

Martin County School District

Palm City Elementary School



2015-16 School Improvement Plan

Palm City Elementary School

1951 SW 34TH ST, Palm City, FL 34990

pce.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	25%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 is pending approval by the Martin County School Board.

SIP Authority and Template

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

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

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

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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, 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	3	Ella Thompson
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 the Martin County School District: Educating all students for success
The mission of Palm City Elementary School, in partnership with family and community, is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

Provide the school's vision statement

The vision of the Martin County School District: A dynamic educational system of excellence
Wildcats' Learning Has No Boundaries

School Environment

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

Our school infuses the content required 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
Constitution Week
Freedom Week
Literacy Week
Holidays Around the World Through Music
Artists Around the World

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

Palm City Elementary:

Provides professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

Develops and implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports to students through school-based and community resources.

Adults across the campus clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment policies.

Involves non-instructional staff, including office staff, bus drivers, custodial and cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

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

Palm City Elementary staff and students follow the PBIS model as its schoolwide behavioral system. Positive behavior intervention support (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. PBIS uses evidence-based practices to change our school environment to ensure a positive school culture for staff and students. Attention is focused on creating and sustaining universal (Tier 1), supplemental (small group, Tier 2), and intensive (very small group/individual Tier 3) systems of support that improve lifestyle results (personal, health, social, family, work, recreation).

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

Palm City Elementary utilizes the MTSS/RtI problem solving model. A Multi-Tiered System of Supports (MTSS) is a framework that uses data-based problem solving to integrate academic and behavioral instruction and research-based interventions. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. The integrated academic and behavioral supports are delivered to students at varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency for college and career readiness. Response to Intervention (RtI) has consistently been defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Additionally Palm City Elementary Guidance provides:

Wildcat Welcomers for new students

Banana Splits for students of divorce

Friendship Groups

Problem Solving Strategies

Small Group Counseling

And individual counseling provided by Tikes and Teens

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	7	5	4	4	5	11	36
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	0	0	10

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Effective multi-disciplinary teams in place to problem solve and create action plans
- iii, Tutorials, LLI, Wilson, oral language interventions,
- Planned Discussions, Goal Setting for identified student
- Notification procedures for parents, agency and community outreach
- Implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources
- Attendance reward systems

ESE/BPIE:

- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Overall parental involvement is very high at PCE. We will continue to involve parents through the following activities:

- School Newsletters (Wildcat Chat)
- Blackboard Connect Calls
- Student Planners/Take Home Folders
- National School Lunch Week
- Beach Party
- Take Your "Special Guy" to School Day
- 3rd Grade "And the Relatives Came" Reading Event
- 3rd Grade Thanksgiving Family Fest

Kindergarten Friendship Meal
VPK Family Activities
Chorus and Band Concerts
Singing at Kravis
Palm City Chamber Fall Fest music concert
Chorus/Band perform at Disney
Year End 5th Grade trip to Universal/Islands of Adventure
Safety Patrol Trip to Busch Gardens
Fall Fest
Family Night at Book Fairs (2)
S.T.E.A.M.L.I.N.E. Literacy Night
Boosterthon Dance
Mother's Day Spa
Remind text messaging alerts
Guest Readers

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

The school hosts many events to raise community awareness of PBIS, literacy, and math. Community members and business partners are invited to participate with parents and students in activities such as Fall Festival; Publix cake decorating; Family Literacy Night; World Read Aloud Day with local, prominent community members; Publix Numeracy Night and PCE Nights at local restaurants.

ESE/BPIE

- Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.
- BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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
McLeod, Michael	Assistant Principal
Marin, Nancy	Principal
Raimann, Nicole	Other
Galasso, Elizabeth	Instructional Coach
Freese, Debbie	Guidance Counselor
Pike, Leigh Anne	Teacher, K-12

Duties

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

Nancy Marin, Principal
Attend MTSS meetings when possible
Monitor the fidelity of the interventions
Conduct classroom observations
Facilitate collaborative learning teams
Michael McLeod, Assistant Principal
Attend MTSS meetings when possible
Monitor the fidelity of the interventions
Conduct classroom observations
Facilitate collaborative learning teams
Liz Galasso, Literacy Coach
Attend MTSS meetings when possible
Analyze student data
Provide strategies and support/modeling to teachers
Facilitate collaborative learning teams
Nicole Raimann, Intervention Problem Solving Coach
Analyze student data
Provide strategies and support/modeling to teachers
Monitor student progress
Facilitate collaborative learning teams
Leigh Anne Pike, Media Specialist
Analyze student data
Provide strategies and support to teachers
Monitor student progress
Facilitate collaborative learning teams
Debbie Freese, Guidance Counselor
Analyze student data
Provide strategies and support to teachers
Serve as liaison between families and the team
Conduct classroom observations

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 leadership team will disaggregate school and student data and provide teachers with information identifying students who scored a Level 1 or 2 on FSA Reading and/or Math. The team will also meet with teachers to review data and interventions for those students continuing with supplemental and/or intensive interventions. The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom walk throughs. The School MTSS Leadership Team will meet bi-weekly to discuss the progress of the students and adjust interventions, as needed. Plans for interventions are developed for teachers to implement in the classroom. Progress monitoring of students is done by the classroom teacher and the MTSS team.

School Improvement Plan (SIP) goals and strategies will be created based on school data and teacher needs. Resources will be allocated to support SIP goals and strategies. The School advisory Counsel (SAC) will be formed to monitor the implementation and progress of the SIP plan. Members of the leadership team will also serve on the SAC.

CLT meetings are held weekly. Teachers come to the meetings with data to analyze the academic and behavioral needs of their students. The leadership team serves as the facilitator and offers strategies and support to improve student outcomes. Additionally, the leadership team supports

teachers in promoting academic excellence through Professional Learning Communities, Data Team Meetings, and Professional Development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nancy Marin	Principal
Nancy Marin	Principal
Ilene Goldstein	Teacher
Debbie Greenbaum	Teacher
Nancy Marin	Principal
Debbie Searl	Teacher
Lisa Woodruff	Teacher
Lori McNicholas	Teacher
Lana Barros	Parent
Kimaree Harse	Parent
Leigh Anne Pike	Teacher
Caroline Belding	Parent
Milagros Mendola	Parent
Amy Belisle	Parent
Candi Keene	Parent
Kelly Bailer	Parent
Nariza Bennett	Parent
Laura Duke	Parent
Louise Johnson	Parent
Lisa Lehachi	Parent
Leanne McCollough	Parent
Melanie Purres	Parent
Karen Fox	Parent
Stephanie Dale	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 SAC met monthly throughout the year to review progress made towards our SIP goals. SAC provided the needed resources that were aligned to district initiatives that assisted teachers in increasing student achievement.

Development of this school improvement plan

The SIP was designed based on school and student data. Teachers and administrators met in the Spring/Summer of 2015 to review student data and identify areas of strength and weakness for all student Annual Measurable Objective groups. The data was used in conjunction with District level initiatives to identify needed supports and resources for teachers and students.

Preparation of the school's annual budget and plan

The annual SIP budget for 2015-2016 (\$11,489.97) is dedicated for teacher professional development and resources needed to support teachers and students based on the school's data. The SIP budget (\$11,489.97) includes school recognition money used for resources. The remaining \$5,012 is dedicated to professional development and resources needed to support teachers and students.

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

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a School Improvement Plan.

Monies may be expended only on programs or projects approved by the SAC.

Neither School District staff nor principals may override the recommendations of the SAC.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a SAC may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Common Core Teaching Resource Books Reading/Math, \$481.61

Scholastic News Subscription, \$522.50

LAFS workbooks and TE's, \$300

Lucy Calkins Unit of Study and Biographies, \$500

STEM Manipulatives, \$500

Leveled Books, \$500

Brain Pop subscription, \$2,095

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
McLeod, Michael	Assistant Principal
Galasso, Elizabeth	Instructional Coach
Marin, Nancy	Principal
Hagen, Susan	Teacher, K-12
Breakey, Kathleen	Teacher, K-12
Jamie, Strumwasser	Teacher, K-12
Basilico, Maureen	Teacher, K-12
Eha, Michelle	Teacher, K-12
Swindler, Heather	Teacher, K-12
McGraw, Alissa	Teacher, K-12
Pike, Leigh Anne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets quarterly, (more often if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways.

Our goals support:

increasing student achievement for all students.

developing and maintaining students' love of reading.

increasing the students' stamina and skills for reading.

sharing effective literacy strategies for students, teachers, and parents.

integrate standards in science, technology, engineering, art, math, literacy, inquiry, navigation, and exploration (S.T.E.A.M.L.I.N.E.) lessons.

Each month PCE will begin with a mentor text and integrate with S.T.E.A.M.L.I.N.E. themes.

Also, with the help of our Moms Workshop, S.T.E.A.M.L.I.N.E. charts were provided to every classroom, which emphasized the school-wide text initiative. The use of an interactive display created a visual reminder for staff and students on how PCE celebrated literacy throughout the school year.

Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLC)/Collaborative Learning Team (CLT). The master schedule has been designed to provide consistent time for teachers to meet by grade level to discuss common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. This planning includes a focus on learning objectives, creating formative assessments, and formulating instruction interventions and enrichment based on student data trends.

ESE/BPIE

- Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
- Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

1. Evaluate needs of the school and review resumes, principal and assistant principal.
2. Create interview questions based on district initiatives being implemented and to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
3. Conduct interviews, as needed, principal, assistant principal, teachers, and parents.
4. Assign mentors for all new teachers to the school, principal and assistant principal.

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

One lead mentor has been selected who will collaborate and work with teachers in implementation and monitoring district and school based initiatives.

The new teachers are paired with highly effective teachers on their grade level team.

The focus of the mentoring program at Palm City Elementary will be on grade level orientation meetings, curriculum planning and materials, schools procedures and policies, and data analysis.

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

The core instructional programs are Florida Standards aligned and delivered through Curricular Frameworks.

Our school creates ongoing opportunities for teachers to unwrap the Florida Standards and to plan and discuss district ELA, Math, and Science Frameworks that align to the standards. This supports a deeper level of understanding of the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. We focus on what students need to know and are able to do, how will we know if they understand it, and what we will do if they don't.

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

Palm City Elementary utilizes the Response to Intervention Model to meet the diverse needs of its students. Response to Intervention (RtI) has consistently been defined in Florida as the practice of providing high-quality instruction and intervention to aid in closing the achievement gap. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental

interventions delivered individually or in small groups at increasing levels of intensity.
Additionally, the school ensures every teacher contributes to the academic improvement of every student by:
holding meetings on a regular basis to make decisions about literacy instruction in the school.
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
holding meetings on a regular basis to make decisions about math instruction in the school. Student data is analyzed and compared to expectations found in the Math Florida Standards (MAFS).
utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
creating a schedule with an uninterrupted 90 minute reading block.
creating a schedule with an uninterrupted 45 minute writing block.
teach writing in whole and small group daily.
differentiating in small group writing and math based on student data.
creating PCE Writes to mirror Florida Standards Assessment (FSA) test.
providing iii instruction based on student needs for math and literacy.
providing instruction aligned with the Language Arts Florida Standards/Math Florida Standards for its grade levels.
providing resources to support instruction (texts to support units of study, leveled books for small group instruction).
administering formative and summative assessments which measure instructed standards.
using I-ready diagnostic data to differentiate instruction in the classroom.
monitoring the progress of the class and grade level during Learning Team Meetings.
conducting "tracking student progress" chats with students.
choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry/ Problem Based Learning (PBL).
ESE/BPIE

- Strategic Instructional Model is used in Learning Strategy classrooms
- Integrating accommodations into Lesson Plans
- Universal Design for Learning
- Provide collaborative teaching/support facilitation services for ESE.

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: Before School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

NA

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

The school provides campus tours to local preschools, Kindergarten screenings, and a Kindergarten orientation for parents. The school also houses two VPK classrooms and a Pre-K ESE unit that are included in the major functions of the school.

Fifth grade students with a disability receive transition meetings with their feeder middle school to provide support and services at the middle school level.

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

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.

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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percentage of students meeting high standards in writing will increase for all students.
- G2.** The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains.
- G3.** The percentage of students scoring at level 3 or above in math will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains.

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. The percentage of students meeting high standards in writing will increase for all students. 1a

G072758

Targets Supported 1b

Indicator	Annual Target
	65.0

Resources Available to Support the Goal 2

- The state has provided an example of the new Florida Standards Assessment online. The school has purchased School Wide Writing Units of Study to support teachers with writing instruction. Additional resources within our district pacing guide allow for further lesson planning and implementation.

Targeted Barriers to Achieving the Goal 3

- A major barrier is not having enough information on the new Florida Standards Assessment, including the scores from the 2015 test.

Plan to Monitor Progress Toward G1. 8

Data will be collected for writing through student work samples and analyzed during Collaborative Learning teams.

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, student work samples, lesson plans

G2. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains. 1a

G072759

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	89.0
AMO Reading - ED	72.0
ELA/Reading Lowest 25% Gains	54.0

Resources Available to Support the Goal 2

- PTA is supporting professional development (PD) in balanced literacy. This roll out of professional development to our staff will be centered around the reading process, interactive read alouds, shared reading, guided reading, word study, and implementation of the Common Core Standards for grades K-5. Standards-based report cards and assessment guides are in place for K-5. Our Literacy Coach delivered professional development to staff on Reader's and Writer's Workshop during preschool and is coaching and modeling for grades 3-5 in the area of balanced literacy. This strategy will continue to develop through interactive collaboration among grade level teams.

Targeted Barriers to Achieving the Goal 3

- Instructional staff needs more support in differentiated, small group, reading instruction and collecting and disaggregating data to form small groups for instruction.

Plan to Monitor Progress Toward G2. 8

Collaborative Learning Teams, Data Team Meetings, PD, and PCE's Action Plan

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments

G3. The percentage of students scoring at level 3 or above in math will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains. 1a

G072760

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	74.0
AMO Math - Hispanic	82.0
AMO Math - SWD	64.0
AMO Math - White	88.0

Resources Available to Support the Goal 2

- PTA is supporting professional development (PD). This roll out of professional development to our staff will be centered around inquiry based learning in math and science, and the implementation of the Florida Standards for grades 3-5. Standards-based report cards are being implemented in grades 3-5 with district level professional development. District staff will provide professional development to teachers in grades 3-5 on Mathematical Standards Practices, iReady, Florida Standards, and rigor.

Targeted Barriers to Achieving the Goal 3

- Instructional staff needs more support in differentiated, small group, math instruction and interpreting data.

Plan to Monitor Progress Toward G3. 8

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

formative and summative assessments, ERO sign-ins, lesson plans, PD feed back forms

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. The percentage of students meeting high standards in writing will increase for all students. **1**

 **G072758**

G1.B1 A major barrier is not having enough information on the new Florida Standards Assessment, including the scores from the 2015 test. **2**

 **B189835**

G1.B1.S1 We will provide PD on real world application for writing citing evidence from a text to support our opinions and arguments. We will utilize formative and summative assessments provided by the district. We will use rubrics during CLTs to score student writing and learn to differentiate in small groups based on data from our students. **4**

 **S201226**

Strategy Rationale

When teachers understand the standards, how to interpret data through the use of the writing rubric and identify anchor papers, the inter-rater reliability will show consistency and interpretation of the target score.

Action Step 1 **5**

Professional Learning Communities, Data Team Meetings, and PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

formative and summative assessments, ERO sign-ins, lesson plans

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

formative and summative assessments, ERO sign-ins, Lesson Plans, PD Feedback Sheets

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms

G2. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains. 1

G072759

G2.B1 Instructional staff needs more support in differentiated, small group, reading instruction and collecting and disaggregating data to form small groups for instruction. 2

B189836

G2.B1.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and weekly Collaborative Learning Teams. 4

S201227

Strategy Rationale

By understanding how to collect and interpret student data along with an understanding of the standards and the rigor at which they should be taught, teachers will be able to provide targeted instruction for students.

Action Step 1 5

Professional Development in Balanced Literacy, Florida Standards, Word Study (Words Their Way), Rigor and Relevance, and Data Analysis.

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

ERO sign-ins, lesson plans, increased student achievement, teacher feedback

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

Collaborative Learning Teams, Data Team Meetings, PD Sessions

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom observations, lesson plans, i-Ready data

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

Collaborative Learning Teams, Data Team Meetings, and PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student progress, classroom observations, lesson plans, i-Ready data

G3. The percentage of students scoring at level 3 or above in math will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains. 1

 G072760

G3.B1 Instructional staff needs more support in differentiated, small group, math instruction and interpreting data. 2

 B189837

G3.B1.S1 Teachers will engage in Collaborative Learning Teams which focus on how to analyze data and form instructional groups. 4

 S201228

Strategy Rationale

When teachers have a deep understanding of the rigor involved in implementing the Florida Standards, how to collect and interpret data, and differentiate for small group math instruction they are able to provide targeted instruction to students that will result in increased student achievement.

Action Step 1 5

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

ERO sign-ins, lesson plans, classroom observations, teacher feedback

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Increased student achievement, lesson plans, classroom observations, teacher feedback

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	Professional Learning Communities, Data Team Meetings, and PD	McLeod, Michael	8/24/2015	formative and summative assessments, ERO sign-ins, lesson plans	6/3/2016 monthly
G2.B1.S1.A1	Professional Development in Balanced Literacy, Florida Standards, Word Study (Words Their Way), Rigor and Relevance, and Data Analysis.	McLeod, Michael	8/24/2015	ERO sign-ins, lesson plans, increased student achievement, teacher feedback	6/3/2016 monthly
G3.B1.S1.A1	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/24/2015	Lesson plans, ERO sign-ins, formative and summative assessments	6/3/2016 monthly
G1.MA1	Data will be collected for writing through student work samples and analyzed during Collaborative Learning teams.	McLeod, Michael	8/24/2015	Sign-in sheets, student work samples, lesson plans	6/3/2016 monthly
G1.B1.S1.MA1	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/24/2015	formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms	6/3/2016 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	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/24/2015	formative and summative assessments, ERO sign-ins, Lesson Plans, PD Feedback Sheets	6/3/2016 monthly
G2.MA1	Collaborative Learning Teams, Data Team Meetings, PD, and PCE's Action Plan	McLeod, Michael	8/24/2015	Lesson plans, ERO sign-ins, formative and summative assessments	6/3/2016 monthly
G2.B1.S1.MA1	Collaborative Learning Teams, Data Team Meetings, and PD	McLeod, Michael	8/24/2015	Student progress, classroom observations, lesson plans, i-Ready data	6/3/2016 monthly
G2.B1.S1.MA1	Collaborative Learning Teams, Data Team Meetings, PD Sessions	McLeod, Michael	8/24/2015	Classroom observations, lesson plans, i-Ready data	6/3/2016 monthly
G3.MA1	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/24/2015	formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms	6/3/2016 monthly
G3.B1.S1.MA1	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/24/2015	Increased student achievement, lesson plans, classroom observations, teacher feedback	6/3/2016 monthly
G3.B1.S1.MA1	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/24/2015	ERO sign-ins, lesson plans, classroom observations, teacher feedback	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percentage of students meeting high standards in writing will increase for all students.

G1.B1 A major barrier is not having enough information on the new Florida Standards Assessment, including the scores from the 2015 test.

G1.B1.S1 We will provide PD on real world application for writing citing evidence from a text to support our opinions and arguments. We will utilize formative and summative assessments provided by the district. We will use rubrics during CLTs to score student writing and learn to differentiate in small groups based on data from our students.

PD Opportunity 1

Professional Learning Communities, Data Team Meetings, and PD

Facilitator

Michael McLeod and Liz Galasso

Participants

Teachers and staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G2. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains.

G2.B1 Instructional staff needs more support in differentiated, small group, reading instruction and collecting and disaggregating data to form small groups for instruction.

G2.B1.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and weekly Collaborative Learning Teams.

PD Opportunity 1

Professional Development in Balanced Literacy, Florida Standards, Word Study (Words Their Way), Rigor and Relevance, and Data Analysis.

Facilitator

Michael McLeod, Liz Galasso, Literacy Coach

Participants

Teachers and Support Staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G3. The percentage of students scoring at level 3 or above in math will increase for all students including our AMO groups that did not make our goal and our bottom quartile will make learning gains.

G3.B1 Instructional staff needs more support in differentiated, small group, math instruction and interpreting data.

G3.B1.S1 Teachers will engage in Collaborative Learning Teams which focus on how to analyze data and form instructional groups.

PD Opportunity 1

Collaborative Learning Teams, Data Team Meetings, PD

Facilitator

Steve Layson/Courtney O'Neal

Participants

Teachers and staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Learning Communities, Data Team Meetings, and PD				\$3,829.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Palm City Elementary School	School Improvement Funds		\$3,829.99
2	G2.B1.S1.A1	Professional Development in Balanced Literacy, Florida Standards, Word Study (Words Their Way), Rigor and Relevance, and Data Analysis.				\$3,829.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Palm City Elementary School	School Improvement Funds		\$3,829.99
3	G3.B1.S1.A1	Collaborative Learning Teams, Data Team Meetings, PD				\$3,829.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Palm City Elementary School	School Improvement Funds		\$3,829.99
Total:						\$11,489.97