

The School District of Palm Beach County

Palmetto Elementary School



2017-18 Schoolwide Improvement Plan

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

<https://pnte.palmbeachschools.org>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 94% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 93% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C* | C |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 1/11/2008.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palmetto Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Palmetto Elementary is committed to developing a community of life-long learners with a global mindset utilizing inquiry, knowledge, and compassion. To this end, we empower each other to take action, accept each other's differences, and create a more peaceful world and green environment. As a school community, we commit to a single school culture; collaborating to make this vision a reality.

b. Provide the school's vision statement.

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

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

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

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic successes. All students are:

* Collaborating in a student centered personalized environment. Students will be involved the articulating the academic targets. Students will conduct their own parent conferences based on their plan for learning. Students will set and monitor their academic goals driven by their personalized data. Students are trained to track their individual academic progress using the grade level created learning scale. A variety of authentic student work is displayed to establish quality control expectations and to show the progress and improvement of their individual academic achievement toward grade level proficiency. Classroom promotes student engagement by collaborative structures, accountable talk to show, tell and explain and prove reasoning through text based evidence. Students will have opportunities to work in pair shares and make decisions through project-based learning to show case their learning.

*Empowered and supported through high expectations to be college and career ready.. Palmetto is utilizing an IB, STEAM infused curriculum aligned with the Florida standards, which consistently has students experiencing rigorous content-based instruction. Delivery of effective instruction will occur through inquiry based and cooperative learning in conjunction with the Florida State Standards and the NGSSS. Students are actively engaged with complex tasks, texts, and talk using evidence from the text and creating work samples that are standards based and rigorous. Students are actively engaged in purposeful, relevant, project based learning to demonstrate a global understanding.

Palmetto utilizes a single school culture approach where all classrooms utilize a common board configuration that includes Date, I Can Statement or Essential Question, Bell Ringer, and Homework to set a purpose for learning. Classroom procedures are established, communicated, modeled, and maintained. Classroom schedules are posted and followed, activities are organized, transitions between activities are smooth, and instructions is bell-to-bell.

The faculty and staff of Palmetto Elementary School dedicate their time and efforts on a daily basis making sure that the environment for students is conducive to learning at all times. Students grasp the opportunity to participate in activities before the school day begins. We provide free breakfast and early learning, i.e. Computer Lab Activities, Library/Media opens before, during and after school hours. The classroom is managed by providing to students clear expectations for acceptable student behavior and to support the social and emotional learning of all students through the classroom community morning meetings. There are many clubs, after school tutorial and after school activities provided to our students extending learning.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Utilize exiting data systems to identify students who have attendance, behavioral or academic concerns.

Create data decision rules for number of absences or OSS for referrals to SBT
 Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 18 | 14 | 19 | 28 | 22 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 117 |
| One or more suspensions | 2 | 1 | 2 | 5 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA or Math | 42 | 45 | 67 | 92 | 76 | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 395 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 58 | 51 | 46 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 155 |

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 | 15 | 12 | 14 | 64 | 54 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 212 |

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Provide Literacy Night with Tips for Reading and Writing.

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

Implementing Arts Integration strategies to provide multiple ways of learning.

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

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

Standard Based Report Card parent training

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

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

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

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

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|--------------------------|
| Harris, Gladys | Principal |
| Stockman, Shannon | Other |
| Mohl, Michele | Teacher, K-12 |
| Easley, Susan | Teacher, ESE |
| Harper, Alice | Instructional Coach |
| Banks, Luisa | School Counselor |
| Moya, Danny | Assistant Principal |
| Richards, Shereen | Teacher, K-12 |
| Negron, Olga | Teacher, PreK |
| McCalla, Ana | Teacher, K-12 |
| Soto, Luiza | Teacher, K-12 |
| Bastien, Myrlande | Instructional Coach |
| Ackerman, Judith | Instructional Coach |
| Rosen, Mindy | Instructional Coach |
| Long, John | Instructional Technology |
| Cordero, Ara | Teacher, K-12 |

b. Duties

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

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

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

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

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

*Problem Solving Model -

The four steps of the Problem Solving Model are:

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

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

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

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

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

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

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

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

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

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

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

persists a Discipline Referral should be completed and sent to administration with a copy of the completed "Corrective Behavior Interventions Report" (PBSD 2464).

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

Voice Level 0: Silence

Voice Level 1: Whisper

Voice Level 2: Partner Voice

Voice Level 3: Large Group Voice

Voice Level 4: Outdoor Voice

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

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

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

District title 2 funds supports Marzano training and other initiatives.

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Myrlande Bastien | Teacher |
| Gladys E. Harris | Principal |
| Allyson Salmaggi | Teacher |
| Fe Pagtakhan | Education Support Employee |
| Stephanie Peck | Business/Community |
| Shereen Richards | Teacher |
| Katie Matos | Student |
| Courtney Caramanna | Education Support Employee |
| Michael Rivera | Business/Community |
| Shannon Stockman | Education Support Employee |
| Margaret Buchanan | Education Support Employee |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the School Improvement Plan (SIP) on our August 2017 SAC meeting. The Principal reviewed all the goals, strategies and barriers with all the members. The members made suggestions to make minor adjustments and asked questions to clarify goals and budget attached to SIP. Translation was provided for our second language families. The voting members voted and approved the SIP.

b. Development of this school improvement plan

The SIP draft was first created with the help of faculty & staff based upon the needs of the students and the school. We then took the draft before our School Advisory Council members at the August 2017 meeting. They in turn made adjustment and suggestions. Their input was incorporated into the existing SIP. It was reiterated to parents that the SIP is a living document we will refer to throughout the school year. The SAC will receive a SIP at-a-glance version of the School Improvement Plan (SIP) on our September 2017 meeting. It will be used as a discussion tool during this meeting. As always, Community Language Facilitators will be present for translation during this discussions to ascertain all present understand. The voting members voted on the August meeting with their approval of the 2017 SIP.

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

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

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

Staff Development to address student achievement in Math, Reading & Writing.
 Tutorial for students in grades 3, 4 & 5 beginning in September - April for Reading, Math & Writing
 Tutorial to support second grade students repeating the 2nd grade beginning in January for Reading.

Materials to support Professional Development and Tutorial needs., i.e. but not limited to: copy paper, chart paper, ink cartridges to run EDW reports, funds to pay tutorial staff,

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Harris, Gladys | Principal |
| Harper, Alice | Instructional Coach |
| McKay, Suzanne | Teacher, K-12 |
| Mohl, Michele | Other |
| Polland, Dan | Teacher, K-12 |
| Moya, Danny | |
| McCalla, Ana | Teacher, K-12 |
| Baird, Julie | Teacher, K-12 |
| Richards, Shereen | Teacher, K-12 |
| Soto, Luiza | Teacher, K-12 |
| Consuegra, Jessica | Teacher, K-12 |
| Anderson, Kathleen | Teacher, ESE |
| Garcia, Ledesma | Teacher, K-12 |
| Cordero, Ara | Teacher, K-12 |
| Ackerman, Judith | Instructional Coach |

b. Duties

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

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

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

The team will promote and support literacy in a variety of ways: Literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, address scheduling and room configuration concerns, providing instructional and student resources and materials, and other initiative. Focus: School Environment to reflect - School classroom libraries are up and maintained by

students under teacher supervision. Classroom set-up and traffic pattern is conducive to student learning and set-up for literacy inclusion model support. Use of inclusion model to ensure effective and rigorous Small Group Instruction that addresses individual literacy students' needs to meet grade level proficiency goals. Use LLI and Foundations materials to support small group instruction. Integration of subjects throughout the curriculum. Students track and monitor their reading by being accountable through a reading log. Students increase their reading time and grow a love for reading by being responding to texts in a variety of ways. The LLT works side by side with the IB coordinator and classroom teachers to help with the development of creating Inquirers in every child both in the classroom and the world outside through the content standards and transdisciplinary themes.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue of encouraging positive working relationships with teacher is participation in common planning, train the trainer model and weekly Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols, Florida Continuous Improvement Model (FCIM) and the Balanced Literacy approach are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Through PLCs teachers and coaches work closely analyze data from iReady, Standards Mastery, Diagnostics, FSQs, Common Assessments, and RRR. Teachers also work cooperatively to unpack standards in order to create scales and IB Units of Inquiry (UOI).

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

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

Offer high quality professional development opportunities.

Job opening are advertised on school board website.

Teachers coaching teachers providing a shared leadership environment.

Clinical Educators mentoring new teachers program.

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

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. ESP is the program of support and induction for first year teachers, it is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge

of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. School personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. The plan includes on-going collegiality and collaboration practices to promote a positive working relationship and interaction between the mentor and new educator. Experienced teachers with Clinical Educator credentials are encouraged to participate as mentors in the ESP Program. Experienced teachers in the same grade level are encouraged to be a "Buddy" to the new teacher for orientation of the nuances of the particular grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating

work samples that are standards-based and rigorous.

- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts

to prior skills and target the aspect of rigor called for by the standards.

We follow the scope of instruction found in the School District of Palm Beach County Blender website for all subjects to ensure implementation of Florida Standards. Grade level teams create learning scales by unpacking the content based standards that are taught in each IB UOI. Students use the scales that are aligned to the standards to monitor their progress. The 90 minute Reading block is a rotation model where students spend assigned time in: iReady computer program, Independent Work, and double down Small Group instruction with teacher. UOIs are used as an instructional framework throughout the day in each content area and fine arts class. The UOIs are in depths and last for several weeks. Students develop transdisciplinary skills such as decision making, listening, collecting data, and working cooperatively during instructional time. Teachers compliment the learning through project based periodicals. All classes follow a rotational model that provides opportunities for shared learning experiences, cooperative groups, as well as independent practice. Teachers collect evidence of learning to determine student progress. During the independent reading time students respond to literature in their interactive notebooks by answering standard-based questions. We discuss curriculum and align all lesson of instruction with Florida Standard delivery of differentiated instruction that meets the needs of our students. Our teachers are trained and have adopted Leveled Literacy Intervention (LLI) and Foundations program to work with students exhibiting deficiency in reading. Strategies are utilized with students in the Tier 2 or Tier 3 and aligned with Florida Standards. I-Ready resources and the teacher toolbox are utilized during the extended hours with small group of students to reinforce any standards that have not been mastered.

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

dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum and the standards.

b. Instructional Strategies

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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Reading intervention program will be provided during the extended reading block daily for an hour. Students will work in small groups or independent practice.

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

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

Strategy Rationale

Based on research students spending individualized time learning multiple strategies and being explicitly taught specific strategies lead to an improvement in reading comprehension. Close reading strategies and Effective interventions build fluency in reading that lead to growth in reading comprehension. This includes giving students multiple opportunities to repeatedly read familiar text independently and with corrective feedback focusing on English Language Development.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Palmetto offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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

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

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

Students in 5th grade are assisted by the guidance counselors in determine any choice middle schools they may want to attend. Guidance counselors also guide the students in the classes to chose in middle school. Middle schools will come to Palmetto to talk to the students. ELL parents are invited to the middle school to gain information from the ESOL guidance counselors to meet the needs of the ELL students transitioning into middle school.

b. College and Career Readiness

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

We have a partnership with Team Work USA where a group of individual business partners contribute to several students college fund through a scholarship program. All students & families are exposed to this opportunity through an assembly where college and career awareness is emphasized. School Based Team review and provide assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students. Meetings held with parents (i.e. parent training) to explain their role in assisting students with being ready for college. We have partnered with the feeder schools (i.e. Conniston, Palm Springs Middle, and Forest Hill High School, Palm Beach Atlantic University) through the Educational Mall Symposium night to present to the community our commitment and importance of students staying in school and graduating. K-12 educational focus.

Palmetto is in year 2 of the IB program. Students are preparing to do an exposition bases on a

transdisciplinary theme in 5th grade. This allows them to experience real world issue and prepare them for action in the outside world.

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Math overall average 46%

Reading Overall average 32%

Science Overall average 34%

3rd Grade reading is 33%

B. Problem Analysis Summary

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

Based on the elementary literacy assessment, the majority of students are entering third grade below grade level in Reading.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1a**

G094812

Targets Supported **1b**

| Indicator | Annual Target |
|-------------------------------|---------------|
| FSA ELA Achievement - Grade 3 | 62.0 |
| FSA ELA Achievement - Grade 3 | 41.0 |
| FSA ELA Achievement | 40.0 |
| Literacy Rate - Kindergarten | 56.0 |
| Literacy Rate - Grade 1 | 55.0 |
| Literacy Rate - Grade 2 | 50.0 |

Targeted Barriers to Achieving the Goal **3**

- We have a challenge at unpacking standards, designing explicit lessons that support student mastery, and incorporating scaffolds and differentiated learning structures to meet the various needs of our students.

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

- On-going professional development provided on a monthly basis to build teacher capacity when teaching and re-teaching students. Topics: Dis-aggregate data (Performance Matters, Palmetto Reteach/Reassess Google.doc, timeline development, deliver instructional focus, frequent assessments, tutorials, enrichment, maintenance, monitoring). Use data to provide feedback to students on their performance, use of technology for academic maintenance/remediation/enrichment. PD delivered by onsite coaches, district personnel and regional office support staff.
- Master schedule to reflect additional opportunities for supplemental and intensive instruction outside of core content area classes (tutorial program).
- Use of results of the assessments to improve and/or enrich individual student performance and also to improve the instructional program.
- Alignment of assessment and instruction - school's curriculum and assessments programs to include the following: Clear understanding of Florida Standards and NGSS expectations, the use of data analysis (i.e. item analysis to drive instruction and remediation), assessments that are highly aligned, a comprehensive scope and sequence (curriculum map, instructional focus calendar, learning scales, lesson planning & delivery, Instructional Strategies, and Best Practices), support for professional development and implementation, ongoing reflection and revision.
- Inclusion Model implemented in all grade levels to provide more time for differentiated instruction to individual students.
- Technology classes provided to students in third, fourth and fifth grade classes on a weekly basis.
- Attend In-County, Out-County, and Out-State Conference to acquire innovative strategies to improve curriculum and instruction, address management challenges, stretch resources, engage parents and communities, utilize new technologies effectively and create optimal learning environments.
- Title 1 supplemental funds are a resource.

Plan to Monitor Progress Toward G1. 8

Data will be monitored throughout the year with the use of Diagnostics, RRR, iReady Diagnostics, and FSA score

Person Responsible

Gladys Harris

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Diagnostics (Winter and Spring), RRR (3 times), iReady Diagnostics (3 times), FSA

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1**

 G094812

G1.B4 We have a challenge at unpacking standards, designing explicit lessons that support student mastery, and incorporating scaffolds and differentiated learning structures to meet the various needs of our students. **2**

 B254990

G1.B4.S1 Adult Centered Provide staff with professional learning opportunities focused on deepening their understanding of the standards to ensure they plan and deliver effective instruction. **4**

 S269437

Strategy Rationale

If we increase teacher capacity in using the standards to design explicit lessons, then we will see an improvement in student outcomes.

Action Step 1 **5**

SSCC and Reading Coach will provide professional development on analyzing multiple measures of data, including iReady Diagnostics, and RRR in order to create differentiated small groups in the ELA and extended hour blocks.

Person Responsible

Shannon Stockman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Small group lesson plans, walk throughs, iReady reports, RRR data on EDW

Action Step 2 **5**

SSCC and Reading Coach will provide professional development through PLCs on planning in depth effective instruction to meet the needs of all learners.

Person Responsible

Shannon Stockman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walk through, student work (notebooks), FSA data

Action Step 3 5

Teachers will engage in PLCs weekly unpack standards and create appropriate standards based learning goal scales that will guide effective instruction.

Person Responsible

Shannon Stockman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Learning Goal Scales, Units of Inquiry, Student Notebooks

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will conduct walkthroughs and data chats. Usage of technology will be monitored weekly, along with lesson plans.

Person Responsible

Danny Moya

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

iReady usage reports, Imagine Learning Reports, Student Notebooks with evidence of thinking and learning, PLCs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will conduct walkthroughs and data chats.

Person Responsible

Gladys Harris

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

PBPA, FSQ, USA, RRR, Standards Mastery

G1.B4.S2 Student Centered Provide students with a variety of personalized learning opportunities designed to meet their needs. 4

 S269438

Strategy Rationale

If we support our students by personalizing their learning, then there will be an increase in their engagement which will result in an increase in their success.

Action Step 1 5

Students will engage in small group guided instruction throughout the extended reading block using iReady materials and practice reading strategies.

Person Responsible

Danny Moya

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student notebooks, observations, lesson plans

Action Step 2 5

Students will engage in IB units of inquiry to push their thinking and learning

Person Responsible

Judith Ackerman

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, student work, observations

Action Step 3 5

Students will work with academic tutors in a double down rotational model to receive small group differentiated instruction

Person Responsible

Gladys Harris

Schedule

Daily, from 8/21/2017 to 5/4/2018

Evidence of Completion

Observations, student notebooks

Action Step 4 5

Students will engage in STEAM activities and utilize technology resources to gain a better understanding of IB transdisciplinary themes

Person Responsible

Mindy Rosen

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

lesson plans, observations, discussions

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Administration will monitor the usage of technology by the students, along with student notebooks that show evidence of thinking and learning.

Person Responsible

Gladys Harris

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Technology usage reports, student notebooks, student learning goal scales

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will monitor data weekly and check lesson plans to ensure that data is driving instruction. Administration will conduct daily walkthroughs.

Person Responsible

Danny Moya













Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSQ, USA, PBPA, RRR, iReady usage reports, Standards Mastery

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|-------------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
|  G1.B4.S2.A3 A359785 | Students will work with academic tutors in a double down rotational model to receive small group... | Harris, Gladys | 8/21/2017 | Observations, student notebooks | 5/4/2018 daily |
|  G1.MA1 M384453 | Data will be monitored throughout the year with the use of Diagnostics, RRR, iRedy Diagnostics, and... | Harris, Gladys | 8/14/2017 | Diagnostics (Winter and Spring), RRR (3 times), iReady Diagnostics (3 times), FSA | 6/1/2018 triannually |
|  G1.B4.S1.MA1 M384449 | Administration will conduct walkthroughs and data chats. | Harris, Gladys | 8/14/2017 | PBPA, FSQ, USA, RRR, Standards Mastery | 6/1/2018 every-3-weeks |
|  G1.B4.S1.MA1 M384450 | Administration will conduct walkthroughs and data chats. Usage of technology will be monitored... | Moya, Danny | 9/1/2017 | iReady usage reports, Imagine Learning Reports, Student Notebooks with evidence of thinking and learning, PLCs | 6/1/2018 weekly |
|  G1.B4.S1.A1 A359780 | S SCC and Reading Coach will provide professional development on analyzing multiple measures of... | Stockman, Shannon | 8/14/2017 | Small group lesson plans, walk throughs, iReady reports, RRR data on EDW | 6/1/2018 monthly |
|  G1.B4.S1.A2 A359781 | S SCC and Reading Coach will provide professional development through PLCs on planning in depth... | Stockman, Shannon | 8/14/2017 | Lesson plans, walk through, student work (notebooks), FSA data | 6/1/2018 weekly |
|  G1.B4.S1.A3 A359782 | Teachers will engage in PLCs weekly unpack standards and create appropriate standards based... | Stockman, Shannon | 8/14/2017 | Learning Goal Scales, Units of Inquiry, Student Notebooks | 6/1/2018 weekly |
|  G1.B4.S2.MA1 M384451 | Administration will monitor data weekly and check lesson plans to ensure that data is driving... | Moya, Danny | 8/14/2017 | FSQ, USA, PBPA, RRR, iReady usage reports, Standards Mastery | 6/1/2018 weekly |
|  G1.B4.S2.MA1 M384452 | Administration will monitor the usage of technology by the students, along with student notebooks... | Harris, Gladys | 8/14/2017 | Lesson Plans, Technology usage reports, student notebooks, student learning goal scales | 6/1/2018 weekly |
|  G1.B4.S2.A1 A359783 | Students will engage in small group guided instruction throughout the extended reading block using... | Moya, Danny | 8/14/2017 | Student notebooks, observations, lesson plans | 6/1/2018 daily |
|  G1.B4.S2.A2 A359784 | Students will engage in IB units of inquiry to push their thinking and learning | Ackerman, Judith | 8/14/2017 | lesson plans, student work, observations | 6/1/2018 daily |
|  G1.B4.S2.A4 A359786 | Students will engage in STEAM activities and utilize technology resources to gain a better... | Rosen, Mindy | 8/14/2017 | lesson plans, observations, discussions | 6/1/2018 daily |

V. Professional Development Opportunities

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

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

G1.B4 We have a challenge at unpacking standards, designing explicit lessons that support student mastery, and incorporating scaffolds and differentiated learning structures to meet the various needs of our students.

G1.B4.S1 Adult Centered Provide staff with professional learning opportunities focused on deepening their understanding of the standards to ensure they plan and deliver effective instruction.

PD Opportunity 1

SSCC and Reading Coach will provide professional development on analyzing multiple measures of data, including iReady Diagnostics, and RRR in order to create differentiated small groups in the ELA and extended hour blocks.

Facilitator

Stockman, Harper, Harris, Moya

Participants

All teachers, support staff, and academic tutors

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

SSCC and Reading Coach will provide professional development through PLCs on planning in depth effective instruction to meet the needs of all learners.

Facilitator

Stockman, Harper, Harris, Moya

Participants

All teachers, support staff, and academic tutors

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Teachers will engage in PLCs weekly unpack standards and create appropriate standards based learning goal scales that will guide effective instruction.

Facilitator

Stockman, Harris, Moya

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G1.B4.S2 Student Centered Provide students with a variety of personalized learning opportunities designed to meet their needs.

PD Opportunity 1

Students will engage in small group guided instruction throughout the extended reading block using iReady materials and practice reading strategies.

Facilitator

Stockman, Harper, Harris, Moya

Participants

All teachers, support staff, and academic tutors

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Students will engage in IB units of inquiry to push their thinking and learning

Facilitator

Ackerman

Participants

All teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Students will engage in STEAM activities and utilize technology resources to gain a better understanding of IB transdisciplinary themes

Facilitator

Rosen

Participants

All teachers and staff

Schedule

Daily, from 8/14/2017 to 6/1/2018