Pierce Hammock Elementary School

2016-17 Schoolwide Improvement Plan

Pierce Hammock Elementary School

14255 HAMLIN BLVD, Loxahatchee, FL 33470

https://phes.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	No	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

*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 Pierce Hammock 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.

Pierce Hammock Elementary School, in partnership with parents and the community, is committed to impacting the lives of our students. Their potential for academic achievement, leadership, and personal growth will develop within a technologically-enriched learning environment.

b. Provide the school's vision statement.

In an effort to maintain our "A" school status, all subgroups for Pierce Hammock will demonstrate proficiency as set by the State of Florida criteria. Over the course of the school year, all students will demonstrate learning gains as measured on the School Accountability Report.

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 Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Our school will ensure that relationship-building is a clear priority, embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts); assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations, encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students,and schedule and plan school wide multicultural projects;

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

Our students feel safe and respected before, during, and after school because we implement a School-Wide Positive Behavior System (SWPBS) to maintain a single school culture. This plan allows an environment in which everyone feels welcomed, valued, and respected while providing safety and order within the school. Our building is on full lock down and all visitors must enter through the office and sign in. All volunteers are cleared by the district prior to volunteering on campus. Schools staff is always on duty outside and within the building before and after school. School has specific dismissal procedures ensuring that all students arrive home safely. school provides scheduled safety practice drills, such as; fire drills, code reds, and evacuation procedures. We articulate, demonstrate, and teach the specific practices that reflect the application of the school's SWPBS Universal Guidelines to the contexts students will encounter before/during/after school. We create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported The adults across the campus will clarify their expectations for positive interpersonal interaction and will create the structures and processes for reporting violations of bullying policies.

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.

Our school implements a School-Wide Positive Behavior System (SWPBS). This system allows an increase in student time in the classroom and increase student time on task, The Universal Guidelines and behavior matrix is taught twice a year to ensure students are aware of school expectations. We ensure teachers are trained in classroom management strategies if necessary. The SWPBS team reviews classroom data to ensure students are engaged while in class. Differentiation of instruction is taking place to meet the needs of all students. Teachers convey and review expectations for each learning activity. Teachers make references to school-wide guidelines and behavioral expectations when providing students with positive feedback, and School-wide recognition system is in place for academics and character development.

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.

The Operational school based team meets monthly to discuss students with barriers to academic and social success. A comprehensive school counseling program is in place (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).We engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). We Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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.

The list of EWS we use are Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions, whether in school or out of school Course failure in English Language Arts or mathematics, Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics as well as which students are identified as exhibiting two or more indicators.

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	10	15	13	11	5	12	0	0	0	0	0	0	0	66
One or more suspensions	1	1	3	1	2	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	12	12	22	19	14	19	0	0	0	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	9	17	16	0	0	0	0	0	0	0	42

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	5	1	5	11	14	13	0	0	0	0	0	0	0	49

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Fundations, Small Group Differentiated Instruction, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- 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;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education

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?
No

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

2. Description

There are many opportunities for family involvement. Parents can attend and participate on SAC, assist with school events, both on and off campus, and be active members of the Pierce Hammock Volunteer Committee. Parents volunteer in various capacities throughout the campus such as copying and preparing materials for instruction. Parents have the opportunity to attend any or all of the 6 day or evening parent involvement information sessions sponsored by the guidance counselor. Parents attend Book Fair Night, Family PTO Dinner Nights on campus and off campus.

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.

Our school has local business and community members that serve on our School Advisory Council (SAC). These members attend our monthly meetings and provide valuable feedback, in which their opinions are valued. They also provide support by donating needed items to help support the school and student achievement. We have Business Partnership Agreements in place that specifically state the business project or activity that they are supporting. In addition, we have community members from the

local JCC that volunteer around campus and specifically come to assist with reading and to support our struggling readers.

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
Alejo, Ariel	Principal
Mooney, Dr. Edwina	Assistant Principal
Aspenwall, Susan	Teacher, K-12
Garcia, Natalie	Teacher, K-12
Chance, Ellen	School Counselor
Deeds, Anne	Teacher, K-12
Garcia, Freeda	Teacher, K-12
Mackey, Stephanie	Teacher, K-12
Myers, Cindy	
Scott, Tracy	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.

The School-Based Leadership Team (SBT) consists of our ESE Contact, Assistant Principal, School Psychologist, Supplemental Academic Instructor, guidance counselor, ESE teachers and Speech-Language Pathologist and classroom teachers as needed. The function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP is to meet as a team and discuss those students in the MTSS process. The team will use the Professional Learning Communities (PLC) to conduct all meetings and it is a shared decision making process. During these meetings, data is reviewed and compared to the school districts progress monitoring chart and grade level expectations. The team identifies appropriate researched-evidence based interventions and select a tool for progress monitoring. Community agencies are utilized as needed. Responsibilities and duties during these meetings consist of: note taking, data review/discussed, mainframe updated, completion and signing of 2284 (A, B, C, & D).

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 uses a Multi-Tiered System of Supports (MTSS) through PLC's with full staff input as an evidence-based model. It uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The resources are based on student need and are based on research based resources and strategies. Students are first identified based on trends and patterns using

school wide and grade level data.Students that are not meeting standards in the Tier-1 core academic instruction are referred to the SBT team. TIer I of delivery of instruction consists of the universal core reading program of a 90 minute uninterrupted literacy block and a 60 minute uninterrupted math block. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at tier II or III levels of intensity. Tier 2 is the targeted supplemental intervention and supports students in addition to and aligned with the core curriculum and instruction. Tier 3 is intensive individualized intervention and supports students and is aligned with the core curriculum and instruction. During these tiers, teachers track student progress with a progress monitoring form. The data is collected at each tier, graphed, and used to monitor the effectiveness of the interventions and used to determine the efficacy of the supports .

Our school 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 instill an appreciation for multicultural diversity through our anti-bullying program and character education. Multicultural Diversity is infused in the literacy curriculum in which students read authentic text with various multicultural content. Fifth Grade Safety Patrols attend annual trip to Washington DC, in which they visit the Martin Luther King Memorial.

Title X - Homeless students are registered in accordance with district policies. All policies related to ELL and ESE students are followed to create an optimal learning environment.

Supplemental Academic Instruction (SAI) - Provides immediate, intensive instruction (iii) in reading to targeted students.

Violence Prevention Programs - District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs - School Food Service

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mr. Ariel Alejo	Principal
Susan Aspenwall	Teacher
Roxanne Voiret	Parent
Robin Sanford-Eiler	Parent
Steven Lee	Business/Community
Kristy Small	Business/Community
Elizabeth Brant	Parent
Michelle Lee	Parent
Celeste Tripician	Parent
Jamie Fitzgerald	Business/Community
Janine Hoang	Parent
Natalie Garcia	Teacher
Ellen Chance	Education Support Employee
Thao Weingarten	Parent
Rogaya Miller	Teacher
Cindy Myers	Teacher
Anne Deeds	Teacher
Freeda Crutchfield	Teacher
Tracy Scott	Teacher
	Student

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 School Improvement Plan was shared with all SAC members at the first SAC meeting of the school year. The SAC members had the opportunity to review it and provide their feedback. All feedback was valued and changes were made as needed. All voting SAC members voted and approved on the final plan.

b. Development of this school improvement plan

The role of the School Advisory Council in the School Improvement Plan is to develop and review the implementation of the School Improvement Plan. They enlist, promote, and support greater interaction between school and community. They provide input in matters concerning disbursement of school improvement funds, and other monies related to school improvement, and to ensure that such expenditures are consistent with the School Improvement Plan. They consult with peripheral constituency groups when making decisions concerning educational practices within the school and they consult with people or departments needed to support the School Improvement Plan.

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

All SAC members are provided at all monthly meetings a current balance of the School Improvement Funds account. All funding requests are placed on SAC agenda when needed. SAC members are

provided a full explanation as to which funds will be allocated for what use and voting members have the opportunity to vote on the usage of funds.

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

School Improvement funds were used for the purpose of enhancing school performance through development and implementation of the school improvement plan.
Last school year over $2000.00 of school improvement funds were approved by SAC to implement the reading, writing, math, and science tutorial program and the necessary resource materials.

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
Alejo, Ariel	Principal
Mooney, Dr. Edwina	Assistant Principal
Schauers, Tammy	Teacher, K-12
Schultheis, Laurie	Teacher, K-12
Moore, Amanda	Teacher, K-12
Garcia, Natalie	Teacher, K-12
Simpson, Kathleen	Teacher, ESE

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team includse a literacy leader from each grade level, a reading resource teacher, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: The major initiatives of the LLT team is to attend all district cohort literacy meetings and share information with their peers. They will plan activities to increase student achievement in ELA standards.. They will have input on PDD topics, participate in training for teachers, conduct training and support for teachers, and assist in the identification of students who require additional assistance. A school-wide Reading Counts, Volunteer Reading Program from the Sam & Anne Klein Literacy Coalition, and participation in the Florida Literacy Week celebration will take place. Fine Arts will be support reading, math, and writing instruction throughout selected activities. A comprehensive Professional Development calendar related to Florida Standards and the implementation of the literacy roll-out initiative is planned.

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.

To encourage a positive working relationship trust and effective communication is established by including staff in important decision making opportunities. We have a supportive meaningful collaboration process by having PLC's on a by monthly schedule, scheduled grade chair meetings, grade level meetings, faculty meetings, committee meetings, school based team meetings, and meetings with support staff. We use a professional development model that promotes relationship building such as peer coaching, mentoring, team teaching, sharing best practices, and allowing staff to provide training on PDD days. Teachers are also attending district run math cadre training and on-site district coordinated literacy training will occur. The master schedule has been designed to provide consistent time for teachers to meet by common content within the grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
We have unified shirt days, luncheons, social gatherings, and teacher accomplishment recognition.

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

Attempts are made to recruit teachers based on the needs of the schools and students. Certified teachers are hired and offered continuous professional development to grow professionally. School District Recruitment (Job Fair), student internships for university students, school district educator support program, professional learning teams are focused on hiring highly-qualified teachers and paraprofessionals. We utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. We establish and maintain relationships with colleges and officials in the field of education to promote the District and allow college internships on campus.

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

We implement the district Educator Support Program (ESP) which is a formal program of support for newly hired educators. Types of support include a support team, professional development opportunities, observations, conferences, and written and oral feedback. Each new educator has a support team comprised of the ESP contact, the mentor, and the new teacher. Other mentors could include the principal, the assistant principal, a peer teacher, or a National Board Certified Teacher. Each ESP mentor has Clinical Education Training. The mentors support the new educator by completing informal observations and by providing feedback. They verify teacher competencies based on the new educator's demonstration of the Educator Accomplished Practices and maintain the ESP documents. They establish and share the culture and climate of the school and any "unwritten" rules and procedures. They establish a trusting and confidential relationship with the new educator as well.

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.

Pierce Hammock Elementary ensures its core instructional programs and materials are aligned to Florida Standards by utilizing the School District of Palm Beach County Blender for lesson planning

and support. The Literacy Cohort team attends monthly meetings for support for the Literacy Roll-out implementation. Math content teachers will attend math cohort meetings related to the new Florida Math Standards as scheduled. All teachers have a copy of the Florida Standards and administration periodically checks lesson plans. Administration also completes classroom walk-throughs and observations as scheduled to ensure that teachers are implementing meaningful lessons. Teachers are provided a common planning time for collaboration.Our school creates training opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. 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.District assessments and common assessments are created to align with the Florida Standards. The school uses the instructional programs and materials that are adopted and supported by the District. Supplemental programs, such as Leveled Literacy Intervention are adopted and supported by district as well.

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.

Pierce Hammock uses data to provide and differentiate instruction to meet the diverse needs of our students. Teachers modify instruction for those who have specific modifications according to IEP's ,504's, PMP's or an RTI Intervention plan. Instruction is also modified within the 90 minute uninterrupted literacy block by differentiating guided reading groups, They create these groups based on Reading Running Records and SRI scores. Other content areas such as; math, science, social studies, and writing are also differentiated with skills groups and based on previous years FSA data, diagnostic data, common assessments, teacher observation. and classroom performance assessments. Students identified as below grade level from FSA, Diagnostic, RRR, and SRI scores are provided small group Triple i or SAI services and will implement LLI (Leveled Literacy Intervention) instruction. Before and after school tutorial is in place for those identified as below grade level as well as enrichment activities for those requiring a more rigorous and challenging curriculum. All teachers will use I-Ready for 45 minutes each week in reading and math.

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: After School Program

Minutes added to school year: 10,800

The tutoring program identifies individual student needs based on diagnostic scores. Teachers are paid from SIP/SAC and other revenue sources. The after-care program is elective and serves approximately 165 students. Homework assistance and enrichment activities build on classroom learning.

Strategy Rationale

Core Academic Instruction and enrichment

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Aspenwall, Susan, susan.aspenwall@palmbeachschools.org

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

Data on student performance is pulled from Performance Matters

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.

An annual Kindergarten round-up event is established to help review school expectations, procedures, and practices. All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Parent meetings will be conducted by administration and the guidance department to increase parent awareness of school offerings and transition to middle school and choice programs.

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.

The school is part of the Superintendents College Friday Initiative.

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

N/A

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

N/A

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.

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.

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 3rd grade.

G2. If we deliver effective and relevant instruction in mathematics, then we will increase math achievement in all grade levels.

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 3rd grade. `1a`

🔍 G083656

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	95.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal `3`

- Attendance and Tardiness Issues
- Students that have varied academic abilities and individual challenges

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

- Tutorial program for target students
- SAI instruction
- Individual goal setting
- SRA/Wilson reading program
- Triple i instruction with ESE,SAI, and regular education teachers
- Leveled Literacy Intervention (LLI)
- All K-5 teachers will receive extensive on-site literacy training and district level support
- Use of i-Ready K-5
- Collaborative teaching
- Inclusion
- Differentiated instruction, including all sub groups
- PDD on promoting classroom discussion strategies

Plan to Monitor Progress Toward G1. `8`

On-going ELA Assessments of Standards and Diagnostic Assessment

Person Responsible
Ariel Alejo

Schedule
Monthly, from 9/11/2016 to 6/2/2017

Evidence of Completion
ELA Assessments of Standards and Diagnostic Assessment Data. I-Ready on-going report reviews

G2. If we deliver effective and relevant instruction in mathematics, then we will increase math achievement in all grade levels. 1a

🔍 G083657

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of New Math Standards

- Student Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Cadre Meetings - Train the Trainer Model

- Use of Blender

- i-Ready K-5 weekly

- Inclusion

- differentiated instruction including all sub groups

- PDD on promoting classroom discussions strategies

Plan to Monitor Progress Toward G2. 8

Math standards assessments and diagnostic assessments

Person Responsible
Ariel Alejo

Schedule
Monthly, from 8/24/2016 to 6/2/2017

Evidence of Completion
Math standards assessments and diagnostic assessments data (FSQs, USAs, iReady)

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 3rd grade. `1`

🔑 G083656

G1.B1 Attendance and Tardiness Issues `2`

🔑 B222035

G1.B1.S1 Reward based attendance program for students and awareness training for parents `4`

🔑 S234298

Strategy Rationale

To improve attendance and tardiness issues

Action Step 1 `5`

Conduct a parent and student awareness seminar

Person Responsible

Ellen Chance

Schedule

Quarterly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Attendance and tardiness rates

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

Take attendance at parent events and track student attendance and tardies

Person Responsible

Ellen Chance

Schedule

Quarterly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and student attendance records

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

Frequent progress monitoring of ELA assessments and monitor attendance

Person Responsible

Kathleen Simpson

Schedule

Weekly, from 1/15/2017 to 4/1/2017

Evidence of Completion

Florida Assessment results and tutorial program participation rates/attendance records

G1.B2 Students that have varied academic abilities and individual challenges 2

🔑 B222036

G1.B2.S1 Students that have been identified as not meeting proficiency will receive triple i and /or participate in school's tutorial program 4

🔑 S234299

Strategy Rationale

These are proven strategies that have made a significant improvement in learning gains

Action Step 1 5

Students identified as not meeting proficiency will participate in triple i and/or tutorial program

Person Responsible

Kathleen Simpson

Schedule

Weekly, from 1/1/2017 to 4/1/2017

Evidence of Completion

Student attendance records

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

Frequent progress monitoring of ELA assessments and monitor attendance

Person Responsible

Kathleen Simpson

Schedule

Weekly, from 1/15/2017 to 4/1/2017

Evidence of Completion

Florida Assessment results and tutorial program participation rates/attendance records

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

Frequent progress monitoring of ELA assessments and monitor attendance

Person Responsible

Kathleen Simpson

Schedule

Monthly, from 1/15/2017 to 4/1/2017

Evidence of Completion

Florida Assessment results and tutorial program participation rates/attendance records

G2. If we deliver effective and relevant instruction in mathematics, then we will increase math achievement in all grade levels. `1`

🔍 G083657

G2.B1 Teacher knowledge of New Math Standards `2`

🔍 B222037

G2.B1.S1 Teachers will attend Math Cadre Meetings for Professional Development `4`

🔍 S234300

Strategy Rationale

Teachers will receive training and up to date information to increase their knowledge of the math standards.

Action Step 1 `5`

Teachers will attend monthly math cadre district meetings.

Person Responsible

Marianne O'Mara

Schedule

Monthly, from 8/25/2016 to 6/2/2017

Evidence of Completion

TDEs, Agenda, Training artifacts

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

Teachers that attend the math cadre meetings with share information with other math teachers on their grade level.

Person Responsible

Marianne O'Mara

Schedule

Monthly, from 8/25/2016 to 6/2/2017

Evidence of Completion

Professional Development sign in sheets and meeting agendas

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

Usage of math units of study and classroom walk-throughs

Person Responsible

Ariel Alejo

Schedule

Monthly, from 9/17/2016 to 6/2/2017

Evidence of Completion

Individual meetings with teachers and review of diagnostic results for patterns or learning and non-learning.

G2.B2 Student Attendance [2]

🔑 B222038

G2.B2.S1 Teachers Contact Parents at five consecutive absences [4]

🔑 S234301

Strategy Rationale

Required by district policy

Action Step 1 [5]

Letter is sent home at five consecutive absences after mandatory contact by classroom teacher

Person Responsible

Ariel Alejo

Schedule

Weekly, from 9/15/2016 to 6/2/2017

Evidence of Completion

Copy of letter

Action Step 2 [5]

Purchase book club books

Person Responsible

Ariel Alejo

Schedule

Quarterly, from 8/24/2016 to 6/2/2017

Evidence of Completion

receipt for purchase of books

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Support staff and teachers will keep documentation, (District Form) and files of letters sent home.

Person Responsible

Ariel Alejo

Schedule

Weekly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Copy of letters

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Compare attendance rates from prior years

Person Responsible

Ariel Alejo

Schedule

Annually, from 9/11/2016 to 6/2/2017

Evidence of Completion

Attendance records

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.B1.S1.MA1 🔑 M305833	Frequent progress monitoring of ELA assessments and monitor attendance	Simpson, Kathleen	1/15/2017	Florida Assessment results and tutorial program participation rates/attendance records	4/1/2017 weekly
G1.B2.S1.MA1 🔑 M305835	Frequent progress monitoring of ELA assessments and monitor attendance	Simpson, Kathleen	1/15/2017	Florida Assessment results and tutorial program participation rates/attendance records	4/1/2017 monthly
G1.B2.S1.MA1 🔑 M305836	Frequent progress monitoring of ELA assessments and monitor attendance	Simpson, Kathleen	1/15/2017	Florida Assessment results and tutorial program participation rates/attendance records	4/1/2017 weekly
G1.B2.S1.A1 🔑 A301269	Students identified as not meeting proficiency will participate in triple i and/ or tutorial program	Simpson, Kathleen	1/1/2017	Student attendance records	4/1/2017 weekly
G1.MA1 🔑 M305837	On-going ELA Assessments of Standards and Diagnostic Assessment	Alejo, Ariel	9/11/2016	ELA Assessments of Standards and Diagnostic Assessment Data. I-Ready on-going report reviews	6/2/2017 monthly
G2.MA1 🔑 M305844	Math standards assessments and diagnostic assessments	Alejo, Ariel	8/24/2016	Math standards assessments and diagnostic assessments data (FSQs, USAs, iReady)	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M305834	Take attendance at parent events and track student attendance and tardies	Chance, Ellen	9/11/2016	Sign in sheets and student attendance records	6/2/2017 quarterly
G1.B1.S1.A1 🔑 A301268	Conduct a parent and student awareness seminar	Chance, Ellen	9/11/2016	Attendance and tardiness rates	6/2/2017 quarterly
G2.B1.S1.MA1 🔑 M305838	Usage of math units of study and classroom walk-throughs	Alejo, Ariel	9/17/2016	Individual meetings with teachers and review of diagnostic results for patterns or learning and non-learning.	6/2/2017 monthly
G2.B1.S1.MA1 🔑 M305839	Teachers that attend the math cadre meetings with share information with other math teachers on...	O'Mara, Marianne	8/25/2016	Professional Development sign in sheets and meeting agendas	6/2/2017 monthly
G2.B1.S1.A1 🔑 A301270	Teachers will attend monthly math cadre district meetings.	O'Mara, Marianne	8/25/2016	TDEs, Agenda, Training artifacts	6/2/2017 monthly
G2.B2.S1.MA1 🔑 M305840	Compare attendance rates from prior years	Alejo, Ariel	9/11/2016	Attendance records	6/2/2017 annually
G2.B2.S1.MA1 🔑 M305841	Support staff and teachers will keep documentation, (District Form) and files of letters sent home.	Alejo, Ariel	9/11/2016	Copy of letters	6/2/2017 weekly
G2.B2.S1.A1 🔑 A301271	Letter is sent home at five consecutive absences after mandatory contact by classroom teacher	Alejo, Ariel	9/15/2016	Copy of letter	6/2/2017 weekly
G2.B2.S1.A2 🔑 A301272	Purchase book club books	Alejo, Ariel	8/24/2016	receipt for purchase of books	6/2/2017 quarterly

V. Professional Development Opportunities

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

G2. If we deliver effective and relevant instruction in mathematics, then we will increase math achievement in all grade levels.

G2.B1 Teacher knowledge of New Math Standards

G2.B1.S1 Teachers will attend Math Cadre Meetings for Professional Development

PD Opportunity 1

Teachers will attend monthly math cadre district meetings.

Facilitator

District Training. All teachers will attend I-Ready math training.

Participants

Math instructional Staff

Schedule

Monthly, from 8/25/2016 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	Conduct a parent and student awareness seminar	$0.00
2	G1.B2.S1.A1	Students identified as not meeting proficiency will participate in triple i and/or tutorial program	$0.00
3	G2.B1.S1.A1	Teachers will attend monthly math cadre district meetings.	$0.00
4	G2.B2.S1.A1	Letter is sent home at five consecutive absences after mandatory contact by classroom teacher	$0.00
5	G2.B2.S1.A2	Purchase book club books	$300.00

Function	Object	Budget Focus	Funding Source	FTE	2016-17
		2861 - Pierce Hammock Elementary	School Improvement Funds		$300.00
		Notes: Purchase book club books			
				Total:	**$300.00**