

The School District of Palm Beach County

# Dwight D. Eisenhower K 8



2016-17 Schoolwide Improvement Plan

## Dwight D. Eisenhower K 8

2926 LONE PINE RD, Palm Beach Gardens, FL 33410

<https://ddee.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-6	No	70%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	B	A*	A	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 Dwight D. Eisenhower K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	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.

Dwight D. Eisenhower Elementary's mission is to create a collaborative, safe, respectful learning environment which nurtures students to take responsibility for their learning; teachers as they work to develop their craft and support students; parents and caregivers as they raise their children to adulthood; and the community which supports and upholds the values of our school.

##### b. Provide the school's vision statement.

The Eisenhower staff, parents, and community will work as a team to teach children in a way that promotes academic success and life-long learning while recognizing the diversity of children's needs and abilities.

#### 2. School Environment

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

Dwight D. Eisenhower strives to achieve a Single School Culture approach to teaching and learning. We work as a single unit to meet the academic and behavioral needs of the children while maintaining a positive school environment. Classroom teachers meet weekly in their grade levels to discuss student academics and behavior and how to best meet the individual needs of students. Every K-5 student has been issued an agenda planner and classroom teacher and parents utilize the planners to keep the lines of communication open. A weekly newsletter is sent home to keep parents apprised of their learning.

To maintain our positive school environment and to demonstrate the value of each person, at the beginning of the school year, classrooms have many methods for acquainting students with each other and with the teacher. Some classrooms complete "All About Me" inventory sheets, while other classrooms may have a writing assignment for introductions. Also during the first week of school, each teacher spends time reviewing the School-wide Positive Behavior System and grade level Guidelines For Success and rules. Teachers discuss and implement C.H.A.M.P.s classroom expectations to be utilized throughout each school day throughout the year. Taking the time at the beginning of the school year to set the groundwork for a positive school environment guides the students as they interact with each other and with adults in the school.

To assist teachers, professional development was given to all faculty members on setting up C.H.A.M.P.s procedures, Guidelines For Success, and school/classroom rules.

It is not only important for the staff to understand the individual cultures of our students, it is important that our students appreciate and accept that other students' ethnicity, and, therefore, traditions and beliefs may differ from their own. To accomplish this, our school infuses 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

Additionally, at the appropriate grade level, students receive instruction on American and Florida history, natural resources and conservation, the effects of drugs and alcohol, health education, and character development.

Our school media center and individual classroom libraries contain diverse content including celebrations of cultures, cultural histories, important contributions of the culture, and important people of the culture/nationality, etc.. As the topics arise in the classroom, they are also incorporated into classroom discussions.

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

We believe that children can only learn well if they feel safe, protected, and cared for by the adults in our school. To create this Single School Culture for climate, the students begin each day being greeted at the door to the school by a friendly-faced teacher and/or administrator. The students then proceed to the cafeteria for breakfast and/or for supervised interaction with each other. During the school day's academic instruction, positive interactions with others is taught and/or reinforced. This includes but is not limited to guidance class curriculum conducted by the school guidance counselor, on an eight-day rotation. After school, the students are supervised through safe dismissal procedures or are safeguarded in our After School Program.

The school has established a School-wide Positive Behavior System (SwPBS) with expected behaviors for the classrooms, hallways and stairways, cafeteria, restrooms, playground, assemblies, and dismissal. These expected positive behaviors are reinforced by all adults across the campus, including office staff, cafeteria staff, para-professional, etc..

**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 SwPBS is taught the first day of school and reinforced as needed (both individually and whole group) throughout the school year. The SwPBS teaches the students how to be safe, respectful, and how to maximize their learning in all potential school settings.

In addition to the SwPBS, classrooms have established the C.H.A.M.P.s classroom management system. Teachers convey expectations for behavior before each learning activity or transition into an activity. Positive feedback is given to students demonstrating correct behaviors and constructive corrections/re-directions are given to the children when necessary, with an emphasis on positive feedback.

These behaviors and coupled with character education (including appreciation for multi-cultural diversity) are also taught by our guidance counselor and supported by all teachers.

**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.**

When a child is struggling, our teachers discuss the student and his/her circumstances, with our School Based Team (SBT). The core SBT is comprised of administration, the Exceptional Student Education (ESE) Coordinator, the Supplemental Academic Instruction (SAI) Teacher, the Exceptional Student Education (ESE) Teachers, our School Psychologist, Speech Language Pathologists, and our Guidance Counselor. When necessary, the Deaf Hard of Hearing Teachers, the classroom

teacher(s), the English Language Learner (ELL) teacher, or our Crisis Intervention Teacher (CIT) may be asked to join the meeting. This team uses data to identify students' academic, social-emotional, and behavioral strengths and challenges and then makes decisions about instruction, goals, and interventions to assist the child with success, understanding that the resources may be outside of our school's resources. The team monitors the student's response to these interventions and continues or modifies as needed. The Florida Continuous Improvement Model (Plan. Do. Check. Act) is utilized in the problem-solving process.

### 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.

Attendance Data  
 School Discipline Data  
 Level 1 on FSA ELA or Math and/or FCAT Science

#### 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	12	12	10	5	9	8	0	0	0	0	0	0	0	56
One or more suspensions	0	0	1	0	0	3	0	0	0	0	0	0	0	4
Course failure in ELA or Math	15	15	37	19	26	19	0	0	0	0	0	0	0	131
Level 1 on statewide assessment	0	0	0	12	15	15	0	0	0	0	0	0	0	42
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	3	8	11	17	16	0	0	0	0	0	0	0	58

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

School Based Teams  
 Progress Monitoring Plans  
 After School Tutorials  
 iii

## 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?**

No

**1. PIP Link**

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

**2. Description**

Parents are an integral part of every school, and Dwight D. Eisenhower Elementary is constantly searching for ideas to involve more parents in our school program.

Our main avenues for involving parents is our School Advisory Council (SAC) and Parent Teacher Organization (PTO). Every SAC meeting administration updates our members on our school's climate, personnel, and academics, and invites opinions and discussion from all community members. Our PTO has a new leader who is revitalizing the program and encouraging new members with new ideas and skills.

Parents are offered other opportunities to be involved in their child(ren)'s school life. We offer the following trainings and informational meetings:

-FSA Night to inform parents about the state's testing and levels of performance.

-VPK Family Night to help parents with strategies for kindergarten success.

-Reading Night and Math Night to teach parents reading and math strategies to help their students at home.

-Reading Book Fairs and other media center events for parents including activities to do with their child.

School agendas have been given free of charge to all K-5 students. Important information is included in the agendas such as our mission, important phone numbers and email addresses, school calendar, etc... The agendas also provide the teachers and parents with an easy mode of communication between home and school. Because these agendas are provided free of charge, no child is excluded because of insufficient funds.

**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.**

The community is closely involved in our school.

We ease our families into the school year with a stress-free Meet The Teacher Event the Friday before the first day of school. It begins a few days before that with a friendly introductory phone call from the teacher inviting the student and family to meet him/her. During Meet The Teacher, the parent and students are free to not only get to know their child's teacher but also meet other members of the school staff, buy school t-shirts, sign-up for SAC and PTO, and register for After School Programming.

Next comes our Open House. During Open House, parents/family are given information on their child(ren) grade level's curriculum, how to volunteer at our school, and how to access our website and social media.

In addition, our families receive a monthly newsletter to enhance the families' connection with the school in addition to flyers as necessary.

Our community members are active in our school. During Meet The Teacher, Open House, and throughout the school year, parents are encouraged to become active participants in the School Advisory Council and Parent Teacher Organization.

Parents are invited to several evening meetings and school programs throughout the year. Aside from Meet The Teacher, SAC, and PTO, parents are also invited to our Montessori Choice Program Open House, a Holiday Music program, and more evening meetings and programs.

Additionally, grants from community groups (i.e. Ballenises) provide additional support by awarding money for various classroom technology and materials to enhance instruction. Our school also invites parents, business partners, and other community members/agencies to our school for an assortment of activities (classroom and school-wide).

## 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
Battles, Debbie	Principal
Tedesco, Cathy	Assistant Principal
Salvatore-Fuller, Teresa	Instructional Coach
LaFever, Debbie	Teacher, K-12
Whiteside, Daniela	Instructional Media
Pierce, Karen	Teacher, K-12
Okun, Cindy	School Counselor

#### b. Duties

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

The core Multi-Tiered System of Support (MTSS)/ Response to Intervention (RtI) Leadership Team includes:

- Principal
- Exceptional Student Education (ESE) Coordinator
- Supplemental Academic Instruction (SAI) Teacher
- Exceptional Student Education (ESE) Teachers
- School Psychologist
- Speech Language Pathologists
- Guidance Counselor
- English Language Learner (ELL) Teacher
- Media Specialist

Also included when necessary is:

- Deaf Hard of Hearing Teacher
- Classroom Teacher
- Crisis Intervention Teacher (CIT)
- Assistant Principal
- Teacher of the Gifted
- Montessori Choice Coordinator

The school-based MTSS/RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the effective learning environments needs of the children. After determining that effective Tier 1-Core Instruction is in place, the child's case manager continually reports to the SBT on the progress of the

student and to the degree the student is meeting or not meeting identified academic targets. The meetings continue until the student receives the necessary assistance to achieve.

The identification of appropriate interventions depends on the need of the student. Some intervention programs, such as LLI (Leveled Literacy Intervention) are adopted by the school district as a districtwide intervention to use for the SAI Program. Other interventions and strategies are carefully selected based on proven effectiveness with students of similar needs. Additional intervention strategies include community agencies and resources on an as-needed basis.

Professional development is continually offered to teachers using a tiered approach. For example, new teachers or teachers new to a grade level will receive in class additional support, side by side coaching, and small group facilitation from math and literacy mentors. All teachers will participate in PLCs that are designed specifically for their professional growth. Designated professional development days (PDD) and/or Professional Learning Community meetings are based on schoolwide and individual class data that focuses on identified needs. These professional learning opportunities include, but are not limited to the following:

- Problem Solving Model
- School-wide Positive Behavioral Intervention and Support (SwPBIS)
- Data-based decision-making to drive instruction
- Progress monitoring
- Analysis of iReady Reading and Math data
- Selection and availability of research-based intervention,
- Tools utilized to identify specific discrepancies in reading
- "Unpacking" Florida state standards

**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.**

During School Based Team (SBT) meetings, Professional Learning Community (PLC), and School-wide Positive Based System (SwPBS) meetings, the MTSS/Rtl Team will use the Problem Solving Model\* to conduct all meetings. SBT meets at least weekly, PLC and SwPBS meetings occur, at minimum, monthly. Based on data and discussion, the SBT identify 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 need and appropriate research-based interventions to address these needs. The team ensures the necessary resources are available and the intervention is implemented with fidelity as each case is assigned a case liaison to support the interventionist (e.g. teacher, SAI Teacher, ESE Teacher, Guidance Counselor,) and report back on all data collected for further discussion at future meetings. These MTSS needs are taken into consideration when writing the strategies for the SIP. PLC and SwPBS meetings discuss overall needs of grade levels or the school and develop assistance to address these needs.

The Rtl Leadership Team and the School Based Team function as one. They meet at least on a bi-weekly basis, but more frequently as needs arise.

Members of the school-based MTSS/Rtl Leadership Team will meet with designated members of the School Advisory Council (SAC) to help develop the SY17 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FSA/FCAT scores with the lowest 25%,

- Subgroup scores,
- Strengths and weaknesses of intensive programs,
- Mentoring, tutoring, and other services.

#### Title I, Part A

Dwight D. Eisenhower is no longer designated as a Title I School for FY17.

#### Title II

District receives supplemental funds for improving basic education programs for on-going professional development.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. We have a full-time ELL teacher, and a full-time Spanish CLF.

#### Supplemental Academic Instruction (SAI)

SAI is used to support intensive reading instruction for the lowest 25% in grades 2-4 with a focus in grade 3.

#### Violence Prevention Programs

Dwight D. Eisenhower teaches a district sponsored program about and against bullying.

#### Nutrition Programs

Throughout the school year, Dwight D. Eisenhower offers free breakfast to all students and free and reduced lunch through a federally funded program.

#### Other

Dwight D. Eisenhower provides Voluntary Pre-K and utilizes a unique blend of funding sources in order to offer a full day program. In addition to the 3 VPK classes, Dwight D. Eisenhower has the largest ESE PreK program in the district. As students are identified through Child Find and receive an IEP, they are assigned to participate in our Program. By the end of FY16, there were over 300 PreK three and four year olds enrolled in the program.

Our school also integrates Single School Culture through our SwPBS. We teach expected school behaviors in every classroom and implement the C.H.A.M.P.s program.

Appreciation for cultural diversity is taught in a variety of ways in all subject areas including but not limited to our guidance program's focus on the Six Pillars of Character Education and on anti-bullying. These programs are reinforced in each classroom.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Cindy Okun	Teacher
Ava Pence	Teacher
Elizabeth Rodgers	Business/Community
Bette Rushfeldt	Teacher
Tracy Whitman	Parent
Karen Pierce	Teacher
Alicia Decavalcanti	Education Support Employee
Kaitlyn Holder	Parent
Josephine Holder	Business/Community
Debbie Battles	Principal
Cortesa Pruner	Teacher
Christina Rivera	Parent
Daniela Whiteside	Teacher
Kelly Nehrenz	Parent
Porcha Jean Pierre	Parent
Sherel Golden	Parent
Thomas Hawkins	Teacher
Viviana Carballido	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 FY16 School Improvement Plan goals were presented during the September SAC meeting and our school grade and School Accountability Trends were reviewed. The tested subject area scores were compared to previous years, and new goals were reviewed, discussed, and approved.

*b. Development of this school improvement plan*

The committee for writing the SIP is comprised of administration and team leaders. After review and discussion by the School Advisory Council, the plan has been revised and approved, with the understanding that review and revisions will continue as needed throughout the school year. All revisions will be presented to our SAC for approval.

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

School Budgets are presented to SAC and they are given an opportunity to review, discuss, ask questions, and vote on final approval.

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

Conference Day Substitute Teachers \$1600.00

**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.*

Parents and community members are being recruited to join SAC.

### 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
Battles, Debbie	Principal
Davies, Cynthia	Teacher, K-12
Tedesco, Cathy	Assistant Principal
Whiteside, Daniela	Instructional Media
Salvatore-Fuller, Teresa	Instructional Coach

#### b. Duties

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

The major initiative of the LLT will be to increase the percentage of students reading and writing on or above grade level (specifically by third grade) and ultimately, to increase the percentage of students making learning gains in all areas. Reading is fundamental to the comprehension of all subject matter and it is important that all content teachers are able to utilize reading strategies that facilitate learning.

Professional development is provided to assist teachers in delivering effective literacy instruction. In addition, our LLT is available to conference individually with teachers that need assistance. The LLT will meet bi-monthly to conduct classroom walkthroughs, review and discuss data, identify and discuss trends, determine appropriate PD for school and individuals, review staff survey information, plan literacy nights, and other literacy activities and events.

### 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.

Teachers will participate in Professional Learning Communities that will focus on understanding content benchmarks, planning of appropriate instruction, best practices, and using data to inform instruction.

PLCs are data-driven planning opportunities that are on-going throughout the school year. Student improvement is closely monitored and modifications to differentiated instruction are made based on data analysis and collaborative planning. Teachers share their successes and assist each other so that every child's needs are met.

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

Several factors help us retain our experienced teachers. Collaborative planning, mentor teachers, and a tiered approach to professional learning provides a foundation of professional collaboration that supports

all D. D. Eisenhower Elementary School teachers. Administration prioritizes building a school culture that values and supports teachers as they encourage them to build their professional expertise. If a new teacher qualifies, they will participate in the Educator Support Program (ESP), which provides the beginning teacher with mentors and other support personnel to help ease the beginning teacher's way into the classroom.

Another factor in our teacher retention rate is that Dwight D. Eisenhower Elementary School teachers value innovation and are willing to share new ideas with their colleagues. Time is designated in PLCs and Professional Development Days for teachers to showcase their ideas and new learning methods. Opportunities for data analysis, planning, collaborating and problem solving that result in identifying the best strategies is a priority. PLC's and PDD's may be grade, content, or topic specific.

An additional support for our literacy teachers is our Supplemental Academic Intervention teacher. As a veteran literacy specialist, she will serve as an active leader in K-5 PLC's and PDDs as well as provide training and modeling various reading strategies and methods to classroom teachers.

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

Beginning teachers are paired with mentor teachers who teach in the same subject or grade level. For example, a beginning teacher in a Pre-k special needs classroom is paired with an experienced teacher of special needs students with successful classroom experience. The experienced teacher models effective teaching strategies including strategies for classroom management. The experienced teacher also meets regularly with the beginning teacher to assist in planning. This work continues in the PLCs.

Dwight D. Eisenhower Elementary School, hires the most qualified teachers based on experience and willingness to learn. Mentor teachers follow an effective coaching model that involves co-planning with teachers, observation of best practices, and providing targeted feedback. Teachers are afforded an opportunity for self-reflection and assessment of practice. This site based work is supplemented by the district's Educator Support Program (ESP), which provides the beginning teacher with mentors and other support personnel to assist the beginning teacher.

## **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.***

The LAFS and the MAFS are an integral part of every K-5 teacher's planning, PLC, Professional Development, and the writing of this SIP. PLC's will include unpacking the state standards for a deeper understanding of the standards by teachers. Across all grade levels and departments, our focus is to implement rigorous instruction that aligns to the full intent of the standards, incorporating student-centered activities, critical thinking, and application.

Data driven discussions are held during PLC's and professional development days to monitor progress of all students, from the highest achieving to the lowest 25%. Struggling students are identified and appropriate classroom interventions are planned and implemented, including small group instruction, re-teaching for remediation, and enrichment learning.

In addition to the uninterrupted 90-minute reading block and 45-60 minute writing blocks, struggling students also receive an additional 30-45 minutes daily of intensive reading instruction using Leveled

Literacy Instruction (LLI) or another intervention that best meets their needs. Integrating components of balanced literacy, the teacher provides whole and small group standards based instruction. Students participate in independent reading based on the student's RRR level, where their levels are continually monitored for progress. Teachers utilize the following materials: RRR, leveled book room, classroom libraries, mentor text, big books, units of study for reading and writing, word study materials, and all other materials provided through the literacy adoption.

## **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.**

Data driven discussions are held during PLC's to monitor progress of all students. Struggling students are identified and appropriate interventions for those students are selected. Classroom implementation of those interventions is planned.

The identified students receive an additional 30 minute iii block daily. For those determined to benefit from LLI, they will receive an additional 30-45 minutes of intensive reading instruction using the Leveled Literacy Instruction (LLI) which is based on the LAFS. During the 90-minute reading block, teachers work with whole group and small groups using classroom libraries and leveled texts. Students select books for independent reading based on the student's RRR level and or the student's personal interests. Students' levels are continually monitored for progress.

**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:** 90

"Give 'em A Boost" after school enrichment will be run through the After School Program for increased exposure to positive citizenship and healthy behavior.

### **Strategy Rationale**

When students feel understood and safe in their environment, this creates an effective learning environment where students learn at optimal levels.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Pierce, Karen, karen.pierce@palmbeachschools.org

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

A survey will be developed and provided to After School Programming in September (for baseline data), again in January (mid-year data), and the school district provided Student School Effectiveness Questionnaire (SEQ) at the end of the school year.

**Strategy: After School Program**

**Minutes added to school year: 720**

After school tutorials targeting students performing below grade level in ELA and Math.

**Strategy Rationale**

When we increase students' exposure to rigorous reading and math experiences, then we increase students overall ability to master the standard.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Tedesco, Cathy, catherine.tedesco@palmbeachschools.org

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

Data is collected by the tutor and by the student's classroom teacher and is analyzed by the classroom teacher, the SAI teacher, and by the SBT as necessary, for the students' in-depth understanding of the ELA Standards and MAFS.

**Strategy: After School Program**

**Minutes added to school year: 27,000**

The 21st Century After School Program provides after school academic instruction and enrichment activities to students in need. It is offered on a daily bases for approximately 30 weeks of the school year.

**Strategy Rationale**

Increasing students exposure to and support of all academic areas including students' background knowledge, vocabulary, overall understanding of content and proficiency in language arts, math, and science.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Sobieraj, Celeste, celeste.battista@palmbeachschools.org

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

Pre- and post- tests are given to the student participants and data is collected and analyzed by the 21st Century Counselors, Coordinator, and Administrators. The data is then sent to the district. The district also monitors the students' progress from year to year using Diagnostic scores and state assessment scores to determine effectiveness of the grant implementation.

Teachers, students, and parents take surveys at the end of the tutoring year, and again, the data is collected and analyzed.

**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.**

Dwight D. Eisenhower Elementary School has Pre-K (Special Needs & VPK) through fifth grade students. We currently have 3 VPK classes and 17 PreK ESE classes. Our ESE PreK students are placed here after receiving an IEP through Child Find. Many of our ESE Pre-K students do not transition into our K-5 elementary school, however it is our obligation to prepare them for the school that they will be transitioning to.

To ease the transition for incoming kindergarten students, we stagger the start date of the students. With the staggered start, each group of students are given the opportunity for a more intimate, less overwhelming start to school. The kindergarten students are started in small groups with each group starting on one of three days and then all returning on the fourth day of school.

At the beginning of each school year, the incoming Kindergarten students are evaluated on school readiness using the Florida Kindergarten Readiness Screener (FLKRS). The School District of Palm Beach County Literacy Assessment Test begins in Kindergarten with Reading Subtests until the student is able to read on a text level A. The data will be used to plan academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core curriculum. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

### **b. College and Career Readiness**

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

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

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

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase on grade level reading by 3rd grade.
  
- G2.** If we deepen and expand the implementation of a Single School Culture, then we will strengthen our positive and supportive school climate for all stakeholders.

## 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 on grade level reading by 3rd grade. 1a

G083723

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
Math Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	55.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of background knowledge and experiences that connect school and life (relevance)
- Limited family/community involvement and school support

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

- Multi-cultural Classroom Libraries (by Levels, Genres, Topics, & Special Interest)
- Nonfiction Classroom Educational Resources (i.e. Magazines, Newspapers, Newsletters, Nooks, iPads, Search Engines, and Computer Lab)
- Reading Interactive Notebooks
- Units of Study Reading and Writing
- Resource Materials and Blender
- Leveled Literacy Intervention (LLI)
- iReady (K-5th grade)
- Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) Items Specifications
- Online resources (CPalms, BrainPop, Destination Reading, Gizmos, etc...)
- FSA Portal
- English Language acquisition teacher
- Imagine Learning for non-English and limited English speakers
- iStation for PreK students
- Performance Matters reports for data analysis

**Plan to Monitor Progress Toward G1.** 8

Reading Running Records, classroom assessments, diagnostics, FSA, PBPA

**Person Responsible**

Debbie Battles

**Schedule**

Triannually, from 11/16/2016 to 5/31/2017

**Evidence of Completion**

PLC agendas w/data analysis, teacher data chats

**G2.** If we deepen and expand the implementation of a Single School Culture, then we will strengthen our positive and supportive school climate for all stakeholders. 1a

G083724

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	120.0
School Climate Survey - Staff	70.0

**Targeted Barriers to Achieving the Goal** 3

- With the recent high turnover of staff, many are unfamiliar with CHAMPs and/or SwPBS program resulting in inconsistency of implementation.
- There has been a decline in parent involvement as indicated by reduced parental response to SEQ and decline in volunteering hours.

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

- Department of Safe Schools
- Administration
- CHAMPs and SwPBS programs and trainings

**Plan to Monitor Progress Toward G2.** 8

CHAMPs and SwPBS protocols are displayed in every classroom. Use of CHAMPs and SwPBS will be observed and noted during administrative "walk-throughs" and teacher observations.

**Person Responsible**

Debbie Battles

**Schedule**

Monthly, from 11/1/2016 to 5/31/2017

**Evidence of Completion**

As evidenced in meeting minutes, on-going discussions with with all stakeholders demonstrates that parental, student, and staff opinions/concerns on school climate are understood and appropriately addressed.

**Plan to Monitor Progress Toward G2.** 8

Parent/Student and Teacher/Staff SEQs

**Person Responsible**

Debbie Battles

**Schedule**

On 5/31/2017

**Evidence of Completion**

A higher percentage of parents/students and teachers/staff responding and responding positively.

## 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 on grade level reading by 3rd grade. **1**

 G083723

**G1.B1** Lack of background knowledge and experiences that connect school and life (relevance) **2**

 B222300

**G1.B1.S1** Provide regular opportunities for student ownership and collaboration in their learning process.

**4**

 S234575

### Strategy Rationale

Students who understand the significance of their education are more engaged and are intrinsically motivated to learn.

### Action Step 1 **5**

Teachers will provide opportunities for students to set goals, reflect on progress, and celebrate their learning both in class and school-wide.

#### Person Responsible

Teresa Salvatore-Fuller

#### Schedule

Monthly, from 9/19/2016 to 5/31/2017

#### Evidence of Completion

PLC agendas, teachers' documentation (charts, individual student reflections, etc...), documentation of school-wide literacy projects.

### Action Step 2 **5**

Classroom environments will be structured to promote student ownership, independence, and collaboration.

#### Person Responsible

Teresa Salvatore-Fuller

#### Schedule

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

#### Evidence of Completion

-Classroom libraries that reflect students' interests, abilities, and current learning (mysteries, non-fiction, etc...) -Writing centers providing various types of paper, writing tools, to support writers' interests, text types, and structures -Spaces for small group and partner work

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

This will be monitored during subsequent PLC meetings, review of teachers' documentation (charts, individual student reflections, etc...), review of documentation of school-wide literacy projects.

**Person Responsible**

Debbie Battles

**Schedule**

Every 2 Months, from 11/1/2016 to 5/31/2017

**Evidence of Completion**

Subsequent PLC meeting agendas and classroom literacy walks

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

During literacy walks, classrooms will be monitored for libraries, writing center, and use of collaborative spaces

**Person Responsible**

Debbie Battles

**Schedule**

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

**Evidence of Completion**

Observational data during literacy walks

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

Review of student work samples (reflection on goal, reading logs, etc...) and classroom literacy walks (student working collaboratively, students independently reading self-selected texts, etc...)

**Person Responsible**

Debbie Battles

**Schedule**

Monthly, from 11/1/2016 to 5/31/2017

**Evidence of Completion**

Student work samples include goal-setting and reflection on their growth. Classroom libraries, classroom writing centers, and other literacy resources support student choice, ownership, and collaboration.

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

Classroom observational data.

### Person Responsible

Debbie Battles

### Schedule

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

### Evidence of Completion

High levels of engagement during independent reading. Partners/small groups are engaged and working equally and cooperatively.

## G1.B2 Limited family/community involvement and school support 2

B222301

### G1.B2.S1 Increase family involvement through school/home communications, and Family Involvement Events (i.e. Family Literacy Night/Morning, Multi-Cultural Evening, etc...) 4

S234576

### Strategy Rationale

By increasing communication and offering literacy events, we create a stronger connection between school and family as well as help educate parents/caregivers on how to best support their children's literacy at home.

## Action Step 1 5

Literacy Events

### Person Responsible

Daniela Whiteside

### Schedule

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

### Evidence of Completion

Flyers, Agendas, Newsletters, Parent sign-in sheets

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

Literacy Committee will be established to ensure literacy events are established and families/communities are encouraged to attend.

**Person Responsible**

Daniela Whiteside

**Schedule**

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

***Evidence of Completion***

Committee agenda and sign-in sheets

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

Sign-in sheets will be utilized to monitor the number of families attending the event(s), and we are supporting the event by sending home fliers (in native language), noting events in student agendas, encouraging student to parent discussions on literacy events, and utilizing automated phone calls to notify all school families.

**Person Responsible**

Cathy Tedesco

**Schedule**

Semiannually, from 11/30/2016 to 3/31/2017

***Evidence of Completion***

Sign-in sheets, fliers, any information packets produced for the event

**G2.** If we deepen and expand the implementation of a Single School Culture, then we will strengthen our positive and supportive school climate for all stakeholders. **1**

 G083724

**G2.B1** With the recent high turnover of staff, many are unfamiliar with CHAMPs and/or SwPBS program resulting in inconsistency of implementation. **2**

 B222307

**G2.B1.S1** All staff will receive training and will implement CHAMPs, SwPBS and/or other positive climate supports. **4**

 S234578

### **Strategy Rationale**

Many staff members are new to our school and all teachers, para professionals, and After School Programming counselors would benefit from initial or retraining on positive climate practices.

### **Action Step 1** **5**

Contact Safe Schools and/or Professional Development Department

#### **Person Responsible**

Cindy Okun

#### **Schedule**

On 10/14/2016

#### **Evidence of Completion**

-Training scheduled, agenda, sign-in sheets

### **Action Step 2** **5**

Professional development provided for all staff on the implementation of CHAMPs and SwPBS.

#### **Person Responsible**

Cindy Okun

#### **Schedule**

On 11/18/2016

#### **Evidence of Completion**

Professional Development sign-in sheets and agendas

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

Date set and Professional Development provided on CHAMPs and SwPBS.

**Person Responsible**

Cathy Tedesco

**Schedule**

On 10/31/2016

**Evidence of Completion**

Date certain set for staff development on the positive use of CHAMPs and SwPBS. Sign-in and agendas from professional development trainings/faculty meeting.

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

Classroom and overall school climate will be monitored for effective implementation of CHAMPs and SwPBS.

**Person Responsible**

Debbie Battles

**Schedule**

Monthly, from 11/1/2016 to 5/31/2017

**Evidence of Completion**

CHAMPs and SwPBS protocols are displayed in every classroom. Use of CHAMPs and SwPBS will be observed and noted during administrative "walk-throughs" and teacher observations.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G2.B1.S1.A1 A301968	Contact Safe Schools and/or Professional Development Department	Okun, Cindy	9/16/2016	-Training scheduled, agenda, sign-in sheets	10/14/2016 one-time
G2.B1.S1.MA1 M306560	Date set and Professional Development provided on CHAMPs and SwPBS.	Tedesco, Cathy	9/16/2016	Date certain set for staff development on the positive use of CHAMPs and SwPBS. Sign-in and agendas from professional development trainings/ faculty meeting.	10/31/2016 one-time
G2.B1.S1.A2 A301969	Professional development provided for all staff on the implementation of CHAMPs and SwPBS.	Okun, Cindy	9/30/2016	Professional Development sign-in sheets and agendas	11/18/2016 one-time
G1.B2.S1.MA1 M306556	Sign-in sheets will be utilized to monitor the number of families attending the event(s), and we...	Tedesco, Cathy	11/30/2016	Sign-in sheets, fliers, any information packets produced for the event	3/31/2017 semiannually
G1.MA1 M306558	Reading Running Records, classroom assessments, diagnostics, FSA, PBPA	Battles, Debbie	11/16/2016	PLC agendas w/data analysis, teacher data chats	5/31/2017 triannually
G2.MA1 M306562	CHAMPs and SwPBS protocols are displayed in every classroom. Use of CHAMPs and SwPBS will be...	Battles, Debbie	11/1/2016	As evidenced in meeting minutes, on-going discussions with with all stakeholders demonstrates that parental, student, and staff opinions/ concerns on school climate are understood and appropriately addressed.	5/31/2017 monthly
G2.MA2 M306563	Parent/Student and Teacher/Staff SEQs	Battles, Debbie	4/3/2017	A higher percentage of parents/ students and teachers/staff responding and responding positively.	5/31/2017 one-time
G1.B1.S1.MA1 M306552	Review of student work samples (reflection on goal, reading logs, etc...) and classroom literacy...	Battles, Debbie	11/1/2016	Student work samples include goal-setting and reflection on their growth. Classroom libraries, classroom writing centers, and other literacy resources support student choice, ownership, and collaboration.	5/31/2017 monthly
G1.B1.S1.MA4 M306553	Classroom observational data.	Battles, Debbie	10/3/2016	High levels of engagement during independent reading. Partners/small groups are engaged and working equally and cooperatively.	5/31/2017 triannually
G1.B1.S1.MA1 M306554	This will be monitored during subsequent PLC meetings, review of teachers' documentation (charts,...	Battles, Debbie	11/1/2016	Subsequent PLC meeting agendas and classroom literacy walks	5/31/2017 every-2-months
G1.B1.S1.MA3 M306555	During literacy walks, classrooms will be monitored for libraries, writing center, and use of...	Battles, Debbie	10/3/2016	Observational data during literacy walks	5/31/2017 monthly
G1.B1.S1.A1 A301965	Teachers will provide opportunities for students to set goals, reflect on progress, and celebrate...	Salvatore-Fuller, Teresa	9/19/2016	PLC agendas, teachers' documentation (charts, individual student reflections, etc...), documentation of school-wide literacy projects.	5/31/2017 monthly
G1.B1.S1.A2 A301966	Classroom environments will be structured to promote student ownership, independence, and...	Salvatore-Fuller, Teresa	10/3/2016	-Classroom libraries that reflect students' interests, abilities, and current learning (mysteries, non-fiction, etc...) -Writing centers providing various types of paper, writing tools, to support writers' interests, text types, and structures -Spaces for small group and partner work	5/31/2017 monthly
G1.B2.S1.MA1 M306557	Literacy Committee will be established to ensure literacy events are established and...	Whiteside, Daniela	10/10/2016	Committee agenda and sign-in sheets	5/31/2017 quarterly

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*Dwight D. Eisenhower K 8*

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 A301967	Literacy Events	Whiteside, Daniela	10/10/2016	Flyers, Agendas, Newsletters, Parent sign-in sheets	5/31/2017 semiannually
G2.B1.S1.MA1 M306559	Classroom and overall school climate will be monitored for effective implementation of CHAMPs and...	Battles, Debbie	11/1/2016	CHAMPs and SwPBS protocols are displayed in every classroom. Use of CHAMPs and SwPBS will be observed and noted during administrative "walk-throughs" and teacher observations.	5/31/2017 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 on grade level reading by 3rd grade.

**G1.B1** Lack of background knowledge and experiences that connect school and life (relevance)

**G1.B1.S1** Provide regular opportunities for student ownership and collaboration in their learning process.

### PD Opportunity 1

Teachers will provide opportunities for students to set goals, reflect on progress, and celebrate their learning both in class and school-wide.

#### Facilitator

Teresa Salvatore-Fuller

#### Participants

All students K-5

#### Schedule

Monthly, from 9/19/2016 to 5/31/2017

**G2.** If we deepen and expand the implementation of a Single School Culture, then we will strengthen our positive and supportive school climate for all stakeholders.

**G2.B1** With the recent high turnover of staff, many are unfamiliar with CHAMPs and/or SwPBS program resulting in inconsistency of implementation.

**G2.B1.S1** All staff will receive training and will implement CHAMPs, SwPBS and/or other positive climate supports.

### PD Opportunity 1

Professional development provided for all staff on the implementation of CHAMPs and SwPBS.

#### Facilitator

TBD

#### Participants

-All teaching staff, para professionals, and After School Programming Counselors

#### Schedule

On 11/18/2016

## VII. Budget

1	G1.B1.S1.A1	Teachers will provide opportunities for students to set goals, reflect on progress, and celebrate their learning both in class and school-wide.	\$0.00
2	G1.B1.S1.A2	Classroom environments will be structured to promote student ownership, independence, and collaboration.	\$0.00
3	G1.B2.S1.A1	Literacy Events	\$0.00
4	G2.B1.S1.A1	Contact Safe Schools and/or Professional Development Department	\$0.00
5	G2.B1.S1.A2	Professional development provided for all staff on the implementation of CHAMPs and SwPBS.	\$0.00
<b>Total:</b>			<b>\$0.00</b>