The School District of Palm Beach County

Barton Elementary School

2016-17 Schoolwide Improvement Plan

Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

https://brte.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	B	C

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Barton Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

b. Provide the school's vision statement.

Accomplishing this mission is supported through community-wide collective efficacy with a two-fold vision:
1) effective standards based instruction and 2) college and career readiness.

Accomplishing this mission is supported by implementing strategies in the following areas:
* AVID - Achievement Via Individual Determination (College and Career Readiness)
*Scholarship programs sponsored by Team USA
*STEM initiative sponsored by UF
*AMP-Advance Math Placement
*CCE-Center for Creative Education (focus on language arts, math, science and social studies integration)
* Family Involvement through the parent liaison, trainings such as:
APTT (Academic Parent Teacher Teams)
Family Impact (Daytime Adult Education Classes)
Parent University
Coffee with the Principal
Books n' Breakfast
Student Led Portfolio
Sal-P-Que
Curriculum Nights
Dads and Donuts
Moms and Muffins
Granola and Grandparents
Palm Beach County Food Bank
*Student Enrichment Programs
Leadership/Scholarship Program
Barton Band
Tribal Rhythm
SECME
Literacy Book Clubs
Garden Club
Art Club
Chess Club
Academic Gains
*School Climate and Cultural Awareness Initiative

2. School Environment

a. 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 - An example of this would be implementing a unit on the Holocaust and digging deeper through the use of multimedia
• History of Africans and African Americans - Examples of this at our school would be Multicultural Day and guest authors
• Hispanic Contributions - An example of this at our school would be Multicultural Day
• Women's Contributions - An example of this at our school would be utilizing the STEM lab for all students
• Character Development - An example of this would be the Character Counts program. This is led by the guidance department
* Flag Education - An example of this at our school would be the safety patrols raising the flag each morning

Barton will promote single school culture in the following areas:
* Effective standards-based instruction
* Build collective efficacy between all stakeholders
* Continue to build relationships among faculty and students and families
* Include all stakeholders in decision making processes to improve relationships
* Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interactions among students and between the teacher and students
* All teachers will implement School wide Positive Behaviors guidelines along with their behavioral expectations using CHAMPS
* Discuss and model strategies to learn about diversity within the school and to promote the culture of all students
* Collaborate with multicultural department as well as Safe Schools regarding migrant student services and homeless student services
* Provide professional development to all faculty and support in order to improve collaboration in the classroom by getting to know the ELL students
* Provide professional development to Grades K-2 through the Center for Creative Education for arts integration incorporating language arts, math, science, and social students to increase on grade level reading proficeny
* Encourage the sharing of short, effective strategies for actualizing Marzano's Elements 6, 11, 12, 17, 18, 20, and 22 in DQ 2, 3, and 4 that lead to rigor
* All students with disabilities are in an inclusion setting; best practices are being implemented for ESE students
* Schedule and plan school wide multicultural projects
* Implement cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)
* Discuss and analyze data on ratio of positive interactions (RPI) with students
* Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers
*Implement school-wide AVID cultural strategies in grades pre-K through grade 5, in addition to implementing AVID instructional strategies in grades 2 through grade 5
*Implement a teacher/student mentoring program to foster positive relationships among students and faculty

*Offer student extra-curricular activities outside of the school day to promote college and career initiative

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

Faculty and students follow the School Wide Positive Behavior strategies and procedures when on campus including, following safety measures in case of an incident, hallway expectations, classroom transitions, and lunchroom routines and procedures. Before school, students are greeted by Barton staff and are encouraged to have breakfast in the cafeteria. Throughout the day, the entire campus is secured including all classroom doors locked. During the school day, if issues arise, teachers are advised to complete a Class Information Form to document interventions implemented in the classroom. In addition, we have a Social Emotional Learning (SEL) Task Force which is a proactive measure in which staff promotes the success of each child's social and emotional development. Barton is an anti-bullying school that promotes positive behavior school wide. Posters are seen throughout the school and translated in all three languages: Spanish, English, and Creole. In order to monitor dismissal, procedures are in place. Each type of transportation is color-coded by bracelets and bus signs. Teachers take attendance while students load buses. Walkers are escorted to the gates off campus and a staff member monitors students in transit. Some students attend an after school program at Barton that runs until 6:00 PM.

c. 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.

Barton utilizes Single School culture for behavior through the CHAMPS program to promote positive behavior throughout the day. This program clearly defines what movement and noise level is to occur within all academic and non academic environments throughout the school. Students are always aware of the expectations due to teacher clarification and positive reinforcement. Staff members are trained in CHAMPS. Barton has a universal attention signal, which is an open hand raised in the air.

Barton utilizes Single School culture for academics through Professional Learning Communities (PLCs), Common Plannings Sessions, and Professional Developments. PLCs are held every week per grade level. During these sessions, data is discussed and analyzed. Instructional strategies that will be implemented in the classroom are discussed in order to meet the needs of students while maintaining rigor and adherence to the Florida Standards. Common planning sessions are held every other week. The grade levels meet together with the instructional coaches and plan lessons that align with the Florida Standards and district curriculum. Teachers attend PD sessions on half days and In-service days based on the areas of improvement within the school.

Barton promotes Single School Culture for climate through faculty meetings. Faculty meetings are held once a month. The Instructional Council meets once a month. During the Instructional Council meeting, administration and team leaders meet to discuss district initiative updates and school wide concerns. In addition, administration receives feedback from team leaders pertaining to the needs and concerns of teachers and students. Team leaders then share all discussed information with their teams.

d. 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.

Barton hosts a teacher-student mentor program in which students are paired with teachers to monitor and encourage students both academically and socially. As well, Barton has a guidance program that allows students opportunities to talk with counselors about any issues they face inside or outside of

school. The school utilizes two counselors, one being an ELL counselor that is exclusive to the ELL population. Guidance counselors also conduct peer mediation with the students prior to writing student referrals. This allows students to learn how to use conflict resolution. The guidance counselor runs a Title III program for students who are new to the country as well. Boys Town provides support for students in grades K-2 through play therapy. In addition, our Social Emotional Learning (SEL) Task Force which is a proactive measure in which staff promotes the success of each child's social and emotional development.

3. 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).

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

Barton teachers host the Sal-P-Que, where students invite their parents to a student led conference about their academic performance. This is followed up by a Bar-B-Que. During this time, teachers congregate with parents and students to learn more about each other and their culture. Barton also offers opportunities such as Parent University, where faculty members share ideas as to how parents can monitor and support their children's success at home. Parents are encouraged to bring their children with them to the parent resource room for these trainings. In addition, Barton provides extra curricular activities for students to attend with their families, such as Curriculum night, STEM night, Literacy Night including the Book Fair, and Science Night

Barton offers Coffee with the Principal once a month where parents are invited to a morning meeting hosted by the principal. These meetings provide important updates about what is occuring in the school. Parents receive Barton "passports" and have them stamped any time they visit Barton. At the end of the year, those with the most stamps are entered into a drawing for a gift card.

Parents are encouraged to attend monthly SAC meetings. At all parent meetings, the parents are provided with headsets in which language facilitators translate from English to their native language.

2. 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.

Barton reaches out to the local community and invites organizations and businesses to visit and collaborate with the school. Organizations include:
Center for Creative Education
Florida Atlantic University
Team USA
For the Children
Additionally, our parent liaison has established relationships with local businesses, such as:
Costco
Wells Fargo
Rotary Club
Sheriff's Department
Palm Beach Community Food Bank
These organizations donate items to Barton to help support the students.

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Byrd, Vikki	Administrative Support
Sanon, Denise	Principal
McNichols, Scott	Assistant Principal
Franklin-Jeune, Naila	Instructional Coach
Ramos, Sandra	Teacher, ESE
De La Cruz, Karla	Other
Lazier, Coi	Instructional Coach
Whalen, Kristina	Instructional Coach
Briggs, Christine	Other

b. Duties

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

Administration supports and enforces school wide positive behavior. They conduct classroom environment walk throughs to ensure that effective learning is occurring daily through a bell to bell schedule. Administration also monitors data and tracks student progress through data chats with teachers and instructional coaches. The principal and assistant principal hold monthly faculty meetings, parent trainings, and attend professional development sessions on campus. Administrations facilitates Instructional Council meetings and participates in PLC's and SBT meetings. They are very involved in parent communication and student achievement.

Instructional Coaches hold multiple responsibilities. They include monitoring data through Performance Matters (unify), EDW, Think Central, iReady, FAIR, and district assessments such as diagnostics, Running Reading Records, PBIA, USA's, FSQ's and NGSQ's. Additionally, they create ongoing assessments that align with the standards being taught. Coaches also track student progress through the implementation of student tracking forms that are analyzed with teachers. Instructional coaches provide ongoing professional development through professional learning communities, PDD, and common planning sessions. All coaches support teachers and students through the coaching cycle, and organize tutorial programs. As well, coaches develop school wide content area events throughout the year to promote academic engagement and parent involvement.

The Single School Culture Coordinator (SSCC) facilitates Professional Learning Communities. In addition, the SSCC serves as RTI and monitors the RTI process for the school. She handles referred students and holds SBT meetings.

The ESOL Coordinator identifies and monitors ELL student's language acquisition. The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students on the ELL continuum. The ESOL Coordinator also supports teachers through the coaching cycle and facilitates the ESOL PLCs to ensure that all ESOL resource teachers are equipped with strategies in effective instructional practices in order to close the achievement gap.

The ESE Coordinator facilitates the process that ensures students receive the services they need and that all students are in an inclusive setting. The ESE Coordinator also guides and assists parents and families of these students to obtain the proper resources they may need. Finally, the ESE Coordinator provides ESE instructional strategies and support classroom teachers.

The School Based Team and RTI interventionist facilitates School Based Teams (SBT) meetings. At

SBT meetings she facilitates the referral process of students who are referred by teachers in the area of academics and/or behavioral deficiencies. She supports teachers with strategies and interventions used to support student achievement. As the RTI interventionist, she services students and collaborates with teachers to ensure student's progress towards academic goals are met.

2. 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.

Barton implements multiple measures of analyzing school-wide data that drives the RTI process. Students are assessed by FAIR, Diagnostics, Performance Assessments, Florida Standards Assessments, iReady district diagnostics, and Florida Standards Quizzes and Unit Standards Assessments, as well as Reading Running Records. Kindergarten and first grade students participate in the Pre-LAS test for ELL placement, 2nd-5th grade ELL students are assessed with the LAS Links, and the annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches and the PLC facilitator to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate)
Academics:
Professional Learning Communities occur every week per grade level. All grade level teachers meet with the Single School Culture Coordinator, the academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. In addition, student work and best practices are shared and analyzed. Grade levels meet for Common Planning. At this time, the grade levels come together to discuss standards based and data driven instruction that they will focus on for the next few weeks. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught. All teachers will be trained in LLI and provide small group instruction to students in the extended thirty minutes. This includes fine arts and resource teachers. Barton received an Adobe Connect grant to help students with technology. The Center for Creative Education has awarded Barton a grant to promote arts integration in grades K-2. All students who have less than 2 years in the country, that require English language acquisition, will use Imagine Learning.

Behavior: CHAMPS school wide, universal attention signal
Barton is implementing a School-wide Positive Behavior System. CHAMPS is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

Barton's Title I:
Barton has implemented a tutorial program for students on selected Saturday mornings each month from 8:00-11:00. Students in 5th grade will receive tutorial in science and writing. In addition, students participate in a Spring Break Science/Literacy/Math Camp.
Title 1 funds a 0.5 math instructional coach, 0.5 literacy instructional coach, 1.0 science resource teacher, 1.5 math resource teacher, 1.0 parent liaison, 1.0 RTI, 1.0 CLF, supplies for classroom, parent involvement, and professional development. The parent liaison partners with local agencies to provide food and resources for students and families. Barton also partners with adult ed and multicultural to provide English Language services to the parents.

Barton has three ESOL positions and one SAI position.

District resources allocated to our school
Regional support teams
Curriculum support
Reading Interventionist
Single School Culture Coordinator
Pre-K unit
VPK units
Curriculum support -Professional Development
MTSS - Professional Development
Multicultural grant to work with level 1 and ESOL students.

Migrant support for migrant families
Family Impact teaches parents the English language, as well as parenting and computer skills. The program provides support to the families as well.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Julie Serrano	Teacher
Denise Sanon	Principal
Shery Bennett	Teacher
Abraham Domingo	Parent
Reginale Durandisse	Business/Community
Robert Alexandre	Education Support Employee
Karla DeLaCruz	Business/Community
Dilma Lopez	Parent
Estelan Grandy	Parent
Eulalia Andres Diego	Parent
Lisa Catablan	Parent
Marjorie Joseph	Parent
Olga Perez	Parent
Sandra Ramos	Teacher
Adilne Emile	Parent
Cheryl Burton	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SIP is shared with the parents and feedback is provided. Each content area's strategies are reviewed frequently throughout the school year and modified if needed. The BPIE is shared with the parents as well. SAC members voted on any proposal given by the faculty.

b. Development of this school improvement plan

SAC chairs and committee members were present while creating the school improvement plan. The team discussed specific targets and goals for all areas throughout the school. The plan was reviewed and revised prior to being submitted.

c. Preparation of the school's annual budget and plan

School Improvement plan was reviewed with SAC. Minutes were taken.

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

Fundations Classroom set 1059.00
Wilson Handling and shipping 84.72
Paradise Embroidery 412.50
T-shirt King of Florida 1932.50
Spring Break Science Tutorial-1,226.40
Second Grade Summer School $644.44
Reading Continuums $360
Prompting Guides $288
Afterschool Tutorial $4,758.56

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

Barton is currently working towards compliance.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lazier, Coi	Instructional Coach
Byrd, Vikki	Other
Whalen, Kristina	Instructional Coach
De La Cruz, Karla	Other
Sanon, Denise	Principal
McNichols, Scott	Assistant Principal
Briggs, Christine	Other
Ramos, Sandra	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT hosts different events throughout the year to promote literacy. Three times a year on a PDD, the team provides a Books N' Breakfast event, where students are able to invite either their grandparents, dads, or moms to enjoy breakfast and read a book of their choice. Additionally, the team plans a literacy night in which teachers volunteer to plan literacy activities for families and strategies that can be implemented at home. Another family literacy event is the Sal-P-Que, where students lead a conference with their parents discussing their academic performance. The families then gather with the teachers for a Bar-B-Que dinner. Barton also organizes a Book-o-Ween event in October that engages all students in K-2 students to dress as characters the class has read and partake in a parade, while 3-5 students decorate their classroom doors based on a book the class has read. As well, Barton invites the Public Library to the school in order to provide information to the students and parents. During this time, families can sign up for library cards, learn about resources provided by the library, and receive a monthly calendar of library events. Barton also hosts a "Meet the Author" event where authors speak to students. Barton implemented a kick off to summer reading program that encouraged all students to choose a book to read and complete a project based on that book. The Children's Services Council also assisted by donating books to students to read over the summer to help prevent the Summer Slide. Students are encouraged to turn in the assignment within the first three weeks of the following school year. In addition, over the summer, incoming third grade students participate in a school run reading academy in order to prepare for the upcoming academic year. A summer book club is also in place for incoming third, fourth, and fifth grade students to participate in. The Center for Creative Education (CCE) also collaborates with classroom teachers to implement lessons that integrate arts with the Florida Standards.

The instructional coaches have organized two resource rooms with a multitude of books that are available to teachers. This room offers reading and writing resources, as well as math and science texts.

Barton also offers a Book club to students interested in reading for pleasure outside of the Reading Block. Here, students gather to read the same book and discuss the story in depth through grand conversations.

Finally, Barton facilitates various family events that promote litearacy within and outside of the school context. Parents and teachers participate in Academic Parent Teacher Teams where parents learn strategies and set goals to assist with literacy instructions. During Coffee with the Principal, parents are also enlightened on how they can support literacy instruction at home. During Parent University, parents learn about schoool initiatives that connect the home school relationship in order to better support our students' academic achievement and social and emotional development. Family Impact reinforces parenting skills, student organizational skills, computer skills, and English language acquisition. Through AVID, we host a Dream Night where parents and students set SMART goals.

D. 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).

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

Teachers attend scheduled PLC sessions on a weekly basis. During these sessions, student data is analyzed and best practices are shared in a collaborative format. The school's academic support team attends to assist teachers with planning, ensuring that student's needs are met and providing instructional strategies that can be used in the classroom. Instructional resources are also provided and the use of adaptive technology is monitored and discussed. Staff collaborates to provide solutions to any areas of concern. In addition, each grade level meets for common planning on a weekly basis on a day different than the scheduled PLC day. Common planning is facilitated by team leaders, ensuring that all team members participate and feel included in the process. Instructional council meetings occur on a

monthly basis. At these meetings, administration meets with team leaders in order to ensure that teachers' needs and concerns are addressed. These combined efforts support effective instruction in the classroom and promote a positive, collaborative school climate centered on student needs.

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

Administration receives and reviews potential candidate's resumes. Selected candidates take part in the STAR interview from the Haberman Educational Foundation. This interview is a personality-based interview for high needs schools. The interview team consists of administration, as well as either a grade chair or academic coach. Staff members are chosen based on the interview process and openness to positively impact our high needs population. In addition, a teacher's willingness to build their capacity is taken into consideration.

Barton is a growing and improving school. As an extended day school, teachers are excited to be part of the Barton team, as the school grade continues to improve. Barton offers professional development based on the teacher's interests and needs. The teachers are surveyed to determine focus areas for PD. In addition, the school's academic support team, regional support team, and administration collaborate to provide district, school and content area PD opportunities based on observed teacher needs.

Instructional coaches are mentors and an integral resource for all teachers. Through the implementation of the coaching cycle, collaborative planning, and addressing individual teacher needs, coaches develop our teacher's capacity.

New teachers participate in a teacher mentor program where they are paired up with a veteran teacher based on personality and/or content area. Throughout this program, new teachers complete the ESP program, which allows them to get to know their school, and provides opportunities for them to observe and be observed in order to build capacity and confidence within the classroom. New teachers attend school, district, and content area PDs that ensure high quality instruction.

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

The Educator Support Program is created to provide new educators with support in order to build effective teachers. New teachers are paired up with mentors who are clinical educators. They are paired by content area, personality traits, and ability. Mentors meet with their mentee on a continuous basis to discuss lessons, concerns, and any questions they may have that need to be addressed. These pairs work collaboratively in order to build confidence and success. Mentees attend additional meetings led by the ESP contact to ensure that they are meeting the demands in a timely manner.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All K-5 instructional staff members have received training on the Florida Standards. During PLC, teachers unpack and develop learning goal scales based on the Florida Standards. Resources are also chosen to support Florida Standards instruction. During common planning, lessons are prepared, ensuring that that they teach and assess the Florida Standards. We implement standards based instruction through teacher collaboration and support from the curriculum department and the regional

support team. Teachers also have the opportunity to collaborate outside the contract day to plan and collaborate for standard based instruction. Teachers also use the items specs and Marzano's taxonomy levels to create text-dependent questions to be used during instruction in order to monitor students' learning of the Florida Standards.

b. Instructional Strategies

1. 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.

All content area teachers differentiate instruction through small group instruction and rotations. At the beginning of the school year, data is pulled from EDW, Performance Matters, Running Records, and District Diagnostics to assist students who need modifications and supplemental instruction. However, data is used continuously throughout the year to modify small group instruction.Teachers may pull groups based on their level, including but not limited to, strategy groups. In addition, resource teachers push in to classrooms to provide supplemental instruction to students in different tiers. Barton also utilizes SAI teachers to provide LLI to the lowest 25% of the students. ESOL and ESE teachers will collaborate with classroom teachers to provide effective instruction to the ELL and ESE students.

2. 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: 5,400

Kindergarten will implement the program Fundations with all students. First grade will implement LLI, Fundations, and shared reading. Second grade will implement Literacy Enrichment Classes where teachers will teach shared reading and writing, and interactive reading and writing. Third, Fourth, and Fifth grade will utilize iReady (teacher toolbox lessons) to deliver standards based instruction. Teachers will also use the gradual release model in order to move classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice.

In addition, SAI teachers are working with students using LLI, Words Their Way, or Oral Language Programs.

Strategy Rationale

Barton's goal is improve student academic proficiency. At the same time, we are working very hard to increase learning gains in ESOL and ESE students. Therefore, we have all hands on deck during the extended hour, and provide the most effective reading instruction we feel that benefits the students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanon, Denise, denise.sanon@palmbeachschools.org

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

Teachers will assess their students weekly based on the differentiated small groups. Teachers will keep records and analyze data at LTMs, common planning, and with the instructional coaches.

2. Student Transition and Readiness

a. 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).

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

At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. Parents and students also tour the school and classrooms. Kindergarten is a staggered start at the beginning of the year. Barton also offers a VPK and Pre-K ESE (behavior) program to support incoming students.

Lake Worth and Lantana Middle Schools visit Barton's fifth grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. Fifth grade students are provided the opportunity to visit local middle schools at the end of the year with their families. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. In order to properly fill out choice programs for middle schools, Barton offers support to fifth grade students' families. Guidance counselors and CLF's help with the application process. Fifth grade

teachers also support students by recommending courses and programs based on students needs and interests.

In order support the academic needs and enrichment of students, Barton has a few programs for students at different grade levels. In second grade, a summer reading program was implemented in order to prepare incoming third graders. The Advanced Math Program (AMP) is also offered to qualifying students in 3rd-5th grade, ensuring that they receive an enriched math curriculum which is above grade level. AVID strategies are taught and implemented in grades 2-5. These strategies foster organization, goal setting, and study habits that students will use in their upcoming grade level. In addition, in order to increase academic success and college readiness, Barton hosts a Leadership Club where students engage in school and community projects to build future leaders.

Barton also cultivates a college and career readiness culture school-wide in grades Pre-K-5. Following AVID principles, students start thinking about their college and career choice at an early age. Exposure to the college atmosphere is provided by visiting local college campuses. Students also engage in goal setting opportunities where they set 1 year, 3 year, and 5 year goals in order to prepare them for the upcoming grade levels and college/career paths. Barton's partnership with Team USA provides college scholarships to qualifying students in order to encourage college readiness and success.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Math and Science proficiency was a strength at Barton, however the gains in the lowest percentile fell in Math and Science. As well, Reading Proficiency and gains are a weakness.

B. 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"Â? 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.

C. Strategic Goals

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 provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G2.   If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1a`

🔍 G083583

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	40.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	63.0

Targeted Barriers to Achieving the Goal `3`

- Parents have limited academic strategies and resources to assist children's learning

- Students have limited foundation skills to be successful

- Teacher capacity to effectively teach Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers `2`

- iReady

- APTT

- AVID

- Academic Coaches (k-2 literacy, 3-5 literacy, math, ESOL)

- Resource Teachers (Math resource teacher, math lab teacher, Rti Resource teacher, Science lab resource teacher)

- Community Language Facilitator

- Parent Liaison

- Single School Culture Coordinator

- Supplemental Classroom resources (LLI, Fundations)

- Tutorial

Plan to Monitor Progress Toward G1. `8`

Administration will continue to monitor student data to determine the effectiveness of resources.

Person Responsible
Denise Sanon

Schedule
Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion
Schedules, supporting documentation, student data

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. `1a`

🔍 G083584

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA Achievement District Assessment	40.0
FSA ELA Achievement	50.0
Literacy Rate - Grade 2	50.0
Literacy Rate - Grade 1	60.0

Targeted Barriers to Achieving the Goal `3`

- Teacher capacity at overcoming language barrier

- Planning for the delivery of effective instruction aligned to the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Extended Hour - LLI, Shared Reading, Words Their Way

- Computer based programs - Imagine Learning, iReady

- Resource Teachers - Collaborate with classroom teachers to provide supplemental instruction - LLI

- Resource Room - grade level appropriate content area texts

- Oral Language Programs - Fundations, OLLIE,

- Adobe Connect

- Student Resources - Student Dictionaries, visuals (anchor charts), Learning Goal Scales

- District Support - Multicultural

- Academic Coaches - Collaborate with classroom teachers to implement effective instruction of Florida standards

- Professional Learning Communities

- Parent Liaison - Bridge home/school connection

Plan to Monitor Progress Toward G2. `8`

Monitor School and District Assessments

Person Responsible
Denise Sanon

Schedule
Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Diagnostics FAIR FSQ USA iObservation Reports from EDW Palm Beach Performance Assessment RRR iReady Reports Imagine Learning Reports Lesson Plans Schedules RTI data FLKRS

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 provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

🔑 G083583

G1.B1 Parents have limited academic strategies and resources to assist children's learning 2

🔑 B221796

G1.B1.S1 Align new and existing community and parent partnerships. 4

🔑 S234018

Strategy Rationale

Research supports that if parents are involved and have the capacity to strengthen academic learning at home, students will succeed.

Action Step 1 5

The Parent Liaison will assist in planning and implementation of parent engagement activities and trainings in Parent Involvement Plan (PIP), including APTT, coordinator school to home communication, assist parents in accessing community resources, and build community partnerships to engage all stakeholders in the effort to improve the academic achievement of all students.

Person Responsible

Scott McNichols

Schedule

Daily, from 8/12/2016 to 6/2/2017

Evidence of Completion

Parent coaching log, parent resource room sign in sheets, parent training agendas, parent liaison schedule

Action Step 2 5

Implement APTT parent engagement program with consult from Title I and consultant

Person Responsible

Denise Sanon

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, agendas, parent communication

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

Administration will meet monthly to monitor and discuss plans while making adjustments as needed.

Person Responsible

Scott McNichols

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Parent liaison's schedule and supporting documentation (parent feedback), Title I position reflection template

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

Administration evaluating parent liaison's schedule and supporting documentation to determine impact on student achievement and to make adjustments to program as needed.

Person Responsible

Denise Sanon

Schedule

Monthly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Parent liaison supporting documentation (agenda, sign in sheets), student data

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

Administration and district support will evaluate APTT implementation and supporting documentation to determine impact on student achievement and to make adjustments to program as needed.

Person Responsible

Denise Sanon

Schedule

Monthly, from 8/12/2016 to 6/2/2017

Evidence of Completion

APTT supporting documentation (agenda, sign in sheets), student data

G1.B2 Students have limited foundation skills to be successful 2

🔑 B221797

G1.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

🔑 S234019

Strategy Rationale

Students need differentiated instruction in order help them reach the demands of the standard.

Action Step 1 5

0.5 Math Resource teacher will work with targeted students in grades 3-5. Students will be chosen based on data.

Person Responsible

Naila Franklin-Jeune

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Weekly/daily schedule, list of students served,lesson plans, data used to determine student groups.

Action Step 2 5

Math Resource teacher will work with all students in grades K-5 during the Fine Arts rotation. He will conduct hands on math lessons that directly align to student needs based on data.

Person Responsible

Naila Franklin-Jeune

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Fine Arts schedule, usage reports

Action Step 3 `5`

Science Resource teacher will run a STEM/Science lab with all students in grades k-5 during the Fine Arts rotation. Students will participate in hands on science experiments aligned to the Florida Standards.

Person Responsible

Karla De La Cruz

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, fine arts schedule

Action Step 4 `5`

Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities.

Person Responsible

Karla De La Cruz

Schedule

Daily, from 10/17/2016 to 3/27/2017

Evidence of Completion

Tutorial schedule, student sign in sheets, lesson plans and data used to determine student groupings and progress

Action Step 5 `5`

Implemention of AVID program

Person Responsible

Vikki Byrd

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, pictures, PLC documentation

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

Administration will meet to monitor and discuss support while making adjustments as needed.

Person Responsible

Denise Sanon

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Coach's schedules, Title I reflection template, teacher lesson plans

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

Administration evaluating support's schedule and supporting documentation to determine impact on student achievement and to make adjustments to program as needed.

Person Responsible

Denise Sanon

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student data, supporting documentations (PLC agenda, sign in sheets)

G1.B3 Teacher capacity to effectively teach Florida Standards 2

🔑 B221798

G1.B3.S1 Develop teacher capacity to deliver effective instruction. 4

🔑 S234020

Strategy Rationale

Teachers need to have a thorough understanding of the standards and needs of the students in order to deliver effective and relevant instruction.

Action Step 1 5

0.5 Math coach will work directly with teachers in all grades utilizing the coaching cycle and co-facilitate in PLCs.

Person Responsible

Naila Franklin-Jeune

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Coaching cycle logs, schedule, PLC agenda

Action Step 2 5

PLCs will develop teacher capacity in standards and meeting the needs of all students.

Person Responsible

Karla De La Cruz

Schedule

On 6/2/2017

Evidence of Completion

PLC agendas, lesson plans

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

Leadership team will meet to discuss teacher's implementation of learned effective instruction.

Person Responsible

Scott McNichols

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans, walk throughs, coaches' schedule

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. [1]

🔑 G083584

G2.B1 Teacher capacity at overcoming language barrier [2]

🔑 B221799

G2.B1.S1 Provide students with opportunities to foster English language acquisition. [4]

🔑 S234021

Strategy Rationale

Students will be able to learn the basics of reading, such as sounds, letters, and phonics. Student use of academic English language across all content areas will increase. All these strategies will ensure that we meet Barton's and the district's strategic plan goals.

Action Step 1 [5]

Students will use Fundations to learn phonemic awareness in grades pre-K through grade 1.

Person Responsible

Vikki Byrd

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Fundations work books, lesson plans, observations

Action Step 2 [5]

Students will receive inclusion and pull out ESOL support in grades 1 through grades 3.

Person Responsible

Christine Briggs

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student assessments, lesson plans, observations

Action Step 3 `5`

An ESOL-SAI teacher will provide supplemental instruction in grades 2 and 3 using LLI interventions.

Person Responsible

Christine Briggs

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

LLI Assessments, Running Reading Records, Lesson Plans

Action Step 4 `5`

Students will receive instruction through an integrated curriculum that focuses on oral language acquisition in the content areas with the collaborative efforts of the Center for Creative Education.

Person Responsible

Kristina Whalen

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Student artifacts, lessons, observations

Action Step 5 `5`

Provide teachers new to Barton Elementary with Fundations training

Person Responsible

Vikki Byrd

Schedule

Semiannually, from 8/29/2016 to 9/30/2016

Evidence of Completion

Attendance, In-service points, teacher artifacts of implementation of PD

Action Step 6 `5`

Teachers will receive teacher training in LLI

Person Responsible

Christine Briggs

Schedule

On 11/30/2016

Evidence of Completion

Attendance, teacher in service points, teacher artifacts of implementation

Action Step 7 `5`

Teachers will receive training in how to integrate oral language in the content areas with assistance from the Center of Creative Education.

Person Responsible

Kristina Whalen

Schedule

On 8/31/2016

Evidence of Completion

Attendance, Lesson Plans

Action Step 8 `5`

Targeted students will receive supplemental oral language instruction through the OLLIE program.

Person Responsible

Christine Briggs

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Walkthroughs, Student Artifact

Action Step 9 5

Teachers administering the OLLIE program will receive training on how to implement it.

Person Responsible

Vikki Byrd

Schedule

On 10/7/2016

Evidence of Completion

Attendance, teacher artifact of implementation, in-service points

Action Step 10 5

Students with limited English will participate in tutorial program (Title III).

Person Responsible

Coi Lazier

Schedule

Daily, from 11/7/2016 to 3/24/2017

Evidence of Completion

Student attendance

Action Step 11 5

CLF will support students and teachers in the classroom, support parents and teachers during parent conferencing and translate documents related to student academics.

Person Responsible

Christine Briggs

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, copies of parent conferences, log

Action Step 12 `5`

Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities. Media center support will be provided to students to prevent Summer Slide.

Person Responsible

Coi Lazier

Schedule

Weekly, from 7/1/2016 to 3/24/2017

Evidence of Completion

Tutorial schedule, student sign in sheets, lesson plans, data used to determine student grouping and progress.

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

Walkthroughs and evaluation of the results from student assessments, lesson plan checks

Person Responsible

Denise Sanon

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Fundations assessments, LLI assessments, Reading Running Records Assessment, all district assessments

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

Analysis of student artifacts at Professional Learning Communities

Person Responsible

Karla De La Cruz

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Professional Learning Community Agendas

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

Academic coaches monitor progression of student programs

Person Responsible

Kristina Whalen

Schedule

Quarterly, from 8/29/2016 to 6/9/2017

Evidence of Completion

OLLIE checklist, Fundations Unit Assessments, Running Reading Records, iReady reports, Imagine Learning Reports, LLI assessments

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

Administration will conduct meetings to discuss support personnel's schedule and supporting documentation to make adjustments to program/support as needed.

Person Responsible

Scott McNichols

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Agendas, minutes

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

Data analysis on student assessments, walkthroughs, discussions of assessment results during PLC

Person Responsible

Scott McNichols

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Fundations assessments, LLI assessments, Running Reading Records, district assessments

G2.B1.S2 Build teacher capacity in order to strengthen their knowledge and understanding of delivering ELL strategies. 4

🔑 S234022

Strategy Rationale

Teachers will be able to deliver effective standard based instruction personalized to meet students' needs.

Action Step 1 5

Teachers will attend Soluciones conference to learn about effective ELL strategies that can be implemented in the classroom.

Person Responsible

Christine Briggs

Schedule

On 7/29/2016

Evidence of Completion

Conference Registration, agenda, TDE's

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration will analyze student data and monitor teacher lessons to check for implementation of strategies.

Person Responsible

Scott McNichols

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will monitor teacher implementation of strategies and student performance.

Person Responsible

Scott McNichols

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Walkthroughs, student data

G2.B4 Planning for the delivery of effective instruction aligned to the Florida Standards [2]

🔑 B221802

G2.B4.S1 Collaboration at Professional Learning Communities [4]

🔑 S234023

Strategy Rationale

Teachers and support staff will collaborate to ensure that lessons are aligned to Florida Standards

Action Step 1 [5]

Identify Problem of Practice through Instructional Rounds

Person Responsible

Scott McNichols

Schedule

On 8/24/2016

Evidence of Completion

Rigor Walk Documents

Action Step 2 [5]

Monitoring continuous growth towards Pillars of Instruction during Instructional Rounds

Person Responsible

Scott McNichols

Schedule

On 1/27/2017

Evidence of Completion

Rigor Walk Documents

Action Step 3 `5`

Collaborative lesson plannning correlating to the Florida Standards

Person Responsible

Karla De La Cruz

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Teacher lesson plans

Action Step 4 `5`

Developing effective instruction practices through shared observations

Person Responsible

Karla De La Cruz

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Professional Learning Community Agenda

Action Step 5 `5`

Planning for small group instruction based on analysis of student data

Person Responsible

Karla De La Cruz

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Teacher small group lesson plans

Action Step 6 `5`

Plan for core lesson by aligning Florida Standards to current student data/needs

Person Responsible

Karla De La Cruz

Schedule

Biweekly, from 9/6/2016 to 6/9/2017

Evidence of Completion

Revisions of lesson plans based on student data

Action Step 7 `5`

0.5 Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching cycle with teachers and co-facilitate at PLC's.

Person Responsible

Coi Lazier

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Coaching logs, schedules, PLC agendas

Action Step 8 `5`

Teachers will be provided with collegial planning opportunities during the school day. Substitutes will be provided for coverage.

Person Responsible

Karla De La Cruz

Schedule

Quarterly, from 8/12/2016 to 6/2/2017

Evidence of Completion

PLC agendas, sign in sheets, work samples

Action Step 9 `5`

Rti resource teacher will conduct weekly Rti meetings, assist teachers with interventions, monitor interventions and provide small group instruction to students who are currently going through Rti.

Person Responsible

Vikki Byrd

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, SBT agendas, list of students serviced, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Administration will conduct frequent walk-throughs, review schedules, student data and supporting documentation of support staff.

Person Responsible

Denise Sanon

Schedule

Quarterly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedules, student data, coaching logs, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Administration will conduct frequent walk-throughs to observe implementation and adherence to scheduled intervention and enrichment instruction.

Person Responsible

Scott McNichols

Schedule

Biweekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student data, walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Administrators will analyze student data to evaluate the effectiveness of implementations and make needed adjustments based on student needs.

Person Responsible

Denise Sanon

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Student data, Title I Reflection Log, Supporting documentation

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S2.A1 A300706	Teachers will attend Soluciones conference to learn about effective ELL strategies that can be...	Briggs, Christine	7/1/2016	Conference Registration, agenda, TDE's	7/29/2016 one-time
G2.B4.S1.A1 A300707	Identify Problem of Practice through Instructional Rounds	McNichols, Scott	8/22/2016	Rigor Walk Documents	8/24/2016 one-time
G2.B1.S1.A7 A300700	Teachers will receive training in how to integrate oral language in the content areas with...	Whalen, Kristina	8/8/2016	Attendance, Lesson Plans	8/31/2016 one-time
G2.B1.S1.A5 A300698	Provide teachers new to Barton Elementary with Fundations training	Byrd, Vikki	8/29/2016	Attendance, In-service points, teacher artifacts of implementation of PD	9/30/2016 semiannually
G2.B1.S1.A9 A300702	Teachers administering the OLLIE program will receive training on how to implement it.	Byrd, Vikki	8/15/2016	Attendance, teacher artifact of implementation, in-service points	10/7/2016 one-time
G2.B1.S1.A6 A300699	Teachers will receive teacher training in LLI	Briggs, Christine	8/15/2016	Attendance, teacher in service points, teacher artifacts of implementation	11/30/2016 one-time
G2.B4.S1.A2 A300708	Monitoring continuous growth towards Pillars of Instruction during Instructional Rounds	McNichols, Scott	1/9/2017	Rigor Walk Documents	1/27/2017 one-time
G2.B1.S1.A10 A300703	Students with limited English will participate in tutorial program (Title III).	Lazier, Coi	11/7/2016	Student attendance	3/24/2017 daily
G2.B1.S1.A12 A300705	Provide extended learning opportunities for targeted students after school and on Saturdays with...	Lazier, Coi	7/1/2016	Tutorial schedule, student sign in sheets, lesson plans, data used to determine student grouping and progress.	3/24/2017 weekly
G1.B2.S1.A4 A300690	Provide extended learning opportunities for targeted students after school and on Saturdays with...	De La Cruz, Karla	10/17/2016	Tutorial schedule, student sign in sheets, lesson plans and data used to determine student groupings and progress	3/27/2017 daily
G1.MA1 M305143	Administration will continue to monitor student data to determine the effectiveness of resources.	Sanon, Denise	8/8/2016	Schedules, supporting documentation, student data	6/2/2017 monthly
G2.MA1 M305154	Monitor School and District Assessments	Sanon, Denise	8/29/2016	Diagnostics FAIR FSQ USA iObservation Reports from EDW Palm Beach Performance Assessment RRR iReady Reports Imagine Learning Reports Lesson Plans Schedules RTI data FLKRS	6/2/2017 biweekly
G1.B1.S1.MA1 M305137	Administration evaluating parent liaison's schedule and supporting documentation to determine...	Sanon, Denise	8/12/2016	Parent liaison supporting documentation (agenda, sign in sheets), student data	6/2/2017 monthly
G1.B1.S1.MA2 M305138	Administration and district support will evaluate APTT implementation and supporting documentation...	Sanon, Denise	8/12/2016	APTT supporting documentation (agenda, sign in sheets), student data	6/2/2017 monthly
G1.B1.S1.MA1 M305139	Administration will meet monthly to monitor and discuss plans while making adjustments as needed.	McNichols, Scott	8/8/2016	Parent liaison's schedule and supporting documentation (parent feedback), Title I position reflection template	6/2/2017 monthly
G1.B1.S1.A1 A300685	The Parent Liaison will assist in planning and implementation of parent engagement activities and...	McNichols, Scott	8/12/2016	Parent coaching log, parent resource room sign in sheets, parent training agendas, parent liaison schedule	6/2/2017 daily
G1.B1.S1.A2 A300686	Implement APTT parent engagement program with consult from Title I and consultant	Sanon, Denise	8/8/2016	Sign in sheets, agendas, parent communication	6/2/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1 M305140	Administration evaluating support's schedule and supporting documentation to determine impact on...	Sanon, Denise	8/15/2016	Student data, supporting documentations (PLC agenda, sign in sheets)	6/2/2017 monthly
G1.B2.S1.MA1 M305141	Administration will meet to monitor and discuss support while making adjustments as needed.	Sanon, Denise	8/8/2016	Coach's schedules, Title I reflection template, teacher lesson plans	6/2/2017 monthly
G1.B2.S1.A1 A300687	0.5 Math Resource teacher will work with targeted students in grades 3-5. Students will be chosen...	Franklin-Jeune, Naila	8/8/2016	Weekly/daily schedule, list of students served,lesson plans, data used to determine student groups.	6/2/2017 daily
G1.B2.S1.A2 A300688	Math Resource teacher will work with all students in grades K-5 during the Fine Arts rotation. He...	Franklin-Jeune, Naila	8/8/2016	Lesson plans, Fine Arts schedule, usage reports	6/2/2017 daily
G1.B2.S1.A3 A300689	Science Resource teacher will run a STEM/Science lab with all students in grades k-5 during the...	De La Cruz, Karla	8/8/2016	Lesson plans, fine arts schedule	6/2/2017 daily
G1.B2.S1.A5 A300691	Implemention of AVID program	Byrd, Vikki	8/8/2016	Lesson plans, pictures, PLC documentation	6/2/2017 daily
G1.B3.S1.MA1 M305142	Leadership team will meet to discuss teacher's implementation of learned effective instruction.	McNichols, Scott	8/29/2016	Teacher lesson plans, walk throughs, coaches' schedule	6/2/2017 weekly
G1.B3.S1.A1 A300692	0.5 Math coach will work directly with teachers in all grades utilizing the coaching cycle and...	Franklin-Jeune, Naila	8/8/2016	Coaching cycle logs, schedule, PLC agenda	6/2/2017 daily
G1.B3.S1.A2 A300693	PLCs will develop teacher capacity in standards and meeting the needs of all students.	De La Cruz, Karla	8/29/2016	PLC agendas, lesson plans	6/2/2017 one-time
G2.B1.S1.MA1 M305144	Data analysis on student assessments, walkthroughs, discussions of assessment results during PLC	McNichols, Scott	9/6/2016	Fundations assessments, LLI assessments, Running Reading Records, district assessments	6/2/2017 weekly
G2.B1.S1.MA1 M305145	Walkthroughs and evaluation of the results from student assessments, lesson plan checks	Sanon, Denise	8/15/2016	Fundations assessments, LLI assessments, Reading Running Records Assessment, all district assessments	6/2/2017 daily
G2.B1.S1.MA3 M305146	Analysis of student artifacts at Professional Learning Communities	De La Cruz, Karla	9/6/2016	Professional Learning Community Agendas	6/2/2017 weekly
G2.B1.S1.MA5 M305148	Administration will conduct meetings to discuss support personnel's schedule and supporting...	McNichols, Scott	8/29/2016	Agendas, minutes	6/2/2017 monthly
G2.B1.S1.A1 A300694	Students will use Fundations to learn phonemic awareness in grades pre-K through grade 1.	Byrd, Vikki	8/29/2016	Fundations work books, lesson plans, observations	6/2/2017 daily
G2.B1.S1.A2 A300695	Students will receive inclusion and pull out ESOL support in grades 1 through grades 3.	Briggs, Christine	8/29/2016	Student assessments, lesson plans, observations	6/2/2017 daily
G2.B1.S1.A3 A300696	An ESOL-SAI teacher will provide supplemental instruction in grades 2 and 3 using LLI interventions.	Briggs, Christine	8/29/2016	LLI Assessments, Running Reading Records, Lesson Plans	6/2/2017 daily
G2.B1.S1.A4 A300697	Students will receive instruction through an integrated curriculum that focuses on oral language...	Whalen, Kristina	9/26/2016	Student artifacts, lessons, observations	6/2/2017 daily
G2.B1.S1.A8 A300701	Targeted students will receive supplemental oral language instruction through the OLLIE program.	Briggs, Christine	8/29/2016	Lesson Plans, Walkthroughs, Student Artifact	6/2/2017 daily
G2.B1.S1.A11 A300704	CLF will support students and teachers in the classroom, support parents and teachers during parent...	Briggs, Christine	8/15/2016	Schedule, copies of parent conferences, log	6/2/2017 daily
G2.B4.S1.MA1 M305151	Administrators will analyze student data to evaluate the effectiveness of implementations and make...	Sanon, Denise	9/12/2016	Student data, Title I Reflection Log, Supporting documentation	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1 🔑 M305152	Administration will conduct frequent walk-throughs, review schedules, student data and supporting...	Sanon, Denise	8/9/2016	Schedules, student data, coaching logs, lesson plans	6/2/2017 quarterly
G2.B4.S1.MA2 🔑 M305153	Administration will conduct frequent walk-throughs to observe implementation and adherence to...	McNichols, Scott	10/3/2016	Lesson plans, student data, walk-throughs	6/2/2017 biweekly
G2.B4.S1.A3 🔑 A300709	Collaborative lesson plannning correlating to the Florida Standards	De La Cruz, Karla	9/6/2016	Teacher lesson plans	6/2/2017 biweekly
G2.B4.S1.A4 🔑 A300710	Developing effective instruction practices through shared observations	De La Cruz, Karla	9/6/2016	Professional Learning Community Agenda	6/2/2017 biweekly
G2.B4.S1.A5 🔑 A300711	Planning for small group instruction based on analysis of student data	De La Cruz, Karla	9/6/2016	Teacher small group lesson plans	6/2/2017 biweekly
G2.B4.S1.A7 🔑 A300713	0.5 Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the...	Lazier, Coi	8/9/2016	Coaching logs, schedules, PLC agendas	6/2/2017 daily
G2.B4.S1.A8 🔑 A300714	Teachers will be provided with collegial planning opportunities during the school day. Substitutes...	De La Cruz, Karla	8/12/2016	PLC agendas, sign in sheets, work samples	6/2/2017 quarterly
G2.B4.S1.A9 🔑 A300715	Rti resource teacher will conduct weekly Rti meetings, assist teachers with interventions, monitor...	Byrd, Vikki	8/15/2016	Schedule, SBT agendas, list of students serviced, lesson plans	6/2/2017 daily
G2.B1.S2.MA1 🔑 M305149	Administration will monitor teacher implementation of strategies and student performance.	McNichols, Scott	8/22/2016	Walkthroughs, student data	6/2/2017 weekly
G2.B1.S2.MA1 🔑 M305150	Administration will analyze student data and monitor teacher lessons to check for implementation of...	McNichols, Scott	8/15/2016	Walkthroughs, lesson plans, observations	6/2/2017 weekly
G2.B1.S1.MA4 🔑 M305147	Academic coaches monitor progression of student programs	Whalen, Kristina	8/29/2016	OLLIE checklist, Fundations Unit Assessments, Running Reading Records, iReady reports, Imagine Learning Reports, LLI assessments	6/9/2017 quarterly
G2.B4.S1.A6 🔑 A300712	Plan for core lesson by aligning Florida Standards to current student data/ needs	De La Cruz, Karla	9/6/2016	Revisions of lesson plans based on student data	6/9/2017 biweekly

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B3 Teacher capacity to effectively teach Florida Standards

G1.B3.S1 Develop teacher capacity to deliver effective instruction.

PD Opportunity 1

0.5 Math coach will work directly with teachers in all grades utilizing the coaching cycle and co-facilitate in PLCs.

Facilitator

Naila Franklin

Participants

Teachers in grades K-5

Schedule

Daily, from 8/8/2016 to 6/2/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G2.B1 Teacher capacity at overcoming language barrier

G2.B1.S1 Provide students with opportunities to foster English language acquisition.

PD Opportunity 1

Provide teachers new to Barton Elementary with Fundations training

Facilitator

Vikki Byrd

Participants

Pre-Kindergarten, Kindergarten and First Grade Teachers new to Barton Elementary

Schedule

Semiannually, from 8/29/2016 to 9/30/2016

PD Opportunity 2

Teachers will receive teacher training in LLI

Facilitator

Curriculum Department

Participants

Teachers with no prior experience with LLI

Schedule

On 11/30/2016

PD Opportunity 3

Teachers will receive training in how to integrate oral language in the content areas with assistance from the Center of Creative Education.

Facilitator

Center of Creative Education

Participants

All teachers teaching grades K-2

Schedule

On 8/31/2016

PD Opportunity 4

Teachers administering the OLLIE program will receive training on how to implement it.

Facilitator

Vikki Byrd

Participants

Teachers with no prior experience in teaching the OLLIE program.

Schedule

On 10/7/2016

G2.B1.S2 Build teacher capacity in order to strengthen their knowledge and understanding of delivering ELL strategies.

PD Opportunity 1

Teachers will attend Soluciones conference to learn about effective ELL strategies that can be implemented in the classroom.

Facilitator

Soluciones Consultant

Participants

Select staff members

Schedule

On 7/29/2016

G2.B4 Planning for the delivery of effective instruction aligned to the Florida Standards

G2.B4.S1 Collaboration at Professional Learning Communities

PD Opportunity 1

0.5 Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching cycle with teachers and co-facilitate at PLC's.

Facilitator

Coi Lazier

Participants

Teachers in grades 3-5

Schedule

Daily, from 8/9/2016 to 6/2/2017

PD Opportunity 2

Teachers will be provided with collegial planning opportunities during the school day. Substitutes will be provided for coverage.

Facilitator

Karla De La Cruz

Participants

Teachers in grades k-5

Schedule

Quarterly, from 8/12/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Parent Liaison will assist in planning and implementation of parent engagement activities and trainings in Parent Involvement Plan (PIP), including APTT, coordinator school to home communication, assist parents in accessing community resources, and build community partnerships to engage all stakeholders in the effort to improve the academic achievement of all students.				$40,006.64
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A	1.0	$40,006.64
			Notes: Community resource person (parent liaison-Boucard)			
2	G1.B1.S1.A2	Implement APTT parent engagement program with consult from Title I and consultant				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A		$2,000.00
			Notes: APTT supplies to include paper and ink for parent communication, cardstock, folders, labels, math manipulatives, literacy materials, laminating film, baggies, writing utensils, materials for make and take activities, and food and refreshments for parent trainings.			
3	G1.B2.S1.A1	0.5 Math Resource teacher will work with targeted students in grades 3-5. Students will be chosen based on data.				$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A	0.5	$33,171.23
			Notes: Math Resource 0.5 (Franklin)			
4	G1.B2.S1.A2	Math Resource teacher will work with all students in grades K-5 during the Fine Arts rotation. He will conduct hands on math lessons that directly align to student needs based on data.				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Math Lab Resource Teacher (Demo)			
			0741 - Barton Elementary School	Title I, Part A		$611.32
			Notes: Substitutes for Demo.			

5	G1.B2.S1.A3	Science Resource teacher will run a STEM/Science lab with all students in grades k-5 during the Fine Arts rotation. Students will participate in hands on science experiments aligned to the Florida Standards.					$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0741 - Barton Elementary School	Title I, Part A	1.0	$66,342.45	
			Notes: Science Resource Teacher (Lyn)				
			0741 - Barton Elementary School	Title I, Part A		$611.32	
			Notes: Substitutes for Lyn				
6	G1.B2.S1.A4	Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities.					$10,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0741 - Barton Elementary School	Title I, Part A		$10,000.00	
			Notes: PRT and benefits for tutorial teachers.				
			0741 - Barton Elementary School	Title I, Part A		$800.00	
			Notes: Tutorial supplies to include math manipulatives, pencils, hands on science materials, consumables as aligned to lesson plans, composition notebooks				
7	G1.B2.S1.A5	Implemention of AVID program					$1,794.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0741 - Barton Elementary School	Title I, Part A		$1,794.24	
			Notes: AVID supplies to include pencils, pens, notebook paper, copy paper, highlighters, binders, dividers, etc.				
8	G1.B3.S1.A1	0.5 Math coach will work directly with teachers in all grades utilizing the coaching cycle and co-facilitate in PLCs.					$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0741 - Barton Elementary School	Title I, Part A	0.5	$36,577.28	
			Notes: 0.5 Math Coach (Franklin)				
9	G1.B3.S1.A2	PLCs will develop teacher capacity in standards and meeting the needs of all students.					$0.00
10	G2.B1.S1.A1	Students will use Fundations to learn phonemic awareness in grades pre-K through grade 1.					$3,291.68
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0741 - Barton Elementary School	Title I, Part A		$3,291.68	

			Notes: Fundations (1st grade)			
11	G2.B1.S1.A10	**Students with limited English will participate in tutorial program (Title III).**				**$0.00**
12	G2.B1.S1.A11	**CLF will support students and teachers in the classroom, support parents and teachers during parent conferencing and translate documents related to student academics.**				**$27,706.72**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A	1.0	$27,706.72
			Notes: CLF (Estime)			
13	G2.B1.S1.A12	**Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities. Media center support will be provided to students to prevent Summer Slide.**				**$18,644.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A		$17,819.00
			Notes: PRT and benefits for tutorial teachers.			
			0741 - Barton Elementary School	Title I, Part A		$825.00
			Notes: Tutorial supplies to include copy paper, ink, highlighters, post-its, chart paper, writing utensils and earbuds/headphones to support iReady/online programs.			
14	G2.B1.S1.A2	**Students will receive inclusion and pull out ESOL support in grades 1 through grades 3.**				**$0.00**
15	G2.B1.S1.A3	**An ESOL-SAI teacher will provide supplemental instruction in grades 2 and 3 using LLI interventions.**				**$0.00**
16	G2.B1.S1.A4	**Students will receive instruction through an integrated curriculum that focuses on oral language acquisition in the content areas with the collaborative efforts of the Center for Creative Education.**				**$0.00**
17	G2.B1.S1.A5	**Provide teachers new to Barton Elementary with Fundations training**				**$0.00**
18	G2.B1.S1.A6	**Teachers will receive teacher training in LLI**				**$0.00**
19	G2.B1.S1.A7	**Teachers will receive training in how to integrate oral language in the content areas with assistance from the Center of Creative Education.**				**$0.00**
20	G2.B1.S1.A8	**Targeted students will receive supplemental oral language instruction through the OLLIE program.**				**$0.00**
21	G2.B1.S1.A9	**Teachers administering the OLLIE program will receive training on how to implement it.**				**$0.00**
22	G2.B1.S2.A1	**Teachers will attend Soluciones conference to learn about effective ELL strategies that can be implemented in the classroom.**				**$2,276.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A		$2,276.00

		Notes: Registration for four staff members to attend Soluciones Conference.		
23	G2.B4.S1.A1	**Identify Problem of Practice through Instructional Rounds**		**$0.00**
24	G2.B4.S1.A2	**Monitoring continuous growth towards Pillars of Instruction during Instructional Rounds**		**$0.00**
25	G2.B4.S1.A3	**Collaborative lesson plannning correlating to the Florida Standards**		**$0.00**
26	G2.B4.S1.A4	**Developing effective instruction practices through shared observations**		**$0.00**
27	G2.B4.S1.A5	**Planning for small group instruction based on analysis of student data**		**$0.00**
28	G2.B4.S1.A6	**Plan for core lesson by aligning Florida Standards to current student data/ needs**		**$0.00**
29	G2.B4.S1.A7	**0.5 Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching cycle with teachers and co-facilitate at PLC's.**		**$36,577.28**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: 0.5 Reading Coach (Lazier)			

30	G2.B4.S1.A8	**Teachers will be provided with collegial planning opportunities during the school day. Substitutes will be provided for coverage.**		**$19,878.08**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A		$19,000.00
			Notes: Substitutes for collegial planning during the school day.			
			0741 - Barton Elementary School	Title I, Part A		$878.08
			Notes: Supplies to include paper and ink for EDW reports and PD, chart paper, folders, highlighters, post it notes, markers			

31	G2.B4.S1.A9	**Rti resource teacher will conduct weekly Rti meetings, assist teachers with interventions, monitor interventions and provide small group instruction to students who are currently going through Rti.**		**$66,342.45**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0741 - Barton Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Rti resource teacher (Byrd)			

	Total:	**$432,973.14**