

The School District of Palm Beach County

Panther Run Elementary School



2017-18 Schoolwide Improvement Plan

Panther Run Elementary School

10775 LAKE WORTH RD, Lake Worth, FL 33449

<https://pres.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	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the 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 Panther Run 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.

Panther Run Elementary School's mission is to give all students the opportunity to acquire and utilize skills enabling them to be successful in their future.

b. Provide the school's vision statement.

Panther Run Elementary envisions a place of excellence where children can achieve full potential in their academic, creative, personal, and physical development through the partnership which exists between school, parents, and community.

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 - covered by 5th grade Social Studies teachers through Literature and discussion
- History of Africans and African Americans -covered through Black History month activities, as well as music, art and literature connections
- Hispanic Contributions - covered in Fine Arts through literature, music and art connections as well as activities in individual classrooms that address the standards
- Women's Contributions - covered in Fine Arts through literature, music and art connections as well as activities in individual classrooms that address the standards
- Sacrifice of Veterans-our fifth grade students participate in a Veteran assembly where they learn how to properly fold the American flag, and a question and answer session regarding the service of the Veterans.
- Fifth grade safety patrols attend the Safety Patrol-D.C. trip annually and learn and experience American history/culture.
- Fourth grade students visit St. Augustine, Florida annually where they learn and experience Florida history/culture.

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.

Our school creates an environment where students feel safe and respected before, during and after school by:

-articulating, demonstrating, and teaching the specific practices that reflect the application of the school's School Wide Positive Behavior Support Universal Guidelines to the contexts students will encounter before/during/after school. Our SwPBS program is called ROAR (Respectful, Ownership, Awesome Attitude, Responsibility) which promotes a single school culture.

Staff members have been trained to use Florida's Anti-bullying initiative to improve school climate. The guidance counselor has incorporated monthly character traits education lessons for all students during the Fine Arts block. Students receive anti-bullying lessons conducted by the guidance counselor. An Incident Drop Box is located in the front office for reporting bullying.

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 taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- 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.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The school wide behavioral system in place that aids in minimizing distraction to keep students engaged during instructional time are as follows:

- Universal Guidelines and behavior matrix taught throughout the year and reinforced to ensure students are aware of school expectations.
- Parents receive information on the School Wide Behavior Support System twice a year. In addition, information and videos are posted on the schools' Edline page.
- Ensure teachers are trained in Classroom management strategies (ROAR).

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 that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions

and positive feedback throughout the school day.

- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc.);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- 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 (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

The school ensures the social-emotional needs of all students are being met by:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success
- Mentors assigned to students identified with Social Emotional Learning (SEL) concerns (Listening to Children program sponsored by Mental Health Association)
- Check-in/Check-out, Check and Connect with students in need of positive adult interaction and positive feedback throughout the school day.
- Connect students to agencies who have Cooperative Agreements on campus Youth Service Bureau (YSB)
- Develop and implement a comprehensive school counseling program with dedicated time to: (1) Assess the needs of the students (through teachers) and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your Intervention and evolve (Evaluation).
- Engage with identified staff (school counselor) to provide a differentiated delivery of services based on student/school need, include core (classroom guidance), supplemental (solution focused small group counseling).

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.

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	5	8	9	8	9	5	0	0	0	0	0	0	0	44
One or more suspensions	1	0	0	2	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	14	11	8	0	0	0	0	0	0	0	33

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	2	4	11	10	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.

- Attendance is monitored daily for excused and unexcused absences (parents are contacted if needed).
- Teachers monitor attendance reports through SIS
- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI, iii, Tutorials, LLI, Wilson- Foundations, Lively Letters (Pre K - Grade 2), Small Group Differentiated Instruction, ELL support, iReady

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

We encourage all parents to be members of SAC and/or PTA. Our school guidance counselor, Joe LoVerso, provides parents with information on workshops at various times throughout the school year offered at other local area schools.

- Offer interactive tutorials to parents who are unfamiliar or new to the school with EdLine and other forms of educational technology.
- Offer Curriculum night for parents to meet with their child's academic teacher.
- Offer Meet and Greet for parents to meet with child's Fine Arts and/or Special Education teachers.
- During Open House, Curriculum night, ensure non-threatening methods of introducing parents to teachers and administrators.
- Many school activities are planned throughout the school year to include parents are:
 - (1) Math, Science, and Literacy night
 - (2) Science Fair
 - (3) Book Fairs
 - (4) Barnes & Noble night
 - (5) Plays and Musical Performances
 - (6) Family Cinema Night
 - (7) Boosterthon Fun Run
 - (8) Community Clean-up/Beautification Day
 - (9) Community/Charity Athletic Events (5K Runs)
 - (10) Green Team initiative including parents
 - (11) All Pro Dads

- (12) Support of Panther Run's Sister School (school supplies, FSA snacks, Thanksgiving Baskets, uniforms)
- (13) Kiwanis Club
- (14) Edline blasts

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

The school works closely with the PTA to partner with local businesses. The partnerships provide resources to support the school with:

- Business partner banners are displayed in the front of school.
- Flyers are sent home throughout the school year
- Spirit Day events at local business partnership locations
- All Pro Dads
- Food Trucks attend PTA sponsored events
- Local businesses attend Meet and Greets and other school sponsored events to promote their business and assist in providing goods and services for Teacher Appreciation week

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
De La Vega, Edilia	Principal
Suarez, Risa	Assistant Principal
Myerson, Cindy	Teacher, ESE
Silvestri, Melanie	SAC Member
Lo Verso, Joe	School Counselor
Parrish, Kristie	Other

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 leadership will provide input towards the development of the Multi-Tiered System of Supports (MTSS) and the SIP. Participation of the team may include providing data, helping to set clear expectations for instruction, and facilitating the development of a systematic approach to teaching while aligning processes and procedures.

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.

Teachers refer students to the School Based Team when a student demonstrates a lack of growth in the core subjects or exhibits behavioral concerns. The SBT looks at District data, formal

assessments, and diagnostic scores to make sure all at risk students are participating in iii or are referred to the SBT (RTI process). Progress is closely monitored to determine student levels in the RTI process and if a student should be moved to the Child Study Team and eventual ESE placement.

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 Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Melanie Silvestri	Teacher
Maria Castillo	Education Support Employee
Cindy Myerson	Teacher
Edilia De La Vega	Education Support Employee
Noam Weiss	Business/Community
Paula Jaffe	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

The school advisory council has the opportunity to review the school improvement plan to ensure that all components are being addressed.

b. Development of this school improvement plan

The SAC has the opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources while aligning to the District's Strategic Plan.

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

The SAC reviews the school's annual SAC budget monthly and plans for staff development and use of resources, that are aligned to meet the SIP goals.

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

-SAC funds will be allocated for the purpose of enhancing school performance through development, implementation, and alignment to the school improvement plan.

- Monies may be expended only on programs or projects approved by the School Advisory Council.

- Neither School District staff nor principal may override the recommendations of the SAC

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

- educational supplies or materials (i.e.-school wide use of Reading A to Z, etc.)
- staff development (workshops, conferences)
- tutoring (for struggling students in Reading and Math)
- technology/technological accessories

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.

PRE is not in compliance with section 1001.452. We are trying to ensure compliance within the school year by recruiting new members of the African American ethnicity.

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
De La Vega, Edilia	Principal
Myerson, Cindy	Teacher, K-12
Thompson, Jennifer	Teacher, K-12
Chaney, Megan	Teacher, K-12
Poza, Monica	Teacher, K-12
Hansen, Deborah	Teacher, K-12
Keiber, Megan	Teacher, K-12
Mastrapa, Rosemary	Teacher, K-12
Hilton, Denise	Teacher, K-12
Whiddon, Angie	Teacher, K-12
Suarez, Risa	Assistant Principal

b. Duties

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

The major initiative is the continuation of the Literacy/Writing program that is being utilized throughout the district. The literacy team and/or grade level teachers meet on a regular basis during PLC's and scheduled committee meetings to establish literacy goals for students. The reading/writing teams meet at least once a month to create a plan of action to assess progress towards accomplishing the goals.

These teams promote and support literacy in a variety of ways:

- professional development and providing instructional and student resources and materials.
- bi-weekly monitoring of student progress in RTI process (SBT)
- Literacy events in the classroom and school wide (LLT)
- reviewing Literacy data such as RRR, FSQ's, iReady, Standards Mastery, and other classroom assessments.

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 (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. The school's strategies to encourage positive working relationships between teachers is participation in Professional Learning Communities and grade level meetings that are held biweekly in the afternoon.

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate. (Strategic Initiative #1: Pillars of Effective Instruction)

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

(Strategic Initiative #12: Develop and implement a recruitment system that attracts high quality and diversity in candidates by job group category)

(Strategic Initiative #13: Develop and implement rigor in selecting and hiring that effectively identify and screen for high quality, skilled applicants)

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

Suggested response may include:

- School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

Teacher recruitment is done through Job Fairs and advertising on the website. The principal and

assistant principal take recommendations from colleagues and the district's HR contact assigned to the Central Region. Potential candidates are interviewed and the best match for Panther Run Elementary is selected.

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

At Panther Run Elementary we follow the guidelines for the district wide ESP Educator Support Program (ESP). New teachers are paired with Highly Effective/Clinical Educators that teach the same grade level or one grade level apart. At the beginning of the school year an initial support meeting is held with the Assistant Principal. All necessary documents and timelines are discussed at this time. Periodic meetings entail best practices, planning and reflection on observations. Follow-up meetings occur with a mid-year and end of the year support meeting. Florida Educator Accomplished Practices (FEAP) are turned in according to the timeline and educators are also given training and support with the Palm Beach Model of Instruction.

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 plan and discuss reading and writing curriculum that aligns to the standards. 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.

During PLC' s we will:

- * analyze student data
- * develop strategies to differentiate instruction
- * ensure core instruction is aligned
- * develop strategies to deliver rigorous instruction

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.

The school ensures every teacher modifies or supplements instruction to assist students having difficulty through the following strategies:

- In service training is provided to the faculty on designed professional development days (PDD) by

school based team members to address the RTI process. In service opportunities include but not be limited to the following:

- Problem Solving Model (MTSS/RTI)
- Consensus Building
- Positive Behavior Intervention and Support (PBIS)
- Data based decision making to drive interventions
- Tools utilized to identify specific discrepancies in core subjects (iReady, standard based assessments)

- Students independently using charts and other tools to practice and monitor their own learning

- Providing iii instruction based on student needs
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Wilson-Fundations instruction in primary grades

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

- After school tutoring program: Reading, Math

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

- Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE) will be provided specially designed instruction per student's IEP needs

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

Strategy: After School Program

Minutes added to school year: 900

An after school tutoring program for grades 3, 4 and 5 will be scheduled. Tutoring will be led by certified teachers from our faculty.

Strategy Rationale

PRE will be having after school tutoring to address the needs of students that are not showing proficiency in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

De La Vega, Edilia, edilia.delavega@palmbeachschools.org

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

The data that is utilized to determine student selection includes but is not limited to diagnostic tests, SRI, iReady, benchmark assessments, and USA's and FSQ's. Students identified in the bottom 25% in these subject areas will be included. Once classes begin, students are given a pre-test and at the end of the sessions a post-test to monitor and determine student growth.

Strategy: Extended School Day

Minutes added to school year: 300

monthly meetings

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Strachan, Pamela, pam.strachan@palmbeachschools.org

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

Student assessments are analyzed to plan for future instruction and best practices.

Strategy: Extended School Day

Minutes added to school year: 0

RTI - *Extended reading during regular school day.

RTI in-service will be provided to the faculty on designed professional development days (PDD).

These in service opportunities will include but not limited to, the following:

- Problem Solving Model
- Consensus Building
- Positive Behavior Intervention and Support (PBIS)
- Data based decision making to drive interventions
- Tools utilized to identify specific discrepancies in reading

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Myerson, Cindy, cindy.myerson@palmbeachschools.org

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

Data is collected on a weekly basis by the interventionist. To determine effectiveness of the strategy the school based team will meet to determine if the student has met their goal.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

To assist with the transition of school-based and community children into the kindergarten program at Panther Run Elementary, we engage in the following kindergarten transition activities:

- Scheduling of a talk/meeting with preschool children's families
- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher: "Meet and Greet"
- Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
- Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like
- Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- Providing home learning activities to families to help them prepare children for kindergarten entry

During the last weeks of school "Tips" for transitioning into Kindergarten are sent to the parents in our VPK and Pre Kindergarten classes. These tips include information about the process of registration requirements as well as expectations for incoming students. The District's Early Childhood Department supplies each VPK student with a Kindergarten Backpack. These contain books, activities and supplies for the parents to use with the child over the summer. To reach families that are not in our VPK classes the Kindergarten Round Up that occurs in May is advertised and dates are provided to area Pre Kindergarten schools.

During May, the outgoing 5th grade students tour the local feeder middle school. For smoother transitions into middle school, the ESE students have scheduled meetings to discuss their placement for middle school.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

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 ensure high school readiness.

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

G094927

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	95.0
FSA ELA Achievement - Grade 3	84.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school will conduct PLC and professional development meetings among teachers and administration. The meetings will focus on: analyzing data, providing rigorous and meaningful instruction, and share information on research based strategies.
- District support personnel will provide training and modeling of how to successfully increase rigor and utilize more complex text in order to enhance instruction.
- Various grants provided to the school help aid students who require remediation in Reading
- Using iReady data to differentiate and plan instruction to meet personalized and individual needs
- Implement Lively Letters in Pre-K through Second grade classrooms to supplement phonological awareness

Plan to Monitor Progress Toward G1. 8

Student item analysis reports and district reports will provide information and opportunities for teachers to collaborate and reflect on their instructional practices.

Person Responsible

Edilia De La Vega

Schedule

Quarterly, from 9/12/2016 to 5/31/2017

Evidence of Completion

If student achievement is increasing, then the goal is being achieved.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G094928

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The school will conduct PLC and professional development meetings among teachers and administration. The meetings will focus on: analyzing data, providing rigorous and meaningful instruction, and share information on researched based strategies.
- Direct support personnel will provide training and modeling of how to successfully increase rigor in order to enhance instruction.
- Various grants provided to the school help aid students who require remediation in math.
- Using iReady data to differentiate and plan instruction to meet personalized and individual needs.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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**

 G094927

G1.B1 Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons. **2**

 B255404

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLCs, PDD, Coaching, Principal coaching, etc. **4**

 S269900

Strategy Rationale

Through collaboration and professional development, teachers will plan for differentiated instruction by analyzing data effectively.

Action Step 1 **5**

PLC meetings

Person Responsible

Edilia De La Vega

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

PLC meeting schedules, agendas, minutes and observations

Action Step 2 **5**

Professional Development Learning Opportunities

Person Responsible

Edilia De La Vega

Schedule

Triannually, from 10/16/2017 to 5/31/2018

Evidence of Completion

Approval of learning opportunity, TDE, providing an agenda/resources and sharing knowledge acquired with staff

Action Step 3 5

Administrators will provide coaching feedback to teachers after conducting any form of observation

Person Responsible

Edilia De La Vega

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Monitor usage through i observation, post-conference schedule

Action Step 4 5

Provide technology and technological accessories

Person Responsible

Edilia De La Vega

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Monitor usage through observations, feedback and data

Action Step 5 5

Provide additional resources and materials

Person Responsible

Risa Suarez

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Monitor usage through observations, feedback and data

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

Through the use of scheduled PDD's and PLC's, PDD/PLC agendas

Person Responsible

Edilia De La Vega

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

PDD/PLC agendas, minutes, and observations.

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

Look for increased levels of learning from the students and their data. Personalized learning through walkthroughs. Data chats with the teachers.

Person Responsible

Edilia De La Vega

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Student achievement at each grade level. Emphasis on the primary grades for proficiency on RRR. Formative assessment data, i-Ready data, lesson plans

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G094928

G2.B1 Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons. 2

B255405

G2.B1.S1 Deepen instructional staffs understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLCs, PDD, Coaching, Principal Coaching, etc. 4

S269901

Strategy Rationale

Through collaboration and professional development, teachers will plan for differentiated instruction by analyzing data effectively.

Action Step 1 5

PLC meetings

Person Responsible

Edilia De La Vega

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

PLC meeting schedules, agendas, minutes and observations

Action Step 2 5

Provide professional learning opportunities

Person Responsible

Edilia De La Vega

Schedule

Triannually, from 10/16/2017 to 5/31/2018

Evidence of Completion

Approval of learning opportunity, TDE, providing an agenda/resources and sharing knowledge acquired with staff

Action Step 3 5

Provide additional resources and materials

Person Responsible

Risa Suarez

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Monitor usage through observations, feedback and data

Action Step 4 5

Provide technology and technological accessories

Person Responsible

Edilia De La Vega

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Monitor usage through observations, feedback and data

Action Step 5 5

Administrators will provide coaching feedback to teachers after conducting any form of observation

Person Responsible

Edilia De La Vega

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Monitor usage through i observation, post conference schedule

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

Through the use of scheduled PDD/PLC schedules, PDD/PLC agendas

Person Responsible

Edilia De La Vega

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

PDD/PLC agendas, minutes and observations.

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

Look for increased levels of learning from the students and their data. Personalized learning through walk-throughs and data chats with the teachers.

Person Responsible

Edilia De La Vega

Schedule

Weekly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Student achievement at each grade level. Emphasis on iReady data, formative assessments, lesson plans, FSQ's, USA's and Standards Mastery Assessments.

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					
G2.MA1 M385581	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M385578	Student item analysis reports and district reports will provide information and opportunities for...	De La Vega, Edilia	9/12/2016	If student achievement is increasing, then the goal is being achieved.	5/31/2017 quarterly
G1.B1.S1.MA1 M385576	Look for increased levels of learning from the students and their data. Personalized learning...	De La Vega, Edilia	9/5/2017	Student achievement at each grade level. Emphasis on the primary grades for proficiency on RRR. Formative assessment data, i-Ready data, lesson plans	5/31/2018 weekly
G1.B1.S1.MA1 M385577	Through the use of scheduled PDD's and PLC's, PDD/PLC agendas	De La Vega, Edilia	9/5/2017	PDD/PLC agendas, minutes, and observations.	5/31/2018 monthly
G1.B1.S1.A1 A360893	PLC meetings	De La Vega, Edilia	9/5/2017	PLC meeting schedules, agendas, minutes and observations	5/31/2018 biweekly
G1.B1.S1.A2 A360894	Professional Development Learning Opportunities	De La Vega, Edilia	10/16/2017	Approval of learning opportunity, TDE, providing an agenda/resources and sharing knowledge acquired with staff	5/31/2018 triannually
G1.B1.S1.A3 A360895	Administrators will provide coaching feedback to teachers after conducting any form of observation	De La Vega, Edilia	9/5/2017	Monitor usage through i observation, post-conference schedule	5/31/2018 monthly
G1.B1.S1.A4 A360896	Provide technology and technological accessories	De La Vega, Edilia	9/5/2017	Monitor usage through observations, feedback and data	5/31/2018 monthly
G1.B1.S1.A5 A360897	Provide additional resources and materials	Suarez, Risa	9/5/2017	Monitor usage through observations, feedback and data	5/31/2018 monthly
G2.B1.S1.MA1 M385579	Look for increased levels of learning from the students and their data. Personalized learning...	De La Vega, Edilia	9/5/2017	Student achievement at each grade level. Emphasis on iReady data, formative assessments, lesson plans, FSQ's, USA's and Standards Mastery Assessments.	5/31/2018 weekly
G2.B1.S1.MA1 M385580	Through the use of scheduled PDD/PLC schedules, PDD/PLC agendas	De La Vega, Edilia	9/5/2017	PDD/PLC agendas, minutes and observations.	5/31/2018 monthly
G2.B1.S1.A1 A360898	PLC meetings	De La Vega, Edilia	9/5/2017	PLC meeting schedules, agendas, minutes and observations	5/31/2018 biweekly
G2.B1.S1.A2 A360899	Provide professional learning opportunities	De La Vega, Edilia	10/16/2017	Approval of learning opportunity, TDE, providing an agenda/resources and sharing knowledge acquired with staff	5/31/2018 triannually
G2.B1.S1.A3 A360900	Provide additional resources and materials	Suarez, Risa	9/5/2017	Monitor usage through observations, feedback and data	5/31/2018 monthly
G2.B1.S1.A4 A360901	Provide technology and technological accessories	De La Vega, Edilia	9/5/2017	Monitor usage through observations, feedback and data	5/31/2018 monthly
G2.B1.S1.A5 A360902	Administrators will provide coaching feedback to teachers after conducting any form of observation	De La Vega, Edilia	9/5/2017	Monitor usage through i observation, post conference schedule	5/31/2018 monthly

V. Professional Development Opportunities

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

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

G1.B1 Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons.

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLCs, PDD, Coaching, Principal coaching, etc.

PD Opportunity 1

PLC meetings

Facilitator

PLC facilitators (one per grade level)

Participants

K-5 teachers

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

PD Opportunity 2

Professional Development Learning Opportunities

Facilitator

Pre-K-5 Teachers

Participants

Pre-K-5 Teachers

Schedule

Triannually, from 10/16/2017 to 5/31/2018

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G2.B1 Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons.

G2.B1.S1 Deepen instructional staffs understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLCs, PDD, Coaching, Principal Coaching, etc.

PD Opportunity 1

PLC meetings

Facilitator

PLC facilitators (one per grade level)

Participants

K-5 teachers

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

PD Opportunity 2

Provide professional learning opportunities

Facilitator

PreK-5 teachers

Participants

Pre-K-5 teachers

Schedule

Triannually, from 10/16/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance 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 Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons.

G1.B1.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLCs, PDD, Coaching, Principal coaching, etc.

TA Opportunity 1

Provide technology and technological accessories

Facilitator

PreK-5 Teachers and Adminsitration

Participants

PreK-5 Teachers and Adminsitration

Schedule

Monthly, from 9/5/2017 to 5/31/2018

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G2.B1 Limited teacher knowledge of how to effectively differentiate instruction with fidelity to increase rigor or provide remediation of standard based and small group lessons.

G2.B1.S1 Deepen instructional staffs understanding of the pillars of effective instruction through a variety of professional learning opportunities (PLO): PLCs, PDD, Coaching, Principal Coaching, etc.

TA Opportunity 1

Provide technology and technological accessories

Facilitator

PreK-5 teachers and administration

Participants

PreK-5 teachers and administration

Schedule

Monthly, from 9/5/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	PLC meetings				\$0.00
2	G1.B1.S1.A2	Professional Development Learning Opportunities				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$1,000.00
3	G1.B1.S1.A3	Administrators will provide coaching feedback to teachers after conducting any form of observation				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$0.00
4	G1.B1.S1.A4	Provide technology and technological accessories				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$3,000.00
5	G1.B1.S1.A5	Provide additional resources and materials				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$1,500.00
6	G2.B1.S1.A1	PLC meetings				\$0.00
7	G2.B1.S1.A2	Provide professional learning opportunities				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$1,000.00
8	G2.B1.S1.A3	Provide additional resources and materials				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$1,500.00
9	G2.B1.S1.A4	Provide technology and technological accessories				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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Panther Run Elementary School

	5100	239-Other	2161 - Panther Run Elementary School	School Improvement Funds		\$3,000.00
10	G2.B1.S1.A5	Administrators will provide coaching feedback to teachers after conducting any form of observation				\$0.00
					Total:	\$11,000.00