

The School District of Palm Beach County

Palmetto Elementary School



2016-17 Schoolwide Improvement Plan

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pmete.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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

**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>.

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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 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 Palmetto 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.

Palmetto Elementary school is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills and ethics required for responsible citizenship and productive careers.

As a school we commit to consistently collaborate with each other (administrators, teachers, students, parents and staff) to make this vision a reality.

b. Provide the school's vision statement.

A culture of collaborative improvement where all learners reach their highest potential.

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

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

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

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.

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

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.

Counselors conduct classroom guidance, and individual counseling sessions with students. Depending on student needs specific groups are formed for group counseling sessions. I.e, Divorce Group, Newcomers group (students new to Palmetto are oriented to the Palmetto's Single School Culture), Bullying Prevention & Awareness group, Tech Safe strategies, Food for Families Pantry, Needy Parents Support System (i.e. Thanksgiving Baskets for Needy Families, Holiday Toys and Food Baskets in December.) We also provide a Bicycle (Bike) Shop for students needing special mentoring techniques.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Utilize exiting data systems to identify students who have attendance, behavioral or academic concerns.
 Create data decision rules for number of absences or OSS for referrals to SBT
 Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

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	16	21	14	16	15	15	0	0	0	0	0	0	0	97
One or more suspensions	2	3	3	0	6	7	0	0	0	0	0	0	0	21
Course failure in ELA or Math	25	55	58	73	75	55	0	0	0	0	0	0	0	341
Level 1 on statewide assessment	0	0	0	43	49	28	0	0	0	0	0	0	0	120
Students with two or more behavior referrals	29	4	3	6	7	9	0	0	0	0	0	0	0	58
Students with retention in any year	4	1	1	14	14	21	0	0	0	0	0	0	0	55

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	9	17	12	45	50	32	0	0	0	0	0	0	0	165

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

School Based Team (SBT) review and provide assistance to specific students by discussing student data and emotional needs with teachers, parents agency and community outreach. We continuously problem solve and create action plans that best serve the child. Our guidance counselors work alongside the SBT to develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources. Students that are not responding to Tier 1 instruction during the non-interrupted 90-minute Reading Block and the 45-minutes a week iReady Reading Program also receive Tier 2 (iii services) instruction outside the 90-minute Reading Block. The students in the Tier 2 category receive LLI services during small group instruction or a remediation program to and goal is set for identified student to fit their individual need, i.e. Fountas & Pinell Phonics & Phonemic Awareness word work, Reading A-Z Lessons, level readers for an additional scripted guided reading. The services are provided by all trained, certified and highly qualified personnel. Tutorial courses are added for the students in grades 2-5 to extend their day of remediation.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

Provide Literacy Night with Tips for Reading and Writing.

Parent Conferences conducted with all parents for first report card. Also every six weeks for struggling students.

Implementing Arts Integration strategies to provide multiple ways of learning.

Provide Math Night to equip parents with Math strategies to use at home with students

Invite parents to School Based Team Meetings when their child is being discussed

Standard Based Report Card parent training

Parents invited to Celebration of Learning in the K-2 classrooms

Parents invited to student Trimester Awards for 3rd, 4th and 5th grade students.

Parents considered part of the IEP team for students enrolled in the ESE program and are decision makers for their child individual education plan.

Parents will be invited to attend Monthly School Advisory Council by numerous ways; marquee, parent link, flyers, twitter, monthly family calendar, word of mouth.

Parent will be invited to attend Monthly Parent University by numerous ways: marquee, parent link, flyers, word of mouth, monthly family calendar, twitter.

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.

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

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
Harris, Gladys	Principal
Mohl, Michele	Teacher, K-12
Brown, Jill	Instructional Coach
Easley, Susan	Teacher, ESE
Harper, Alice	Instructional Coach
Banks, Luisa	School Counselor
Moya, Danny	Assistant Principal
Polland, Dan	Teacher, K-12
Valenti, Kelly	Teacher, K-12
Brehm, Jenine	Teacher, K-12
McKay, Suzanne	Teacher, K-12
Richards, Shereen	Teacher, K-12
Mershon, Elizabeth	Administrative Support
Bueno, Claudia	Other
Negrón, Olga	Teacher, PreK
McCalla, Ana	Teacher, K-12

b. Duties

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

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

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

Principal - Oversees all stakeholders, monitors student progress by conducting data chats with team and as active participant of the School Based Team provides interventions and strategies recommendations to all stakeholders, facilitates the delivery of job-embedded, ongoing, coordinated PDD, develops internal leaders to lead PLCs, and grade level teams. Participates regularly in professional learning organizations, community of practice and a leadership network.

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

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

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.

The school-based RTI Leadership Team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not meeting identified academic targets. Once identified students are referred to the school-based Rtl Leadership Team.

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

*Problem Solving Model -

The four steps of the Problem Solving Model are:

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

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

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

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

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

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

Palmetto integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team, Team Leaders and PLCs Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structure lessons, and implementation SwPBS programs.

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

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

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

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

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

Voice Level 0: Silence

Voice Level 1: Whisper

Voice Level 2: Partner Voice

Voice Level 3: Large Group Voice

Voice Level 4: Outdoor Voice

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

Title 1, Part A funds are used for tutorial, classroom supplies, Academic Facilitator, Reading Coach, SAI, Resource Teacher, Professional Development/Travel and Parent Involvement. Also funds are used to increase the use of technology, I-Pad/Tablets, Students Instructional Materials such as but not limited to: Scholastic Story Works & Dyna Math publications, IReady Student Instruction book and teacher resource book, LLI Kits.

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

District title 2 funds supports Marzano training and other initiatives.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Myrlande Bastien	Teacher
Gladys E. Harris	Principal
Allyson Salmaggi	Teacher
Anaely Bravo	Parent
Angelo Moreno	Parent
Candelaria Gaspar	Parent
Cari-Lynn Mojena	Parent
Catalina Gomez	Parent
Courtney Caramanna	Education Support Employee
Dayree Gonzalez	Parent
Joy Ford Fradique	Parent
Julio Escobar	Parent
Katherine Bueno	Parent
Maria Alvarez	Parent
Maria Rivas	Parent
Michael Rivera	Business/Community
Silvia Nolasco	Parent
Wendy Perez	Parent
Yenisley Santana	Parent
Abby Kennedy	Parent
Elizabeth Mershon	Education Support Employee
Fe Pagtakhan	Education Support Employee
Katie Matos	Student
Lourdes Dejesus	Parent
Alma Ordonez	Parent
Jeanine Brehm	Teacher
Stephanie Peck	Business/Community
Shereen Richards	Teacher
Victoria Castillo	Parent
Yarenly Rodriguez	Parent
Yuleidyz Rodriguez Dramas	Parent
Maricela Vasquez	Parent
Isidro Hernandez	Parent

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

b. Development of this school improvement plan

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

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

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

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
Harris, Gladys	Principal
Harper, Alice	Instructional Coach
McKay, Suzanne	Teacher, K-12
Mohl, Michele	Other
Polland, Dan	Teacher, K-12
Brown, Jill	Instructional Coach
Moya, Danny	
Mershon, Elizabeth	Administrative Support
McCalla, Ana	Teacher, K-12
Baird, Julie	Teacher, K-12
Richards, Shereen	Teacher, K-12
Soto, Luiza	Teacher, K-12
Brehm, Jenine	Teacher, K-12
Consuegra, Jessica	Other
Anderson, Kathleen	Teacher, ESE

b. Duties

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

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

The team is comprised of leaders in literacy from each grade level, Academic Facilitator, Literacy Coach, an ESOL Teacher, an ESE teacher, Single School Culture Coordinator, SBT Leader, Assistant Principal and Principal. This team builds professional relationship, collaboration, and a literacy culture. Initiative are based on literacy-related data and needs assessments related to school, including literacy achievement, motivation and building a community of readers. This is a continuous process throughout the school year where the team create a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals.

The team will promote and support literacy in a variety of ways: Literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, address scheduling and room configuration concerns, providing instructional and student resources and materials, and other initiative. Focus: School Environment to reflect - School classroom libraries are up and maintained by students under teacher supervision. Classroom set-up and traffic pattern is conducive to student learning and set-up for literacy inclusion model support. Use of inclusion model to Increase time spent on Small Group Tier 1 instruction and Tier 2 (iii) to address individual literacy students' needs to meet grade level proficiency goals. Use LLI materials to support small group instruction. Integration of subjects throughout the curriculum. Students increase their reading time and grow a love for reading by being accountable through the reading log.

D. Public and Collaborative Teaching

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

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

One venue of encouraging positive working relationships with teacher is participation in common planning, train the trainer model and weekly Professional Learning Communities (PLCs). The master

schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols, Florida Continuous Improvement Model (FCIM) and the Balanced Literacy approach are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Open door policy by the Principal and Assistant Principal for all Staff.

Offer high quality professional development opportunities.

Job opening are advertised on school board website.

Teachers coaching teachers providing a shared leadership environment.

Clinical Educators mentoring new teachers program.

Educational Support Program (ESP) sponsored by the school district and implemented / monitored by the Assistant Principal.

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

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

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.

We follow the scope and sequence of instruction found in the School District of Palm Beach County Blender website for all subjects to ensure pacing and implementation of Florida Standards. Grade level teams create learning scales by unpacking the Florida Standards that are taught in each unit. Students use the scales that are aligned to the standards to monitor their progress. The 90 minute Reading block is a rotation model where students spend assigned time in: iReady computer program, Word Station, Independent Work, Small Group instruction with teacher. Units of Study are used as an instructional resource during the Reading 90-Minute Block as Tier 1 core of instruction along with text sets found in Scholastic Publications, (I.e. Time Magazines, Story Works in Reading, Dynamath for

grades 3-5 Math) and use of leveled books for independent reading time. During the independent reading time students respond to literature in their interactive notebooks by answering standard-based questions. We discuss curriculum and align all lesson of instruction with Florida Standard delivery of differentiated instruction that meets the needs of our students. Our teachers are trained and have adopted Leveled Literacy Intervention (LLI) program to work with students exhibiting deficiency in reading. Strategies are utilized with students in the Tier 2 or Tier 3 and aligned with Florida Standards. I-Ready Workbooks are utilized during tutorial hours with small group of students to reinforce any standards that have not been mastered.

Our school creates ongoing opportunities for teachers to use the Florida Continuous Improvement Model (FCIM) in reading, writing, math & science curriculum as we integrate standards within subjects areas. In collaboration we continuously dis-aggregate data, plan the instructional focus calendar, create instructional focus lessons, analyze formative assessments results, maintain and monitor student progress to provide tutorial or enrichment based on individual student needs. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

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.

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

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: 7,500

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

Writing tutorial will be provided to fourth and fifth grade students after school 12 weeks prior to writing test to provide more time on task using a combination of effective strategies from various writing programs.

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

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Running Reading Record results and iReady reading comprehension level placement will be used as the final indicator to determine if student tutorial participation resulted in success by increased Reading level. Running Reading Record, and IReady Diagnostic reports also Reading Counts will be used as Baseline data and end of tutorial program data. Formative assessments will be used to monitor weekly progress.

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

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

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. Â§ 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.

Palmetto will hold its VPre-K, K-5 "Meet the Teachers" preschool week. This gives the students and parents an opportunity to meet their teacher, learn the curriculum and grade level expectations, visit the classroom and learn valuable information about the upcoming new year. We also invite parents to "Curriculum Night" early September to inform our parents of the grade level curriculum expectations and allow them to set parent/teacher conferences for more individualized meeting.

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

Palmetto will target preschool programs and child-care centers where our students are coming from and set up opportunities to visit these schools and develop a dialogue back and forth to discuss the needs of the students from a standpoint of what skills these students should be exposed to before entering Kindergarten. In addition, information will be provided to parent in their home language regarding the Universal Pre-K programs so that these parents are able to take advantage of this opportunity and give their children the experience of preschool preparation. We will house one VPre-K/Title 1 Unit this school year and will conduct a Round-Up as well for the incoming students as we have done in the past for our incoming Kindergartners.

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.

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

School Based Team review and provide assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students. Meetings held with parents (i.e. parent training) to explain their role in assisting students with being ready for college.

We have partnered with the feeder schools (i.e. Conniston, Palm Springs Middle, and Forest Hill High School, Palm Beach Atlantic University) through the Educational Mall Symposium night to present to the community our commitment and importance of students staying in school and graduating. K-12 educational focus.

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. Â§ 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.

Areas of Strength - Math Proficiency increased from 46% to 56%. Science Proficiency increased from 45% to 54%.

Areas of Weakness - Reading Proficiency remained at 42%. Science background knowledge from grades K-4 remain an area of 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" 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.

Exposure to grade level benchmarks for science in grades K-4 are delivered inconsistently and students are not achieving benchmark mastery. Based on the elementary literacy assessment, the majority of students are entering third grade below grade level in reading.

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1a**

G083649

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	50.0
ELA Achievement District Assessment	46.0
Literacy Rate - Kindergarten	90.0
Literacy Rate - Grade 1	75.0
Literacy Rate - Grade 2	70.0

Targeted Barriers to Achieving the Goal **3**

- Teacher capacity and teacher efficacy is a barrier to high student achievement.
- Technology infrastructure does not support the school's teaching, learning and operational needs. (i.e., Not enough computers in classroom for remediation in technology).
- Time constraints due to schedules and needed personnel for conducting small group instruction - more time on task needed of individualized target instruction needed for individual students.

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

- On-going professional development provided on a monthly basis to build teacher capacity when teaching and re-teaching students. Topics: Dis-aggregate data (Performance Matters, Palmetto Reteach/Reassess Google.doc, timeline development, deliver instructional focus, frequent assessments, tutorials, enrichment, maintenance, monitoring). Use data to provide feedback to students on their performance, use of technology for academic maintenance/remediation/enrichment. PD delivered by onsite coaches, district personnel and regional office support staff.
- Master schedule to reflect additional opportunities for supplemental and intensive instruction outside of core content area classes (tutorial program).
- Use of results of the assessments to improve and/or enrich individual student performance and also to improve the instructional program.
- Alignment of assessment and instruction - school's curriculum and assessments programs to include the following: Clear understanding of Florida Standards and NGSS expectations, the use of data analysis (i.e. item analysis to drive instruction and remediation), assessments that are highly aligned, a comprehensive scope and sequence (curriculum map, instructional focus calendar, learning scales, lesson planning & delivery, Instructional Strategies, and Best Practices), support for professional development and implementation, ongoing reflection and revision.
- Inclusion Model implemented in all grade levels to provide more time for differentiated instruction to individual students.
- Technology classes provided to students in third, fourth and fifth grade classes on a weekly basis.
- Attend In-County, Out-County, and Out-State Conference to acquire innovative strategies to improve curriculum and instruction, address management challenges, stretch resources, engage parents and communities, utilize new technologies effectively and create optimal learning environments.

- Title 1 supplemental funds are a resource.

Plan to Monitor Progress Toward G1. 8

Walk-through observations of teacher performance, effectiveness of rotation schedule and delivery of instruction, Professional Growth Plan (teacher deliberate practice) goals.

Person Responsible

Gladys Harris

Schedule

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

Evidence of Completion

Teacher evaluation observation anecdotal records, student notebooks and tracking students progress portfolios, Performance Matters and Palmetto Reteach/Reassess Google.doc reports, formative assessments results, Inclusion Collaboration/Rotation schedule, iReady Analysis Report, Implementation as stated on Professional Goal Plan.

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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G083649

G1.B1 Teacher capacity and teacher efficacy is a barrier to high student achievement. **2**

 B222017

G1.B1.S1 Develop the capacity and efficacy of all staff members to deliver effective instruction. **4**

 S234272

Strategy Rationale

Increased teacher capacity will directly increase student achievement.

Action Step 1 **5**

The facilitator will consistently monitor and track individual students using established criteria (rubrics) to determine student academic growth so that every child has an action plan showing progress towards academic proficiency.

Person Responsible

Jill Brown

Schedule

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

Evidence of Completion

Schedules, PLC and PD sign-in sheets, agendas, teacher collaboration notes, student action plans,

Action Step 2 **5**

Opportunities for teachers to participate in district and school-based collaborative planning, professional learning communities and professional development.

Person Responsible

Elizabeth Mershon

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Schedules, agendas, goal setting, lesson planning, invoices and purchase orders

Action Step 3 5

Reading coach will consistently model, conduct PDD and help teachers reflect on their instructional practices.

Person Responsible

Alice Harper

Schedule

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

Evidence of Completion

Agendas, Sign-in sheets, schedules, tracking of student data, sample lesson plans

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

Debriefing meetings to ascertain fidelity of Professional Development programs and changing of teachers' instructional practices.

Person Responsible

Danny Moya

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Feedback to Academic Facilitator, Professional Development Team, debriefing notes, sign-in sheets, exit tickets.

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

Conduct classroom walk-through observations, interviewing of students

Person Responsible

Gladys Harris

Schedule

Monthly, from 7/25/2016 to 6/2/2017

Evidence of Completion

Item analysis results of formative and summative assessments, continuous data chats, instructional delivery observations, iReady results. Sample of student interactive notebooks, reports from Performance Matters, Palmetto Reteach/Reassess Google.doc, EDW reports, proof of systematic and explicit instruction as coded on teacher evaluation anecdotal records, iReady reports.

G1.B1.S2 Align new and existing community and parents partnerships. 4

S234273

Strategy Rationale

When parent are involved in their students education student achievement increases.

Action Step 1 5

Provide parents with training and counseling to address the individual student needs.

Person Responsible

Elizabeth Mershon

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Sign-In Sheet, communication, agendas, materials, evaluations, and evidence of interactions

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Admin will review parent evidences and discuss results of parent trainings with facilitators.

Person Responsible

Danny Moya

Schedule

Quarterly, from 10/31/2016 to 5/31/2017

Evidence of Completion

debriefing meetings, emails, feedback to facilitators, reflection log

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

B222018

G1.B2.S1 Research and develop a three-year plan to increase technology and its use to enhance students' learning across content areas. 4

S234274

Strategy Rationale

Integration of Technology will enhance students' learning across content areas.

Action Step 1 5

All students will receive computer based learning (45 minutes a week in each subject :Math and Reading) to increase student academic achievement.

Person Responsible

Michele Mohl

Schedule

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

Evidence of Completion

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

Action Step 2 5

Increase availability of technology to engage and actively involve the needs of all learners.

Person Responsible

Sila Collazo-novoa

Schedule

On 10/31/2016

Evidence of Completion

Purchase orders, observation

Action Step 3 5

Collaboratively develop a three-year plan to infuse technology in all content areas.

Person Responsible

Gladys Harris

Schedule

Monthly, from 12/12/2016 to 6/30/2017

Evidence of Completion

Meetings agendas, sign-in sheets, minutes

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

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

Person Responsible

Danny Moya

Schedule

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

Evidence of Completion

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

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

Observe students using the technology and conduct student interviews regarding data

Person Responsible

Danny Moya


Schedule

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


Evidence of Completion

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

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

 B222019

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

 S234276

Strategy Rationale

Tutorial work (individualized instruction) is provided for students that have not mastered standards which is one of the 8-steps process in the FCIM

Action Step 1 **5**

Resource teacher and homeroom teacher simultaneously provide small group instruction to students based on data analysis results.

Person Responsible

Farah Shaukat

Schedule

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

Evidence of Completion

Schedules, Lesson plans, Small Group Rotations & Goals, Conferring with teachers in regards to student progress

Action Step 2 **5**

Resource teacher and homeroom teacher simultaneously provide small group instruction to students based on data analysis results.

Person Responsible

Gladys Harris

Schedule

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

Evidence of Completion

Schedules, Lesson plans, Small Group Rotations & Goals, Conferring with teachers in regards to student progress

Action Step 3 5

Differentiate Instruction through extended learning opportunities to meet the diverse needs of students by modifying or supplementing to assist students having difficulty obtaining the proficient or advanced level on state assessments.

Person Responsible

Michele Mohl

Schedule

Weekly, from 9/19/2016 to 3/16/2017

Evidence of Completion

Lesson Plans, Schedules, Student Data, Sign-In Sheets, Walk-through observation notes

Action Step 4 5

Provide differentiated instruction across content areas with high interest supplemental to meet diverse needs of students

Person Responsible

Gladys Harris

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Purchase orders, P-Card Statements

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

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

Person Responsible

Gladys Harris

Schedule

On 6/2/2017

Evidence of Completion

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

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

Delivery of Instruction Observation, Data results of Unit assessments

Person Responsible

Gladys Harris

Schedule

On 6/2/2017

Evidence of Completion

Results of student data

G1.B3.S2 Integration in the curriculum to connect different areas of study by cutting across subject matter lines and emphasizing unifying concepts. 4

 S234277

Strategy Rationale

Students will engage in relevant, meaningful activities that are aligned to the standards as they make connections across curricula they will also connect to real life.

Action Step 1 5

Capture the content between systems, applications and processes to help students make connections across curricula.

Person Responsible

Elizabeth Mershon

Schedule

On 6/2/2017

Evidence of Completion

Agendas, Sign-in sheets, Learning Scales, Students Interactive Notebooks

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Interviewing of students about their work.

Person Responsible









Schedule

Evidence of Completion

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					
G1.B3.S2.MA1 M305782	Interviewing of students about their work.		No Start Date		No End Date one-time
G1.B2.S1.A2 A301231	Increase availability of technology to engage and actively involve the needs of all learners.	Collazo-novoa, Sila	9/19/2016	Purchase orders, observation	10/31/2016 one-time
G1.B3.S1.A3 A301236	Differentiate Instruction through extended learning opportunities to meet the diverse needs of...	Mohl, Michele	9/19/2016	Lesson Plans, Schedules, Student Data, Sign-In Sheets, Walk-through observation notes	3/16/2017 weekly
G1.B1.S1.MA1 M305776	Debriefing meetings to ascertain fidelity of Professional Development programs and changing of...	Moya, Danny	10/3/2016	Feedback to Academic Facilitator, Professional Development Team, debriefing notes, sign-in sheets, exit tickets.	5/31/2017 monthly
G1.B3.S1.A4 A301237	Provide differentiated instruction across content areas with high interest supplemental to meet...	Harris, Gladys	9/5/2016	Purchase orders, P-Card Statements	5/31/2017 monthly
G1.B1.S2.MA1 M305777	Admin will review parent evidences and discuss results of parent trainings with facilitators.	Moya, Danny	10/31/2016	debriefing meetings, emails, feedback to facilitators, reflection log	5/31/2017 quarterly
G1.B1.S2.A1 A301229	Provide parents with training and counseling to address the individual student needs.	Mershon, Elizabeth	8/31/2016	Sign-In Sheet, communication, agendas, materials, evaluations, and evidence of interactions	5/31/2017 monthly
G1.MA1 M305783	Walk-through observations of teacher performance, effectiveness of rotation schedule and delivery...	Harris, Gladys	8/22/2016	Teacher evaluation observation anecdotal records, student notebooks and tracking students progress portfolios, Performance Matters and Palmetto Reteach/Reassess Google.doc reports, formative assessments results, Inclusion Collaboration/Rotation schedule, iReady Analysis Report, Implementation as stated on Professional Goal Plan.	6/2/2017 monthly
G1.B1.S1.MA1 M305775	Conduct classroom walk-through observations, interviewing of students	Harris, Gladys	7/25/2016	Item analysis results of formative and summative assessments, continuous data chats, instructional delivery observations, iReady results. Sample of student interactive notebooks, reports from Performance Matters, Palmetto Reteach/Reassess Google.doc, EDW reports, proof of systematic and explicit instruction as coded on teacher evaluation anecdotal records, iReady reports.	6/2/2017 monthly
G1.B1.S1.A1 A301226	The facilitator will consistently monitor and track individual students using established criteria...	Brown, Jill	8/9/2016	Schedules, PLC and PD sign-in sheets, agendas, teacher collaboration notes, student action plans,	6/2/2017 daily
G1.B1.S1.A3 A301228	Reading coach will consistently model, conduct PDD and help teachers reflect on their instructional...	Harper, Alice	8/22/2016	Agendas, Sign-in sheets, schedules, tracking of student data, sample lesson plans	6/2/2017 monthly
G1.B2.S1.MA1 M305778	Observe students using the technology and conduct student interviews regarding data	Moya, Danny	8/22/2016	Student performance as observed and stated on usage/data reports, progress monitoring data chats with students	6/2/2017 weekly
G1.B2.S1.MA1 M305779	Review computer program usage & data reports, conferring notes, and walk-through observations...	Moya, Danny	8/22/2016	Usage/data reports, lesson plans, walk-through observations comments, progress monitoring data chats	6/2/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1  A301230	All students will receive computer based learning (45 minutes a week in each subject :Math and...	Mohl, Michele	8/22/2016	Computer Usage reports, lesson plans, walk-through observations, Sign In Sheets of Professional Development	6/2/2017 weekly
G1.B3.S1.MA1  M305780	Delivery of Instruction Observation, Data results of Unit assessments	Harris, Gladys	8/15/2016	Results of student data	6/2/2017 one-time
G1.B3.S1.MA1  M305781	Classroom walk through observations, data chats, Professional Learning Communities participation,...	Harris, Gladys	8/15/2016	Agendas of PLCs, Sign in sheets, student data from Palmetto Reteach/ Reassess Google.Doc, PLCs topics link in classroom target instruction, iObservation comments on teacher evaluation	6/2/2017 one-time
G1.B3.S1.A1  A301234	Resource teacher and homeroom teacher simultaneously provide small group instruction to students...	Shaukat, Farah	8/22/2016	Schedules, Lesson plans, Small Group Rotations & Goals, Conferring with teachers in regards to student progress	6/2/2017 daily
G1.B3.S1.A2  A301235	Resource teacher and homeroom teacher simultaneously provide small group instruction to students...	Harris, Gladys	8/22/2016	Schedules, Lesson plans, Small Group Rotations & Goals, Conferring with teachers in regards to student progress	6/2/2017 daily
G1.B3.S2.A1  A301238	Capture the content between systems, applications and processes to help students make connections...	Mershon, Elizabeth	8/22/2016	Agendas, Sign-in sheets, Learning Scales, Students Interactive Notebooks	6/2/2017 one-time
G1.B1.S1.A2  A301227	Opportunities for teachers to participate in district and school-based collaborative planning,...	Mershon, Elizabeth	7/1/2016	Schedules, agendas, goal setting, lesson planning, invoices and purchase orders	6/30/2017 daily
G1.B2.S1.A3  A301232	Collaboratively develop a three-year plan to infuse technology in all content areas.	Harris, Gladys	12/12/2016	Meetings agendas, sign-in sheets, minutes	6/30/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Teacher capacity and teacher efficacy is a barrier to high student achievement.

G1.B1.S1 Develop the capacity and efficacy of all staff members to deliver effective instruction.

PD Opportunity 1

The facilitator will consistently monitor and track individual students using established criteria (rubrics) to determine student academic growth so that every child has an action plan showing progress towards academic proficiency.

Facilitator

Reading Coach, Administrative Support Team, Resource Teachers, TOSA

Participants

All Teachers - grades K-5

Schedule

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

PD Opportunity 2

Opportunities for teachers to participate in district and school-based collaborative planning, professional learning communities and professional development.

Facilitator

Elizabeth Mershon, Alice Harper and Jill Brown

Participants

All Teachers

Schedule

Daily, from 7/1/2016 to 6/30/2017

PD Opportunity 3

Reading coach will consistently model, conduct PDD and help teachers reflect on their instructional practices.

Facilitator

Alice Harper, Jill Brown, Elizabeth Mershon

Participants

All Teachers

Schedule

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

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

G1.B2.S1 Research and develop a three-year plan to increase technology and its use to enhance students' learning across content areas.

PD Opportunity 1

All students will receive computer based learning (45 minutes a week in each subject :Math and Reading) to increase student academic achievement.

Facilitator

Michele Mohl, iReady Super User

Participants

All Teachers

Schedule

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

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

G1.B3.S2 Integration in the curriculum to connect different areas of study by cutting across subject matter lines and emphasizing unifying concepts.

PD Opportunity 1

Capture the content between systems, applications and processes to help students make connections across curricula.

Facilitator

Elizabeth Mershon, Jill Brown, Alice Harper

Participants

All Teachers

Schedule

On 6/2/2017

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

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

G1.B2.S1 Research and develop a three-year plan to increase technology and its use to enhance students' learning across content areas.

TA Opportunity 1

Increase availability of technology to engage and actively involve the needs of all learners.

Facilitator

Administrative Support Team

Participants

All Teachers

Schedule

On 10/31/2016

VII. Budget

1	G1.B1.S1.A1	The facilitator will consistently monitor and track individual students using established criteria (rubrics) to determine student academic growth so that every child has an action plan showing progress towards academic proficiency.				\$40,327.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0561 - Palmetto Elementary School	Title I, Part A	0.5	\$40,327.28
			<i>Notes: Jill Brown .5 Facilitator (salary/benefits)</i>			
2	G1.B1.S1.A2	Opportunities for teachers to participate in district and school-based collaborative planning, professional learning communities and professional development.				\$22,618.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0561 - Palmetto Elementary School	Title I, Part A		\$4,836.67
			<i>Notes: chart paper, copy paper, markers, ink, folders, binders, post-it notes, pencils, pens, binder clips, spiral binding materials</i>			

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	6400	750-Other Personal Services	0561 - Palmetto Elementary School	Title I, Part A		\$6,459.38
			<i>Notes: professional development subs with benefits</i>			
	6400	330-Travel	0561 - Palmetto Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: NAESP and Gifted Conferences</i>			
	6400	100-Salaries	0561 - Palmetto Elementary School	Title I, Part A		\$6,322.50
			<i>Notes: Collaborative Planning, Professional Learning Communities Meetings</i>			
3	G1.B1.S1.A3	Reading coach will consistently model, conduct PDD and help teachers reflect on their instructional practices.				\$73,155.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0561 - Palmetto Elementary School	Title I, Part A	1.0	\$73,155.00
			<i>Notes: Alice Harper - 1.0 (Reading Coach)</i>			
4	G1.B1.S2.A1	Provide parents with training and counseling to address the individual student needs.				\$4,310.79
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0561 - Palmetto Elementary School	Title I, Part A		\$3,161.00
			<i>Notes: Salary for parent training and occasional OT if needed. Consultant Contract for Parents/Students Science & Math Nights.</i>			
	6150	510-Supplies	0561 - Palmetto Elementary School	Title I, Part A		\$1,149.79
			<i>Notes: Refreshments, folders, copy paper, pens, take-home books, ink, parent resources</i>			
5	G1.B2.S1.A1	All students will receive computer based learning (45 minutes a week in each subject :Math and Reading) to increase student academic achievement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - Palmetto Elementary School	General Fund		\$0.00
			<i>Notes: Technology Programs: IReady Reading & Math</i>			
6	G1.B2.S1.A2	Increase availability of technology to engage and actively involve the needs of all learners.				\$15,502.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	0561 - Palmetto Elementary School	Title I, Part A		\$15,502.50
			<i>Notes: ChromeBooks</i>			
7	G1.B2.S1.A3	Collaboratively develop a three-year plan to infuse technology in all content areas.				\$0.00

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Palmetto Elementary School

8	G1.B3.S1.A1	Resource teacher and homeroom teacher simultaneously provide small group instruction to students based on data analysis results.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0561 - Palmetto Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: .5 Resource - Farah Shaukat</i>			
9	G1.B3.S1.A2	Resource teacher and homeroom teacher simultaneously provide small group instruction to students based on data analysis results.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0561 - Palmetto Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: .5 Resource - Cheryl Geller</i>			
10	G1.B3.S1.A3	Differentiate Instruction through extended learning opportunities to meet the diverse needs of students by modifying or supplementing to assist students having difficulty obtaining the proficient or advanced level on state assessments.				\$10,116.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0561 - Palmetto Elementary School	Title I, Part A		\$10,116.00
			<i>Notes: Tutorial Salaries</i>			
11	G1.B3.S1.A4	Provide differentiated instruction across content areas with high interest supplemental to meet diverse needs of students				\$18,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0561 - Palmetto Elementary School	Title I, Part A		\$13,800.00
			<i>Notes: LLI Kits, Comprehension Tool Kits, FSA Edition Performance Coach, DynaMath and Scholastic Story Works Publications, Leveled Readers, iReady Workbooks for Tutorial</i>			
	5100	510-Supplies	0561 - Palmetto Elementary School	Title I, Part A		\$4,700.00
			<i>Notes: Paper, Chart papers, desk top mini whiteboards, markers, pens, ink, pencils, color pencils, poster paper, index cards</i>			
12	G1.B3.S2.A1	Capture the content between systems, applications and processes to help students make connections across curricula.				\$0.00
					Total:	\$250,872.58