

Palm Beach Public School

239 COCOANUT ROW, Palm Beach, FL 33480

<https://pbp.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	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

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 Palm Beach Public 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.

Palm Beach Public School prepares students with the academic skills and character traits necessary to reach their academic potential.

b. Provide the school's vision statement.

Palm Beach Public School students, teachers, parents, and community will work together to ensure academic gains, in order to prepare the students to be productive citizens and leaders.

2. School Environment

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

Teachers and counselor work daily to build a positive relationship with all students through building rapport, general interactions, and conversations. Teachers include reading selections, writing prompts, and class discussions in instruction to make students aware of the following topics. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

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

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 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.

Palm Beach Public follows the District's mandate of SwPBS (School Wide Positive Behavior Support).

Palm Beach Public articulates, demonstrates, and teaches the specific practices in the behavior matrix that was developed by the SwPBS team. Teachers introduce the matrix and expectations to students at the beginning of the school year and reinforce throughout the school year.

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.

In addition to SwPBS, our school uses the district form PBSD 2464 titled Corrective Behavior Intervention Report. This report is used for classroom teachers to handle behavior problems prior to involving administration. The SwPBS team reviews classroom data to ensure students are engaged while in class. Teachers maintain a minimum of a 4:1 ratio of positive interactions to ensure students remain engaged during instructional time. The school introduced school wide expectations to encourage positive behavior in all 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.

Weekly SBT (School Based Team) meetings are held to discuss students that have been identified as having behavioral or academic issues.

The Guidance Counselor meets with students during the school year in a group setting. She also is available for small group and individual counseling when necessary.

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.

Students are monitored closely for academic and behavioral progress. Any students who are performing below expected levels are given iii, SAI, or additional help with interventionists. Parents are notified by the teacher, guidance counselor, or administrators if a situation arises. Students with behavioral issues are placed on individual behavior plans.

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	13	3	5	3	4	4	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	8	21	20	17	15	13	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	9	13	18	0	0	0	0	0	0	0	40

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	1	1	9	9	8	3	0	0	0	0	0	0	0	31

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

Students identified with concerns regarding attendance, behavior or academics are referred to our School Based Team. Team members meet weekly and work collaboratively to implement intervention plans specific to the students needs. Tiered intervention plans are developed and implemented when needed. Intervention strategies include but are not limited to:

1. Academics: researched based programs such as Breakthrough to Literacy, LLI, Fast Track, Go Math, and AIMS Web.
2. Behavior: Agency referrals, individual and small group counseling, individualized behavior plans, Functional Behavior Assessments and Behavioral Intervention Plans.
3. Attendance: Agency referrals, attendance improvement plan and agreement, and counseling.

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

Parental involvement targets include attendance at Open House, Curriculum Night, Parent Literacy Council, and cultural events sponsored by the Orchestral Strings Program throughout the year. The Parent Teacher Association is actively involved in planning family involvement events throughout the school year.

Positive notes via agenda and communicator folders, letters, and phone calls home are used by teachers and administration to continue to increase family involvement.

In addition, Parents are invited to a monthly Coffee in the Courtyard gathering.

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.

Local business partnerships are established through our Volunteer and Business Partnership Coordinators as well as through administrative relationships with the community. The Kiwanis Club, the Rotary Club, and several other business organizations provide resources. The Palm Beach Country Club contributes funds to support an after school tutorial and arts program for students in Grades 3-5. The local Kiwanis club honors our Student of the Month at a luncheon and provides them with a monetary reward. Members of the community are present at SAC meetings and are involved in the planning and academic growth of students. The Palm Beach Tutors assist students in grades Kindergarten through five with academic and personal/social needs.

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
Schwab, Christie	Principal
Schmitz, Mary	Assistant Principal
Martinez, Jennifer	Teacher, K-12
Rodriguez, Jillian	Teacher, K-12
Rominger, Victoria	Teacher, K-12
Bicksler, Rebekah	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.

School Guidance Counselor - School Based Team Leader
 School Psychologist - Responsible for ESE testing
 ESOL Teachers - Interventionist
 SAI Teacher - Interventionist
 Classroom Teacher - Interventionist when needed
 ESE Coordinator - Child Study team leader/ 504 designee
 ESE Teacher - Interventionist

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.

Students are recommended to our weekly school based team meetings to address academic and/or behavioral issues. The teacher must first have implemented and documented strategies used to encourage success. During the school based team's meeting, strategies for the students are identified and people responsible for implementing said strategies are also identified. All strategies used are in accordance with the School improvement Plan and are all aimed at improving student performance.

Palm Beach Public integrates Single School Culture by sharing our universal guidelines for success (SOAR), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Professional Learning Community meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and the implementation of the SwPBS program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jillian Rodriguez	Teacher
Karen Hicks	Teacher
Jennifer Thron	Parent
Susi Frost	Parent
Debbie Tulliano	Teacher
Christie Schwab	Principal
Britt Deviney	Business/Community
Heather Stonelake	Education Support Employee
Angie Brown	Education Support Employee
Camille Turney	Parent
Domenica Frankland	Business/Community

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

SAC reviewed the SIP and made comments and suggestions for the implementation of the plan.

b. Development of this school improvement plan

SAC will review plan while in progress and review strategies listed in last year's SAC to ensure strategies were utilized. At the initial review at our first SAC meeting input is gathered from all SAC members.

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

SAC budget is reviewed at monthly meetings. SAC members approve any and all expenditures from the budget that correlate with the School Improvement Plan.

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

Microscopes \$965.00
 K-5 Science Allocation \$200 each (\$1200)
 Battle of the Books \$481.74

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
Schwab, Christie	Principal
Schmitz, Mary	Assistant Principal
Doyno, Lauren	Teacher, K-12
Martinez, Jennifer	Teacher, K-12
Baker, Marjorie	Teacher, K-12

b. Duties

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

The major initiatives will be supporting the literacy curriculum and implementing Common Core throughout the school. The Literacy Leadership team consists of a member from each grade level, both administrators, and two literacy specialists employed by the school district who work closely with our staff and students. The team uses data to establish literacy goals for the year and creates a plan of action to implement those goals. The team promotes literacy through the Sunshine State Young Readers Award program, the Literacy Coalition of the Palm Beaches, iReady, highlighting authors, and additional literacy incentives. The school initiated Literacy Week in 2016 and plans to make it an annual event.

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.

Professional Learning Community meetings are held every 5-7 days for 90 minutes for each grade level. These meetings consist of across grade planning, data review, and collaboration. Teachers are encouraged to choose items for the agenda that are relevant and will enhance their daily instruction.

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

Principal and assistant principal encourage all staff at Palm Beach Public to stay current with professional development and training to remain in field and highly qualified. All teachers are encouraged to become gifted endorsed as our gifted population comprises approximately 33% of our school students.

Palm Beach Public has established and maintains relationships with local colleges' education departments. Teachers are required to have training in ESOL and ESE instruction.

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

Palm Beach Public complies with the School District's Educator Support Program for new teachers. Mentor teachers must be clinical educator trained and be willing to serve as a guide for new teachers. Mentor teachers are chosen at the same grade level whenever possible and have experience in the school and district.

Mentor and new teachers meet weekly to review planning, classroom management, learning environment, and Marzano Evaluation systems.

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.

Lesson plans and instruction must align with the Florida standards and must follow the scope and sequence provided by the school district. The teachers have ongoing opportunities to unpack the Florida Standards and to plan and discuss the curriculum. Teachers participate in these activities on Professional Development days and through weekly Professional Learning Community meetings. The Literacy specialists from the school district continue to collaborate with teachers to ensure lessons are aligned with pillars.

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

EDW, iReady and Performance Matters are used to provide data to drive instruction. Students in the gifted program are taught by teachers with gifted endorsement. Students with learning difficulties are provided with iii instruction. SAI, ESE, and ESOL teachers support students in the regular classroom.

The master schedule includes an uninterrupted 90 minute literacy block and an uninterrupted 60 minute math block. All classrooms are equipped with extensive classroom libraries, texts to support units of study, and leveled books for small group instruction.

All teachers are required to meet with small groups in reading and math daily.

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: 2,880

Morning care is offered to all students and is held in the cafeteria. The program offers opportunities for creativity, help with homework, and time for reading. Book club meets three days per week in the mornings supervised by the librarian.

The after school tutorial program is offered to students in grades 3-5 in core subjects to enhance skills. It is offered twice weekly for 1 hour in each subject area.

The Arts Program is funded by a grant from the Palm Beach Country Club and is offered to students in grades 3-5 to enrich the student and offer a well rounded education. Classes include photography, dance, chorus, science, chess, and technology. Teacher-led academic clubs are offered throughout the school year.

Strategy Rationale

Students are introduced to arts through the Arts program and are able to participate in free cultural experiences. Tutoring after school is a free opportunity to improve academic skills.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Schmitz, Mary, mary.schmitz@palmbeachschools.org

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

The students in after school tutorial are taught by certified teachers and progress is monitored through weekly assessments.

The after school arts program is monitored by LEAP artists. Students are given an end of year culminating activity to complete and a performance is presented to the school community by all members.

Academic advisors are utilized through the after school program to assist with effective teaching strategies.

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 for transitioning students include meeting new families in the spring at "Kindergarten Round Up" and providing them with readiness materials in their native language. ELL students are placed in a class with a bilingual teacher when possible to assist with acquisition of English. Curriculum Night is held in early September and parents are informed of ways to assist their children at that time.

All members of the school staff participate in learning communities that meet informally and formally to discuss student learning. Collaboration is linked to improving instructional practice and student

performance.

For our students transitioning to middle school, the school guidance counselor organizes presentations from the local middle schools. These presentations are held in the spring.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

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.

- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase math on grade level in each 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

G094913

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
Literacy Rate - Grade 1	75.0
Literacy Rate - Kindergarten	75.0
Literacy Rate - Grade 2	75.0
FSA ELA Achievement - Grade 3	81.0
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- ELL students need additional support during the literacy block.
- Students need more phonics based instruction in order to master grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESOL, ESE, SAI teachers on staff
- District literacy specialists

Plan to Monitor Progress Toward G1. 8

Students will meet grade level pupil progression mandated by district.

Person Responsible

Christie Schwab

Schedule

Biweekly, from 9/6/2017 to 6/2/2018

Evidence of Completion

Pupil progression will be monitored by teachers and administration and discussed at PLCs and School Based Team meetings.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase math on grade level in each grade. 1a

G094914

Targets Supported 1b

Indicator	Annual Target
Math Gains	45.0
Math Lowest 25% Gains	50.0
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers are still working to master effective small group instruction for students
- Teachers struggle with releasing students who have not mastered content, therefore, they cannot meet with small groups.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom teacher
- Support staff
- Computer programs
- District math specialists

Plan to Monitor Progress Toward G2. 8

Students will participate in small group instruction in math in all grade levels.

Person Responsible

Christie Schwab

Schedule

Daily, from 9/18/2017 to 6/2/2018

Evidence of Completion

Teachers will assess students to monitor growth.

Plan to Monitor Progress Toward G2. 8

Teachers will share small group strategies during PLCs.

Person Responsible

Mary Schmitz

Schedule

Weekly, from 9/2/2017 to 6/2/2018

Evidence of Completion

Notes will be kept during PLCs regarding which strategies are being used.

Plan to Monitor Progress Toward G2. 8

Data will be monitored and discussed during PLCs including district FSQs, USAs, iReady and informal assessments by teachers.

Person Responsible

Christie Schwab

Schedule

Weekly, from 9/2/2017 to 6/2/2018

Evidence of Completion

Data will be printed and disaggregated to determine next steps of instruction.

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**

 G094913

G1.B2 Students need more phonics based instruction in order to master grade level standards. **2**

 B255362

G1.B2.S1 Teachers in primary grades and ESE teachers will attend district Foundations training to learn and implement best practices for phonics based instruction. **4**

 S269860

Strategy Rationale

Teachers need a research based approach to teaching early literacy skills in order for students to be successful and on grade level.

Action Step 1 **5**

Kindergarten teachers will attend Foundations training and implement in the classroom.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Foundations resources

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase math on grade level in each grade. 1

G094914

G2.B1 Teachers are still working to master effective small group instruction for students 2

B255364

G2.B1.S1 Teachers will continue to observe other teachers and work to make transition time minimal. They will ensure all small groups are working on relevant tasks based on standards. 4

S269861

Strategy Rationale

Teachers can give more direct instruction to students based on individual needs in small groups.

Action Step 1 5

Administrators will invite district math specialists to work with teachers on small group instruction.

Person Responsible

Christie Schwab

Schedule

Quarterly, from 8/18/2017 to 6/2/2018

Evidence of Completion

Students will have mastered the skill assigned by grade level.

Action Step 2 5

Students will have opportunities to work on standards based tasks in small groups.

Person Responsible

Mary Schmitz

Schedule

Weekly, from 9/2/2017 to 6/2/2018

Evidence of Completion

Students' formal and informal assessments

Action Step 3 5

All grade levels will choose a math goal per semester to help students make progress with their skills.

Person Responsible

Mary Schmitz

Schedule

On 6/1/2018

Evidence of Completion

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

Administrators will monitor daily instruction through walk throughs, formal observations and discussions with teacher.

Person Responsible

Christie Schwab

Schedule

Biweekly, from 9/2/2017 to 6/2/2018

Evidence of Completion

Student data will be studied to determine growth.

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

Teachers will observe other teachers who have mastered small group rotations.

Person Responsible

Christie Schwab

Schedule

Biweekly, from 9/2/2017 to 6/2/2018

Evidence of Completion

Discussions will be held at PLCs regarding what techniques were observed.

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.B2.S1.A1  A360806	Kindergarten teachers will attend Foundations training and implement in the classroom.		8/10/2017	Foundations resources	6/1/2018 one-time
G2.B1.S1.A3  A360809	All grade levels will choose a math goal per semester to help students make progress with their...	Schmitz, Mary	8/18/2017		6/1/2018 one-time
G1.MA1  M385474	Students will meet grade level pupil progression mandated by district.	Schwab, Christie	9/6/2017	Pupil progression will be monitored by teachers and administration and discussed at PLCs and School Based Team meetings.	6/2/2018 biweekly
G2.MA1  M385477	Students will participate in small group instruction in math in all grade levels.	Schwab, Christie	9/18/2017	Teachers will assess students to monitor growth.	6/2/2018 daily
G2.MA2  M385478	Teachers will share small group strategies during PLCs.	Schmitz, Mary	9/2/2017	Notes will be kept during PLCs regarding which strategies are being used.	6/2/2018 weekly
G2.MA3  M385479	Data will be monitored and discussed during PLCs including district FSQs, USAs, iReady and informal...	Schwab, Christie	9/2/2017	Data will be printed and disaggregated to determine next steps of instruction.	6/2/2018 weekly
G2.B1.S1.MA1  M385475	Teachers will observe other teachers who have mastered small group rotations.	Schwab, Christie	9/2/2017	Discussions will be held at PLCs regarding what techniques were observed.	6/2/2018 biweekly
G2.B1.S1.MA1  M385476	Administrators will monitor daily instruction through walk throughs, formal observations and...	Schwab, Christie	9/2/2017	Student data will be studied to determine growth.	6/2/2018 biweekly
G2.B1.S1.A1  A360807	Administrators will invite district math specialists to work with teachers on small group...	Schwab, Christie	8/18/2017	Students will have mastered the skill assigned by grade level.	6/2/2018 quarterly
G2.B1.S1.A2  A360808	Students will have opportunities to work on standards based tasks in small groups.	Schmitz, Mary	9/2/2017	Students' formal and informal assessments	6/2/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase math on grade level in each grade.

G2.B1 Teachers are still working to master effective small group instruction for students

G2.B1.S1 Teachers will continue to observe other teachers and work to make transition time minimal. They will ensure all small groups are working on relevant tasks based on standards.

TA Opportunity 1

Students will have opportunities to work on standards based tasks in small groups.

Facilitator

Math teachers and resource teachers

Participants

Students in grades K-5

Schedule

Weekly, from 9/2/2017 to 6/2/2018

VII. Budget

1	G1.B2.S1.A1	Kindergarten teachers will attend Foundations training and implement in the classroom.				\$0.00
2	G2.B1.S1.A1	Administrators will invite district math specialists to work with teachers on small group instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - Palm Beach Public School	School Improvement Funds		\$0.00
3	G2.B1.S1.A2	Students will have opportunities to work on standards based tasks in small groups.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0421 - Palm Beach Public School	School Improvement Funds		\$0.00
Notes: Supplies and snacks are needed for the tutorial program.						
4	G2.B1.S1.A3	All grade levels will choose a math goal per semester to help students make progress with their skills.				\$0.00

	Total: \$0.00
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