Martin County School District

Palm City Elementary School

2016-17 Schoolwide Improvement Plan

Palm City Elementary School

1951 SW 34TH ST, Palm City, FL 34990

martinschools.org/o/pces

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	24%

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

School Grades History

Year	2015-16	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 Martin County School Board on 11/15/2016.

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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Palm City 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.

The mission of the Martin County School District: Educating all students for success

The mission of Palm City Elementary School, in partnership with family and community, is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

b. Provide the school's vision statement.

The vision of the Martin County School District: A dynamic educational system of excellence

Wildcats' Learning Has No Boundaries

2. School Environment

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

Our school infuses the content required as applicable to appropriate grade levels, including but not limited to: History of Holocaust
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans
Constitution Week
Freedom Week
Literacy Week
Holidays Around the World Through Music
Artists Around the World

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

Palm City Elementary:

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

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

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

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

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.

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

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.

Palm City Elementary utilizes the MTSS/RtI problem solving model. A Multi-Tiered System of Supports (MTSS) is a framework that uses data-based problem solving to integrate academic and behavioral instruction and research-based interventions. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. The integrated academic and behavioral supports are delivered to students at varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency for college and career readiness.

Response to Intervention (RtI) has consistently been defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Additionally Palm City Elementary Guidance provides:

Wildcat Welcomers for new students
Banana Splits for students of divorce
Friendship Groups
Problem Solving Strategies
Small Group Counseling
Individual counseling provided by Tykes and Teens
Cool Cats Care - Totally Likeable Child
Study Buddies
Safety Patrol

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	4	4	1	13	7	0	0	0	0	0	0	0	38
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	10	7	0	0	0	0	0	0	0	27

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

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

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

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

ESE/BPIE:
• Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

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

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

School Newsletters (Wildcat Chat)
Blackboard Connect Calls
Student Planners/Take Home Folders
National School Lunch Week
Beach Party
Take Your "Special Guy" to School Day
All Pro Dads Monthly Breakfast
Mom's Workshop
Parent Room Reps
2nd Grade Ellis Island Immigration Project
3rd Grade "And the Relatives Came" Reading Event
3rd Grade Thanksgiving Family Fest
4th Grade Connecting with Family
Kindergarten Friendship Meal
VPK Family Activities
Chorus and Band Concerts
Singing at Kravis
Palm City Chamber Fall Fest music concert
Chorus/Band perform at Disney
Year End 5th Grade trip to Universal/Islands of Adventure
Safety Patrol Trip to Busch Gardens
Fall Fest
Family Night at Book Fair
S.T.E.A.M.L.I.N.E. Literacy-Science Night
Boosterthon Movie
Mother's Day Spa
Remind text messaging alerts
Mystery Readers
World Read Aloud
Jr. Achievement

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 school hosts many events to raise community awareness of PBIS, literacy, and math. Community members and business partners are invited to participate with parents and students in activities such as Fall Festival; Publix Cake Decorating; Family Literacy Night; World Read Aloud Day with local, prominent community members;Publix Numeracy Night and PCE Nights at local restaurants, Adopt a Class and Adopt A Project through the Education Foundation.

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

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
McLeod, Michael	Assistant Principal
Marin, Nancy	Principal
Galasso, Elizabeth	Instructional Coach
Freese, Debbie	School Counselor
Pike, Leigh Anne	Teacher, K-12
Svoboda, Kim	Instructional Coach

b. Duties

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

Nancy Marin, Principal
Attend MTSS meetings when possible
Monitor the fidelity of the interventions
Conduct classroom observations
Facilitate collaborative learning teams

Michael McLeod, Assistant Principal
Attend MTSS meetings when possible
Monitor the fidelity of the interventions
Conduct classroom observations
Facilitate collaborative learning teams

Liz Galasso, Literacy Coach
Attend MTSS meetings when possible
Analyze student data
Provide strategies and support/modeling to teachers
Facilitate collaborative learning teams

Kim Svoboda, Intervention Problem Solving Coach
Analyze student data
Provide strategies and support/modeling to teachers
Monitor student progress
Facilitate collaborative learning teams

Leigh Anne Pike, Media Specialist
Analyze student data
Provide strategies and support to teachers
Monitor student progress
Facilitate collaborative learning teams

Debbie Freese, Guidance Counselor
Analyze student data
Provide strategies and support to teachers

Serve as liaison between families and the team
Conduct classroom observations

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

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

CLT meetings are held weekly. Teachers come to the meetings with data to analyze the academic and behavioral needs of their students. The leadership team serves as the facilitator and offers strategies and support to improve student outcomes. Additionally, the leadership team supports teachers in promoting academic excellence through Professional Learning Communities, Data Team Meetings, and Professional Development.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nancy Marin	Principal
Ilene Goldstein	Teacher
Debbie Greenbaum	Teacher
Lori McNicholas	Teacher
Lana Barros	Parent
Caroline Belding	Parent
Candi Keene	Parent
Nariza Bennett	Parent
Louise Johnson	Parent
Leanne McCollough	Parent
Melanie Purres	Parent
Rosana Mero	Parent
Bryna Potsdam	Business/Community
Amy Manko	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC meets monthly throughout the year to review progress made towards our SIP goals. SAC provides the needed resources that are aligned to district initiatives that assist teachers in increasing student achievement.

b. Development of this school improvement plan

The SIP was designed based on school and student data. Teachers and administers met in the Spring/Summer of 2016 to review student data and identify areas of strength and weakness for all student Annual Measurable Objective groups. Additionally, the teacher survey from May 2016 was also used to guide the creation of the plan. The data was used in conjunction with District level initiatives to identify needed supports and resources for teachers and students.

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

The annual SIP budget for 2016-2017 is dedicated for professional development and resources needed to support teachers and students based on the school's needs in reading, writing and math. The SIP budget is $8214.73. Additionally, the school recognition money is to be used for grade level resources needed to support teachers and students. The school recognition money is $6583.00.

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

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

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

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

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

SAC Expenses:
Date Grade/Group
1/26/2016 2nd Grade Reading Materials 1060.86
1/26/2016 1st Grade 6 iPad minis with cases & screen protectors 1370.00
2/23/2016 LMC ALA Conference Expenses 783.00
2/23/2016 3rd Grade Unit of Study mentor Texts for Reading Curriculum 1200.00
3/31/2016 5th Grade 5 iPad mini tablets 1450.00
3/31/2016 4th Grade Math Manipulatives/Learning games 970.71
4/26/2016 Kindergarten Math Manipulatives & Mo Willems Books 900.00

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.

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

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

literacy in a variety of ways.

Our goals support:
increasing student achievement for all students.
developing and maintaining students' love of reading.
increasing the students' stamina and skills for reading.
sharing effective literacy strategies for students, teachers, and parents.
integrate standards in science, technology, engineering, art, math, literacy, inquiry, navigation, and exploration (S.T.E.A.M.L.I.N.E.) lessons.

Quarterly events to support reading goals, specifically integration of knowledge and ideas

The use of an interactive display created a visual reminder for staff and students on how PCE celebrated literacy throughout the school year. (Pete the Cat)

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.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLC)/Collaborative Learning Team (CLT). The master schedule has been designed to provide consistent time for teachers to meet by grade level to discuss common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Follow the district's PLC Toolkit 2.0 protocol includes a focus on learning objectives, intentional lesson planning, creating formative assessments, and formulating instruction interventions and enrichment based on student data trends. Established norms and building a shared consensus has been part of the CLT process.

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

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

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

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

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

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

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

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

Our school creates ongoing opportunities for teachers to unwrap the Florida Standards and to plan and discuss district ELA, Math, and Science Frameworks that align to the standards. This supports a deeper level of understanding of the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, assessment, and a deeper understanding of the standards. We focus on what students need to know and are able to do, how will we know if they understand it, and what we will do if they don't. The progressions of learning or scales provide continual monitoring of the student's mastery towards the standards. The teachers continuously use the MTSS process to ensure differentiated instruction that aligns with the rigor of the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

Additionally, the school ensures every teacher contributes to the academic improvement of every student by:

-holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).

-holding meetings on a regular basis to make decisions about math instruction in the school. Student data is analyzed and compared to expectations found in the Math Florida Standards (MAFS).

-utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

-creating a schedule with an uninterrupted 90 minute reading block.

-creating a schedule with an uninterrupted 45 minute writing block.

-teach writing in whole and small group daily.

-differentiating in small group writing and math based on student data.

-administering the District Parallel Writes to mirror Florida Standards Assessment (FSA) test.

-providing iii instruction based on student needs for math and literacy.

-providing resources to support instruction (texts to support units of study, leveled books for small group instruction).

-administering formative and summative assessments which measure instructed standards.

-using iReady diagnostic data to differentiate instruction in the classroom.

-Grades 2-5 will check progress using iReady Standards Mastery

-monitoring the progress of the class and grade level during Learning Team Meetings.

-conducting "tracking student progress" chats with students.

-choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry/ Project Based Learning (PBL).

-afterschool intervention programs for ELA/Math

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

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: 4,000

Power Reading Online program will be implemented as a reading intervention program. The program will target PCE's 3rd grade lower quartile. The program implements a strong teacher intervention where students will conference with teachers on a daily basis after completing their targets PRO reading session.. The program focus is to increase student fluency and comprehension.

Strategy Rationale

To target struggling readers within the 3rd grade who lack foundational skills in fluency and comprehension.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Svoboda, Kim, svobodak@martin.k12.fl.us

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

The data which will consist of reading strategies and fluency will be analyzed at each monthly MTSS grade level meeting.

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.

Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Fifth grade students with an IEP, EP, or 504 plan receive transition meetings with their feeder middle school to provide support and services at the middle school level.

All fifth grade students participate in "Middle School Shuffle" to emulate a smooth transition.

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.

N/A

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.

N/A

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.

FSA ELA/Math showed areas of need in reading, writing, and math such as: Integration of knowledge and Idea was the lowest area in Reading; Numbers and Operation-Fractions was the weakest area in Math; Text-based writing was the lowest area in writing.

KG-2 iReady data indicated a need for support in the areas of high frequency words and vocabulary.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. The percentage of students meeting high standards in writing will increase for all students. 1a

🔑 G087214

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- A major barrier is not having enough resourceful data with explicit details offering detail criteria on student gap in performance. For example, a breakdown of PFO (purpose, focus, organization), EE (evidence and elaboration), and C (conventions).

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Michael McLeod

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, student work samples, lesson plans, PLC Toolkit 2.0 Evidence Packet

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

🔍 G087215

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - White	91.0
AMO Reading - ED	76.0
ELA/Reading Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal `3`

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

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

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

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet

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

🔍 G087216

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	78.0
AMO Math - Hispanic	85.0
AMO Math - SWD	70.0
AMO Math - White	90.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible
Michael McLeod

Schedule
Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion
formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms, PLC Toolkit 2.0 Evidence Packets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

| **G** = Goal | **B =** Barrier | **S** = Strategy |

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. The percentage of students meeting high standards in writing will increase for all students. `1`

🔑 G087214

G1.B1 A major barrier is not having enough resourceful data with explicit details offering detail criteria on student gap in performance. For example, a breakdown of PFO (purpose, focus, organization), EE (evidence and elaboration), and C (conventions). `2`

🔑 B231830

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

🔑 S244604

Strategy Rationale

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

Action Step 1 `5`

Professional Learning Communities, Data Team Meetings, and PD

Person Responsible

Michael McLeod

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

formative and summative assessments, ERO sign-ins, lesson plans, PLC Toolkit 2.0 Evidence packet

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

formative and summative assessments, ERO sign-ins, Lesson Plans, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

formative and summative assessments, ERO sign-ins, lesson plans, PLC Toolkit 2.0 Evidence Packet

G1.B1.S2 Fourth grade teachers were provided with instructional strategies using the DBQ (Document Based Question) method in reading and writing informational texts. Teachers will use the historical context, task, and scaffolding questions to organize reading and writing processes. 4

🔑 S244605

Strategy Rationale

When teachers model and provide guided practice students are targeted to produce proficient, organized text-based writings.

Action Step 1 5

Professional Learning Communities and PD

Person Responsible

Michael McLeod

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

formative and summative assessments, ERO sign-ins, Lesson Plans, PLC Toolkit 2.0 Evidence Packet

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Collaborative Learning Teams, Data Team Meetings, PD

> **Person Responsible**
>
> Michael McLeod
>
> **Schedule**
>
> Quarterly, from 8/15/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> Sign-in sheets, student work samples, lesson plans, PLC Toolkit 2.0 Evidence Packet

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

🔑 G087215

> **G2.B1** Instructional staff needs more support in differentiated, small group, reading instruction and collecting and disaggregating data to form small groups for instruction. `2`
>
> 🔑 B231831

> **G2.B1.S1** The MTSS process is used to identify TIER I, II, III student reading data and strategies in order to form differentiated groups at weekly grade team meetings and weekly Collaborative Learning Teams. `4`
>
> 🔑 S244606

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

Action Step 1 `5`

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

> **Person Responsible**
>
> Michael McLeod
>
> **Schedule**
>
> Monthly, from 8/15/2016 to 5/26/2017
>
> ***Evidence of Completion***
>
> ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, PD Sessions

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observations, lesson plans, i-Ready data, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, and PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student progress, classroom observations, lesson plans, i-Ready data, PLC Toolkit 2.0 Evidence Packet

G2.B1.S2 The ongoing process of the PLC Toolkit 2.0 is implemented as a guiding tool for curriculum, instruction, and assessment. This includes the unwrapping of standards, lesson plan development with the scales of progression in mind, and creating formative assessments. 4

🔑 S244607

Strategy Rationale

A guaranteed and viable curriculum is implemented where skills and knowledge are evidenced from classroom to classroom.

Action Step 1 5

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet

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

🔍 G087216

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

🔍 B231832

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

🔍 S244608

Strategy Rationale

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

Action Step 1 `5`

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO sign-ins, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet

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

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Increased student achievement, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet, as well as the iReady Standards Mastery assessment

G3.B1.S2 The ongoing process of the PLC Toolkit 2.0 is implemented as a guiding tool for curriculum, instruction, and assessment. This includes the unwrapping of standards, lesson plan development with the scales of progression in mind, and creating formative assessments. 4

🔑 S244609

Strategy Rationale

By implementing a guaranteed and viable curriculum where skills and knowledge are evident from classroom to classroom.

Action Step 1 5

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Michael McLeod

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet

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.MA1 M328966	Data will be collected for writing through student work samples and analyzed during Collaborative...	McLeod, Michael	8/15/2016	Sign-in sheets, student work samples, lesson plans, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G2.MA1 M328971	Collaborative Learning Teams, Data Team Meetings, PD, and PCE's Action Plan	McLeod, Michael	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G3.MA1 M328976	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms, PLC Toolkit 2.0 Evidence Packets	5/26/2017 monthly
G1.B1.S1.MA1 M328962	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	formative and summative assessments, ERO sign-ins, lesson plans, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G1.B1.S1.MA1 M328963	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	formative and summative assessments, ERO sign-ins, Lesson Plans, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G1.B1.S1.A1 A316712	Professional Learning Communities, Data Team Meetings, and PD	McLeod, Michael	8/15/2016	formative and summative assessments, ERO sign-ins, lesson plans, PLC Toolkit 2.0 Evidence packet	5/26/2017 quarterly
G2.B1.S1.MA1 M328967	Collaborative Learning Teams, Data Team Meetings, and PD	McLeod, Michael	8/15/2016	Student progress, classroom observations, lesson plans, i-Ready data, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G2.B1.S1.MA1 M328968	Collaborative Learning Teams, Data Team Meetings, PD Sessions	McLeod, Michael	8/15/2016	Classroom observations, lesson plans, i-Ready data, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G2.B1.S1.A1 A316714	Professional Development in Balanced Literacy, Florida Standards, Word Study (Words Their Way),...	McLeod, Michael	8/15/2016	ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G3.B1.S1.MA1 M328972	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	Increased student achievement, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet, as well as the iReady Standards Mastery assessment	5/26/2017 monthly
G3.B1.S1.MA1 M328973	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	ERO sign-ins, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G3.B1.S1.A1 A316716	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G1.B1.S2.MA1 M328964	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	Sign-in sheets, student work samples, lesson plans, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G1.B1.S2.MA1 M328965	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	formative and summative assessments, ERO sign-ins, Lesson Plans, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G1.B1.S2.A1 A316713	Professional Learning Communities and PD	McLeod, Michael	8/15/2016	formative and summative assessments, ERO sign-ins, lesson plans	5/26/2017 quarterly
G2.B1.S2.MA1 M328969	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G2.B1.S2.MA1 M328970	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1 🔍 A316715	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	ERO sign-ins, lesson plans, increased student achievement, teacher feedback, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G3.B1.S2.MA1 🔍 M328974	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G3.B1.S2.MA1 🔍 M328975	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G3.B1.S2.A1 🔍 A316717	Collaborative Learning Teams, Data Team Meetings, PD	McLeod, Michael	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 A major barrier is not having enough resourceful data with explicit details offering detail criteria on student gap in performance. For example, a breakdown of PFO (purpose, focus, organization), EE (evidence and elaboration), and C (conventions).

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

PD Opportunity 1

Professional Learning Communities, Data Team Meetings, and PD

Facilitator

Michael McLeod and Liz Galasso

Participants

Instructional Staff and School Leadership Team

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

G1.B1.S2 Fourth grade teachers were provided with instructional strategies using the DBQ (Document Based Question) method in reading and writing informational texts. Teachers will use the historical context, task, and scaffolding questions to organize reading and writing processes.

PD Opportunity 1

Professional Learning Communities and PD

Facilitator

Michael McLeod/Liz Galazzo

Participants

Instructional Staff and School Leadership Team

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

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

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

G2.B1.S1 The MTSS process is used to identify TIER I, II, III student reading data and strategies in order to form differentiated groups at weekly grade team meetings and weekly Collaborative Learning Teams.

PD Opportunity 1

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

Facilitator

Michael McLeod, Liz Galasso, Literacy Coach

Participants

Instructional Staff and School Leadership Team

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G2.B1.S2 The ongoing process of the PLC Toolkit 2.0 is implemented as a guiding tool for curriculum, instruction, and assessment. This includes the unwrapping of standards, lesson plan development with the scales of progression in mind, and creating formative assessments.

PD Opportunity 1

Collaborative Learning Teams, Data Team Meetings, PD

Facilitator

Elizabeth Galasso/Heather Padgett

Participants

Instructional Staff and School Leadership Team

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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

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

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

PD Opportunity 1

Collaborative Learning Teams, Data Team Meetings, PD

Facilitator

Steve Layson/Courtney O'Neal

Participants

Instructional Staff and School Leadership Team

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G3.B1.S2 The ongoing process of the PLC Toolkit 2.0 is implemented as a guiding tool for curriculum, instruction, and assessment. This includes the unwrapping of standards, lesson plan development with the scales of progression in mind, and creating formative assessments.

PD Opportunity 1

Collaborative Learning Teams, Data Team Meetings, PD

Facilitator

Heather Padgett

Participants

Instructional Staff and School Leadership Team

Schedule

Monthly, from 8/15/2016 to 5/26/2017

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	Professional Learning Communities, Data Team Meetings, and PD				$4,932.57
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0061 - Palm City Elementary School	School Improvement Funds		$4,932.57
			Notes: Based on FTE Allocation of $8,214.73 and A+ Funds $6,583.00 shared amongst all goals			
2	G1.B1.S2.A1	Professional Learning Communities and PD				$0.00
3	G2.B1.S1.A1	**Professional Development in Balanced Literacy, Florida Standards, Word Study (Words Their Way), Rigor and Relevance, and Data Analysis.**				$4,932.57
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0061 - Palm City Elementary School	School Improvement Funds		$4,932.57
			Notes: Based on FTE Allocation of $8,214.73 and A+ Funds $6,583.00 shared amongst all goals			
4	G2.B1.S2.A1	Collaborative Learning Teams, Data Team Meetings, PD				$0.00
5	G3.B1.S1.A1	Collaborative Learning Teams, Data Team Meetings, PD				$4,932.57
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0061 - Palm City Elementary School	School Improvement Funds		$4,932.57
			Notes: Based on FTE Allocation of $8,214.73 and A+ Funds $6,583.00 shared amongst all goals-			
6	G3.B1.S2.A1	Collaborative Learning Teams, Data Team Meetings, PD				$0.00
					Total:	$14,797.71