

The School District of Palm Beach County

Sandpiper Shores Elementary School



2017-18 Schoolwide Improvement Plan

Sandpiper Shores Elementary School

11201 GLADES RD, Boca Raton, FL 33498

<https://sses.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>52%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>59%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 Sandpiper Shores 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.

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

b. Provide the school's vision statement.

Sandpiper Shores Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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-infusing literacy in the 5th grade curriculum such as Number the Stars and Daniels Story, guest speaker, etc.
- History of Africans and African Americans-infusing through literacy school-wide.
- Hispanic Contributions-Teachers will embed cultural diversity within curriculum and daily course work through reading selections as well as highlighting contributions through our morning news show.
- Women's Contributions-Teachers will embed cultural diversity within curriculum and daily course work through reading selections.
- Sacrifices of Veterans-Teachers will embed cultural diversity within curriculum and daily course work through reading selections.

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

Sandpiper Shores Elementary will articulate, demonstrate, and teach the specific practices that reflect the application of our SwPBS Universal Guidelines to the contexts students will encounter before/ during/after school in order to foster Single School Culture.

Sandpiper Shores Shining S.T.A.R.S. are Safe, Team Players, Accepting, Respectful, and Successful.

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

- Collaborating 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.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

- Universal Guidelines and behavior matrix are introduced the first week of school and then reinforced and retaught throughout year to ensure students are aware of school expectations.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place; Shining Stars Program for student recognition and Principal's 200 Club to encourage positive behavior. The Guidance counselor has a monthly citizenship program to encourage students to demonstrate the pillars of citizenship.

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.

- Operational school based team (MTSS) meets weekly to discuss students with barriers to academic and social success;
- Teachers volunteer and are available to mentor students in need of academic and emotional support thorough our mentoring program
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports. Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- School guidance counselor offers a variety of group counseling services and meets with students individually who are in need of support. She meets with a lunch bunch, she has a morning group of 5th graders to help them gain academic success and improve behavior. Support is provided by Ruth Rales organization to provide counseling for students in need.

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 data systems to identify students who have attendance, behavioral or academic concerns
- Set up a data room where our students who are functioning below grade level are identified, discussed and monitored on a regular basis.

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	24	25	18	21	13	16	0	0	0	0	0	0	0	117
One or more suspensions	1	5	0	3	4	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	33	33	57	68	43	48	0	0	0	0	0	0	0	282
Level 1 on statewide assessment	0	0	0	30	25	37	0	0	0	0	0	0	0	92

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	17	9	32	25	33	15	0	0	0	0	0	0	0	131

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Foundations, Seeing Stars, Recipe for Reading, Small group instruction with guided reading and skill groups in reading and math, iReady Toolkit, etc. ;
- Teachers meet regularly through PLC's, team meetings, and data chats to discuss student growth and monitor progress,
- Teachers plan standards-based lessons collaboratively to meet the needs of all students. All struggling students have an additional small group with either the classroom teacher or a support teacher.

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?

No

1. PFEP Link

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

2. Description

Our school communicates our vision and mission statements through SAC and our website

* Open House, Curriculum nights (6:00 pm), PTA General Meetings combined with awards ceremonies to increase parent involvement (7:00PM) and numerous monthly activities (day and evening), SAC (6:00PM), Parent Educational Training Opportunities (morning and evening)

- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators
- Communicate classroom and school news to parents on a regular basis through memos, flyers, call outs, Edline, Dojo and PTA newsletter
- Positive notes, letters, phone calls home
- Curriculum -based family nights (Math, Science, Reading, etc.)

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.

Business Partnerships are established to provide support for various activities/events throughout the school year.

Families are encouraged to support the businesses that sponsor activities/events at Sandpiper Shores Elementary.

Events done in conjunction with local vendors brings a symbiotic supportive relationship between the community and school.

PTA hosts a carnival/auction and yard sale to bring the community in to the school.

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
Coletto, Stephanie	Principal
Boone, Sheila	Assistant Principal
Brandt, Renee	Teacher, ESE
Rice, Traci	Teacher, K-12
Brodbeck, Alison	Psychologist
Strickroot, Millie	Instructional Coach
Davies, Randi	Other
Lessne, Dahlia	School Counselor
	School Counselor

b. Duties

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

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, school psychologist, classroom teachers, Speech Language Pathologist, and the school counselor.

The principal provides a common vision for the use of data-based decision-making to ensure:

- *a sound, effective academic program is in place
- *a process to address and monitor subsequent needs is created
- *the School Based Team (SBT) is implementing RTI processes
- *assessment of RTI skills of school staff is conducted
- *fidelity of implementation of intervention support is documented
- *adequate professional development to support RTI implementation is provided
- *effective communication with parents regarding school-based RTI plans and activities

The School Based Team/MTSS Leader: The School Based Team/MTSS Leader will assist the principal in overseeing the entire RTI process at the school. The School Based Team/MTSS Counselor and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current

instructional practices used at the school. She will be responsible for tracking school based team referrals. The SBT/MTSS Leader will provide academic, social and behavioral interventions and track and monitor their progress. The members of the team will also review student referrals, analyze individual student data, problem solve and assign teachers to provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The School Counselor: The School Counselor will provide guidance lessons, small group counseling and individual support to staff and students. The School Counselor will share effective interventions with staff members. The School Counselor will provide social and behavioral interventions and assist staff members in tracking and monitoring their progress.

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 MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be 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 will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, 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:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
 4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' 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

An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.

SAI Teacher services students who are in the lowest 25% in Reading
 Nutritious Programs - Free Breakfast for all students every morning
 G.R.E.A.T. Program - Fifth Grade program
 Anti-Bullying program - Guidance Counselor

Our school integrates Single School Culture by sharing our Universal Guidelines for success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We update our Action Plans during our SwPBS Team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons and implementation of SwPBS programs. Our Fifth Grade students participate in a six week anti-bullying program called G.R.E.A.T. (Gang Resistance Education and Training). A graduation is held at the end of the six weeks for all Fifth Grade students. Our Guidance Counselor does classroom lessons with our students from other grade levels.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephanie Coletto	Principal
Richard Brandt	Business/Community
Pina Lopez	Education Support Employee
Wolf Richardson	Parent
Jamie Filla	Parent
Amanda Kennedy	Education Support Employee
Crystal Clark	Parent
Gyslène Chanoine	Parent
Karen Salles	Parent
Kristen Stern	Teacher
Rafael Salles	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

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

At our monthly SAC meetings, we will review our SIP goals as measured by data from the FSA Assessment in order to monitor our progress. Strengths and weaknesses were discussed and a preliminary plan was developed for School Improvement goals and strategies.

During the preschool meetings and school year Learning Team meetings, data will be analyzed and discussed.

Adjustments will be made to the plan as necessary.

b. Development of this school improvement plan

School Improvement Committee members convened on July 26 and 27, 2016 to evaluate last year's SIP goals and identify strengths and weaknesses, and a preliminary plan was developed for School Improvement goals and strategies.

The SAC reviewed and approved the SIP at the first SAC meeting on September 14, 2016. The SAC will continue to meet on a monthly basis to review current student data and revise the SIP as the need arises. This process will be ongoing throughout the year as the data becomes available.

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

If funds become available, 100% will be applied towards tutorial programs for students.

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

100% was applied towards tutorial programs for students.

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
Coletto, Stephanie	Principal
Boone, Sheila	Assistant Principal
Fleming, Ann	Teacher, K-12
Dybas, Mercedes	Teacher, ESE
Strickroot, Millie	Teacher, K-12
Rice, Traci	Teacher, ESE
patel, Anika	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 representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Additionally, SIP goals are addressed through this team. Goals have been established. The team will create a plan of action and meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: Through literacy events, professional development, training and support from District Cohort leaders through coaching and/ modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. Additionally, the team meets to track the progress of our struggling students.

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 for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by grade level for the purpose of analyzing data and unpacking standards in order to plan their instruction to reach and maintain academic rigor. Student progress is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Sandpiper Shores continues to partner with local universities in order to participate in their Teacher Intern program. The school pairs student interns with experienced clinical educators who share their professional expertise. Many of the interns have secured permanent positions at Sandpiper Shores upon successful completion of the program. Administration attends job fairs and reaches out to qualified candidates from all over the country to find the right fit. Extensive training and peer support offered to all new staff to increase retention rates.

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, the program of support and induction for first year teachers, 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.

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.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards through our Professional Learning Communities. Teachers utilize district provided resources such as Blender to plan and discuss English Language Arts and Math curriculum. 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

*Holding Learning Team and Literacy Leadership Team 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)

•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 45-60 minute writing block

•Providing iii instruction based on student needs

•Providing instruction aligned with the Language Arts Florida Standards for their grade level

•Administering assessments which measure instructed standards

Monitoring progress at the class and grade level during Learning Team Meetings

•Conducting data chats with teachers and students

Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

•Students self-selecting texts based on RRR levels

•Students receiving push-in/pull out services for ESE/ELL

•Providing LLI (Leveled Literacy Intervention) instruction

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: 5,400

Tutorial programs will be offered in Reading and Math to students who are not proficient.

Strategy Rationale

Provide students with strategic instruction based on their need in order to increase student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Coletto, Stephanie, stephanie.coletto@palmbeachschools.org

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

Pre-test/Post-test will be administered to the students and data will be reviewed and analyzed.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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.

Strategies used to assist Pre-K children in their transition are:

Parents and students attend an orientation in May to assist in preparing students for Kindergarten

The school holds an assessment day in the summer to screen our incoming kindergarten students to begin planning rigorous instruction.

Staggered start schedule is implemented to assist students in transitioning

Strategies used to assist students in transitioning through grade levels:

All members of the school staff participate in collaborative professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. 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.

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.

NA

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

Na

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

NA

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.

NA

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

G094860

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
Math Lowest 25% Gains	50.0
FSA ELA Achievement - Grade 3	75.0
FCAT 2.0 Science Proficiency	74.0
FSA ELA Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of how to get to rigor and transferring that learning pathway to students through the use of learning targets, complex text and designing tasks to match the level of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilize PLC Facilitators and district personnel for professional development
- Stem Questions
- iReady Toolkit, Ready Workbooks and Continuum
- Test Item Specifications
- Growth Mindset, Social Emotional learning resources
- Scholastic Storyworks, Readworks, News ELA, Blender resources for complex text.

Plan to Monitor Progress Toward G1. 8

School Leadership teams will meet regularly to review student progress and to monitor school improvement goals.

Person Responsible

Stephanie Coletto

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion


FSQ's, USA, IReady, diagnostics, and FSA data and classroom walkthroughs and instructional rounds.

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

G094860

G1.B1 Teachers understanding of how to get to rigor and transferring that learning pathway to students through the use of learning targets, complex text and designing tasks to match the level of the standard. 2

B255173

G1.B1.S1 Collaborative conversations around standards and student work in our PLC meetings and Grade level meetings and Instructional Rounds. 4

S269634

Strategy Rationale

To deepen teacher's knowledge and improving our craft.

Action Step 1 5

Teachers will collaborate at PLC and team meetings to develop questions and tasks that demonstrate understanding of text and are aligned to the state standards and the Strategic Plan.

Person Responsible

Millie Strickroot

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Planned units of study that are aligned to the standards and taxonomy and learning scales

Action Step 2 5

Aligning standards and test item specs to curriculum across grade levels

Person Responsible

Stephanie Coletto

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Unit plans and scales as well as curriculum committee meeting notes

Action Step 3 5

Utilizing the unit plans that were developed at our PLC and grade level collaborative planning meetings

Person Responsible

Stephanie Coletto

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Through classroom walkthroughs and instructional rounds, analyzing student products and discussions in PLC's.

Action Step 4 5

Utilizing complex texts, planned questions and oral and written tasks that are aligned to the standards.

Person Responsible

Stephanie Coletto

Schedule

Daily, from 8/29/2017 to 8/29/2017

Evidence of Completion

Performance matters, FSQ and USA assessments and other informal assessments and lesson plans

Action Step 5 5

Scaffold to provide all students the opportunity to engage in the work of the lesson.

Person Responsible

Stephanie Coletto

Schedule

Monthly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Data from RRR, Task Evidence, FSQ's USA's, FSA, diagnostics, FCAT Science

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

Administrators will conduct classroom walkthroughs and data chats with teachers as well as participate in discussions at PLC's.

Person Responsible

Stephanie Coletto

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

RRR, Performance Matters, data from FSQ's, USA's Diagnostic testing and iReady, Lesson Plans

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

School leadership (Grade Chairs, PLC leader, etc.) ensures consistency across grade levels.

Person Responsible

Stephanie Coletto

Schedule

Weekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Student task evidence, Data from various assessments, consistency through instructional rounds and walkthroughs.

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

Conduct classroom walkthroughs and analyze data from various assessment tools.

Person Responsible

Stephanie Coletto

Schedule

Every 3 Weeks, from 8/29/2017 to 6/1/2018

Evidence of Completion

RRR, Unify, EDW, Diagnostic testing, iReady, FSA and FCAT Science data.

G1.B1.S2 To establish personalized learning opportunities for all students. 4

S269635

Strategy Rationale

By understanding what our students need to know and be able to do. Tracking whether they are making progress and adjusting our instruction.

Action Step 1 5

Teacher will engage students in using learning goals and scales to track their progress.

Person Responsible

Stephanie Coletto

Schedule

Daily, from 8/29/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs, exit tickets, and student evidence

Action Step 2 5

Teachers will make adjustments to their instruction by using the data generated from student assessments and work products.

Person Responsible

Stephanie Coletto

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

PLC agendas, lesson plans, data chats, discussions in PLC and team meetings. Analyzing student evidence.

Action Step 3 5

Confer with students about their work, address their concerns and design next steps.

Person Responsible

Stephanie Coletto

Schedule

Quarterly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Student notebooks, student data, anecdotal notes

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

PLC leader will monitor discussion, administration will conduct data chats, lesson plan checks, data monitoring.

Person Responsible

Stephanie Coletto

Schedule

Quarterly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Sign in sheets and agendas, Lesson plans, assessment data

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

Through observation of classroom instruction, data chats and assessment data.

Person Responsible

Stephanie Coletto












Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

Through FSQ, USA, RRR, Diagnostic and FSA assessments, student evidence and classroom observations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A4  A360227	Utilizing complex texts, planned questions and oral and written tasks that are aligned to the...	Coletto, Stephanie	8/29/2017	Performance matters, FSQ and USA assessments and other informal assessments and lesson plans	8/29/2017 daily
G1.MA1  M384962	School Leadership teams will meet regularly to review student progress and to monitor school...	Coletto, Stephanie	8/29/2017	FSQ's, USA, IReady, diagnostics, and FSA data and classroom walkthroughs and instructional rounds.	6/1/2018 biweekly
G1.B1.S1.MA1  M384957	Conduct classroom walkthroughs and analyze data from various assessment tools.	Coletto, Stephanie	8/29/2017	RRR, Unify, EDW, Diagnostic testing, iReady, FSA and FCAT Science data.	6/1/2018 every-3-weeks
G1.B1.S1.MA1  M384958	Administrators will conduct classroom walkthroughs and data chats with teachers as well as...	Coletto, Stephanie	8/29/2017	RRR, Performance Matters, data from FSQ's, USA's Diagnostic testing and iReady, Lesson Plans	6/1/2018 biweekly
G1.B1.S1.MA3  M384959	School leadership (Grade Chairs, PLC leader, etc.) ensures consistency across grade levels.	Coletto, Stephanie	8/29/2017	Student task evidence, Data from various assessments, consistency through instructional rounds and walkthroughs.	6/1/2018 weekly
G1.B1.S1.A1  A360224	Teachers will collaborate at PLC and team meetings to develop questions and tasks that demonstrate...	Strickroot, Millie	8/29/2017	Planned units of study that are aligned to the standards and taxonomy and learning scales	6/1/2018 biweekly
G1.B1.S1.A2  A360225	Aligning standards and test item specs to curriculum across grade levels	Coletto, Stephanie	8/28/2017	Unit plans and scales as well as curriculum committee meeting notes	6/1/2018 monthly
G1.B1.S1.A3  A360226	Utilizing the unit plans that were developed at our PLC and grade level collaborative planning...	Coletto, Stephanie	8/29/2017	Through classroom walkthroughs and instructional rounds, analyzing student products and discussions in PLC's.	6/1/2018 biweekly
G1.B1.S1.A5  A360228	Scaffold to provide all students the opportunity to engage in the work of the lesson.	Coletto, Stephanie	8/29/2017	Data from RRR, Task Evidence, FSQ's USA's, FSA, diagnostics, FCAT Science	6/1/2018 monthly
G1.B1.S2.MA1  M384960	Through observation of classroom instruction, data chats and assessment data.	Coletto, Stephanie	8/29/2017	Through FSQ, USA, RRR, Diagnostic and FSA assessments, student evidence and classroom observations.	6/1/2018 biweekly
G1.B1.S2.MA1  M384961	PLC leader will monitor discussion, administration will conduct data chats, lesson plan checks,...	Coletto, Stephanie	8/29/2017	Sign in sheets and agendas, Lesson plans, assessment data	6/1/2018 quarterly
G1.B1.S2.A1  A360229	Teacher will engage students in using learning goals and scales to track their progress.	Coletto, Stephanie	8/29/2017	Classroom walkthroughs, exit tickets, and student evidence	6/1/2018 daily
G1.B1.S2.A2  A360230	Teachers will make adjustments to their instruction by using the data generated from student...	Coletto, Stephanie	8/29/2017	PLC agendas, lesson plans, data chats, discussions in PLC and team meetings. Analyzing student evidence.	6/1/2018 biweekly
G1.B1.S2.A3  A360231	Confer with students about their work, address their concerns and design next steps.	Coletto, Stephanie	8/29/2017	Student notebooks, student data, anecdotal notes	6/1/2018 quarterly

V. Professional Development Opportunities

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

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

G1.B1 Teachers understanding of how to get to rigor and transferring that learning pathway to students through the use of learning targets, complex text and designing tasks to match the level of the standard.

G1.B1.S1 Collaborative conversations around standards and student work in our PLC meetings and Grade level meetings and Instructional Rounds.

PD Opportunity 1

Teachers will collaborate at PLC and team meetings to develop questions and tasks that demonstrate understanding of text and are aligned to the state standards and the Strategic Plan.

Facilitator

Millie Strickroot and Sheila Boone

Participants

All Teachers

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

PD Opportunity 2

Aligning standards and test item specs to curriculum across grade levels

Facilitator

Committee Chairs and Team Leaders

Participants

All staff

Schedule

Monthly, from 8/28/2017 to 6/1/2018

PD Opportunity 3

Utilizing complex texts, planned questions and oral and written tasks that are aligned to the standards.

Facilitator

Various District Staff

Participants

All Teachers

Schedule

Daily, from 8/29/2017 to 8/29/2017