - Reassess Google.doc, to Monitor progress of all students. Based on assessment results, teachers should provide additional instruction for students needing tutorial or continue quality instruction to build on success.	Moya, Danny	9/18/2015	Data of student progress as reported in Palmetto Reteach/Reassess Google.doc to determine students understanding and need of target instruction. All students will show and explain how they monitor their own progress. i.e. tracking student progress portfolios, etc.	5/28/2016 monthly
G1.B2.S1.MA1	Observe students using the technology	Moya, Danny	9/18/2015	Student performance as observed and stated on usage/data reports, progress monitoring data chats	5/29/2016 weekly
G1.B2.S1.MA1	Review computer program usage & data reports, conferring notes, and walk-through observations comments	Moya, Danny	9/18/2015	Usage/data reports, lesson plans, walk-through observations comments, progress monitoring data chats	5/29/2016 weekly
G1.B3.S1.MA1	Delivery of Instruction Observation, Data results of Unit assessments	Harris, Gladys	9/23/2015	Results of student data	5/18/2016 one-time
G1.B3.S1.MA1	Classroom walk through observations, data chats, Professional Learning Communities participation, RtI: Response to Instruction/Intervention	Harris, Gladys	9/23/2015	Agendas of PLCs, Sign in sheets, student data from Palmetto Reteach/ Reassess Google.Doc, PLCs topics link in classroom target instruction, iObservation comments on teacher evaluation	5/18/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we establish capacity-building approach by providing data-driven instruction for all students using the Florida Continuous Improvement Model to assist teachers with the instructional planning process by helping assess student needs using data, focus instruction on the Florida Standards and NGSS, refine teacher understanding of the areas where students are struggling or succeeding, and customize instruction THEN will impact student learning which will increase student achievement.

G1.B1 Teachers need training in analyzing data to identify students strengths and weakness to provide feedback to students of their performance on a daily basis. Lack of fidelity in using the Data Feedback Protocol (i.e. when student do not master a concept of daily lesson, provide immediate small group instruction, reteach, reassess to ensure understanding and concept mastery.

G1.B1.S1 Use the 8 step process of the Florida Continuous Improvement Model - FCIM (1. Analyze Data, 2. Instructional Focus Calendar, 3. Lesson Planning & Delivery, Instructional Strategies, and Best Practices, 4. Baseline, Mid-Year, Mini Assessments, Formative Assessments, 5. Intervention and Rtl, 6. Advanced Study (Enrichment), 7. Ongoing Review, 8. Data Chats, PLCs, LTMs, Professional Development. Connect it all and continuously and systematically monitor.

PD Opportunity 1

Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.

Facilitator

Reading & Math Coaches, Area 5 Support Team, Curriculum Department Reading Specialists, Resource Teachers, TOSA, Assistant Principal

Participants

All Teachers - grades K-5

Schedule

Monthly, from 9/18/2015 to 5/28/2016

Technical Assistance Items

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

G1. If we establish capacity-building approach by providing data-driven instruction for all students using the Florida Continuous Improvement Model to assist teachers with the instructional planning process by helping assess student needs using data, focus instruction on the Florida Standards and NGSS, refine teacher understanding of the areas where students are struggling or succeeding, and customize instruction THEN will impact student learning which will increase student achievement.

G1.B3 Time constraints due to schedules and needed personnel for conducting small group instruction - more time on task needed of individualized target instruction needed for individual students.

G1.B3.S1 Inclusion Model implemented in all grade levels to provide more time for differentiated instruction to individual students.

PD Opportunity 1

Resource teachers provide small group instruction to students based on data analysis results.

Facilitator

Gladys Harris

Participants

All teachers

Schedule

On 5/11/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.				\$78,177.85
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Palmetto Elementary School	Title I Part A		\$4,035.53
			<i>Notes: chart paper, copy paper, printer ink, markers, notebooks folders, binders, clips, construction paper, post-its, highlighters</i>			
			0561 - Palmetto Elementary School	Title I Part A		\$1,942.69
			<i>Notes: PD Subs</i>			
			0561 - Palmetto Elementary School	Title I Part A	0.5	\$32,504.23

Budget Data						
			<i>Notes: .5 Math Coach</i>			
			0561 - Palmetto Elementary School	Title I Part A	0.5	\$39,695.40
			<i>Notes: .5 LTF</i>			
2	G1.B2.S1.A1	Tutorial and computer based learning will focus on lowest performing students				\$14,550.34
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Palmetto Elementary School	General Fund		\$0.00
			<i>Notes: IStation Program</i>			
			0561 - Palmetto Elementary School	Title I Part A		\$5,000.00
			<i>Notes: Ten-Marks Math Program</i>			
			0561 - Palmetto Elementary School	Title I Part A		\$9,550.34
			<i>Notes: . Tutorial Salaries</i>			
3	G1.B3.S1.A1	Resource teachers provide small group instruction to students based on data analysis results.				\$108,145.03
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Palmetto Elementary School	Title I Part A	0.5	\$39,695.40
			<i>Notes: .5 Resource</i>			
			0561 - Palmetto Elementary School	Title I Part A	0.5	\$35,945.40
			<i>Notes: .5 SAI</i>			
			0561 - Palmetto Elementary School	Title I Part A	0.5	\$32,504.23
			<i>Notes: .5 Resource</i>			
4	G1.B4.S1.A1	Conduct parent training on reading and math strategies as well as communicate student learning.				\$3,375.01
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Palmetto Elementary School			\$2,000.00
			<i>Notes: Teachers for Parent Training</i>			
			0561 - Palmetto Elementary School	Title I Part A		\$875.01

Budget Data					
			<i>Notes: Supplies for parent training/communication, Copy paper, pens/pencils, ink for printer, chart paper, folders, post-its, postage for mailing</i>		
			0561 - Palmetto Elementary School	Title I Part A	\$500.00
			<i>Notes: Community Language Facilitators to translate / Personnel for Child Care Services</i>		
Total:					\$204,248.23