The School District of Palm Beach County

# Pioneer Park Elementary School

## 2017-18 Schoolwide Improvement Plan

# Pioneer Park Elementary School

39500 PIONEER PARK RD, Belle Glade, FL 33430

https://ppes.palmbeachschools.org

## School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 97% |

## School Grades History

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

**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 11/1/2017.

## 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 Pioneer Park 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.

The School District of Palm Beach County envisions a dynamic, collaborative multi-cultural community where education and life-long learning are valued and supported and all learners reach their highest potential to succeed in the global economy.

#### b. Provide the school's vision statement.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

### 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)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
The School District of Palm Beach County, Office of School Improvement
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

The school will form a multicultural awareness team comprised of staff members representing

different cultures to plan multicultural events and celebrations to honors students, staff and families from different cultures.

**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. This is seen at Pioneer Park by allowing student the following opportunities:
• Learning in a collaborative environment which focuses on a student-centered, personalized learning: 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. This is evident through students being given opportunists to track their own learning utilizing scales and data sheets following assessments.

•We will teach, demonstrate, practice and positively reinforce the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; including B.E.A.R.S. (Be on time, Enthusiastic, Positive Attitude, Respectful and Responsible, Safe) expectations and the way we walk in a F.A.M.E. (Facing forward, Arms behind your backs or to your sides, Mouths closed, Eyes straight ahead)We will provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•We will develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•We will create or enhance a college-going culture through activities including college sports jersey day

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
•We will involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•We will provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•We will create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

ESE/BPIE

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.

All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, nonacademic, age appropriate activities including clubs, dances, field trip, school plays, community service activities, etc.

All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, academic, age appropriate activities such as intervention programs, tutorial, and enrichment activities.

**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.**

School Wide Single School Culture for Behavior centers around the belief of ensuring a safe and supportive school climate that promotes the social and emotional development of all students. This is reflected throughout our school in the following ways:

•Teachers will focus on creating Conditions for Learning within their classroom in order to build positive relations with the students in their classrooms.
•Universal Guidelines and behavior matrix taught during the first week of school and during student assemblies to ensure students are aware of school expectations. Students will constantly be reminded of expectations.
•SwPBS team will be formed and will include reviews of classroom data to ensure students are engaged while in class. A minimum of a 4:1 ratio of positive interactions (RPI) will be maintained to ensure students remain engaged during instructional time.
•Administration, coaches and teachers will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
•All staff will 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;
•We will 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.

**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

•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.

### 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.**

During the first two weeks of school, the team will meet with each grade level, (PreK - Grade 5), to communicate the expectations regarding systems to monitor absenteeism and tardies.
? Homeroom teachers are responsible for contacting parent/guardian after a student has missed two (2) consecutive days of school or earned two tardies. These calls must be documented on a SDPBC conference form (date, time, outcome of call). Teachers will receive a sample conference form from the Guidance Counselor.
? If a student is absent five (5) days or receives 5 tardies, the homeroom teacher is responsible for once again contacting the parent/guardian. These calls must again be documented on a SDPBC conference form (date, time, outcome of call). In addition to contacting the parent/guardian, the teacher will also send an email to the Principal and Guidance Counselor reporting the outcome of the call. The Guidance Counselor will send a certified letter requesting a meeting with the parent/guardian to discuss the concerns. If the parent/guardian does not respond to the letter, a home visit will be made by the Principal, Guidance Counselor and Language Facilitator if required.
? On the 11th absence, a truancy packet for the student will be submitted to the Regional Office.
? Students who arrive after 8:00 a.m. must go to the office for a tardy slip to be admitted to class. The DP will mark the student tardy in SAGES. The parent will be required to walk the students in to the school to sign the child in to school.
? Same procedures for absences will be followed for tardy students as well.

Monitored:
? School Base Team (SBT) Members, consisting of the SBT Leader, Single School Culture Coordinator, Principal and ESE Contact will meet weekly to review attendance and tardy data.
? Binder will be kept with all documentation as stated above.
? Classes will monitor their own progress from the attendance/Tardy bulletin board in the hallway. Every week a class has perfect attendance in PreK-K and Zero Tardies PreK-5, the class will receive a leaf on their class flower.

One or More Suspensions, whether in school or out of school, will be monitored weekly by the School Base Team (SBT) Members, consisting of the SBT Leader, Single School Culture Coordinator, Principal and ESE Contact. The Team will discuss students and incidents individually to determine the appropriate support needed for the overall success of the student.

Course failure in English Language Arts or mathematics
? Teachers will meet with admin at least 3 times per year to review student data for Language Arts and Mathematics.

? Interventions will be identified to increase student proficiency
? Students that do not make gains in the amount of time determined will be referred to SBT.

**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 | 11 | 2 | 5 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| One or more suspensions | 2 | 1 | 0 | 6 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 21 | 28 | 22 | 39 | 29 | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 184 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 24 | 22 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |

***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 | 7 | 6 | 2 | 28 | 22 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 102 |

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

•Effective multi-tiered disciplinary teams in place to problem solve and create action plans for students
• SAI (targeting Grade 3 retained students L25%, Grade 3 L35%)
• iii for students with identified reading deficiencies with 2 or more early warning signs.
• Tutorial
• LLI
• iReady
• Ready Florida used with fidelity in small group during extended hour reading instruction
• Fundations (whole group during iii K, 1, and 2
• Small Group Differentiated instruction using the Continuum as a guide for instruction
• Mentors (Every student L25%, students identified through individual needs)
• Homeroom ELA teachers will receive push-in reading support during either 60 minutes of the 90 minute block and/or the extended hour of reading.
• Data chats between Teacher and Student will follow a Unit Standards Assessment and or Florida Standards Quiz.
• Planned Discussions and Goal Setting for identified student needs through SBT and CST
• Consistent communication with parents, agency and community outreach programs
• Consider individual students' needs for both ELL and SWD students. Utilize IEP goals and LEP goals to drive instruction. All ESE and ELL students will have access to all above mentioned interventions based on individual student need.

## B. Family and Community Engagement

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

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

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

Yes

***1. PFEP Link***

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/453015.

***2. Description***

A PIP has been uploaded for this school or district - see the link above.

**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 will assign a business partner coordinator to help secure partnerships with local businesses and community agencies.
•We will sustain partnerships by building relationships with our business partners and showing gratitude through our newsletters and our yearbook.
•We will maintain effective communication with our business partners to encourage an on-going partnership.
• Parents will be invited to meet with their child's teacher(s) over a week long period to review their child's data and receive training on the Standards Based Report Card via a 1:1 setting. Parents must conference with their child's teacher(s) to receive the 1st Trimester report card. If the meeting occurs during the designated week the family will be invited to attend a DATA Q-BBQ (night of dinner and fun with the RC as the ticket for entry)
• Curriculum Night to ensure parents receive curriculum information and Single School Culture information
• Provide parents with a monthly newsletter to maintain school to family connections ( Creole, English, Spanish)
• Monthly Parent Trainings or Family Involvement activities that promote a deeper understanding of the curriculum for the parents.

## 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 |
|---|---|
| Buckman, Pamela | Principal |
| Moreau , Sandra | Assistant Principal |
| Hrebin, Thomas | School Counselor |
| Ruiz, Suehae | SAC Member |
| Perkins, Claudia | Other |
| Kitchen, Denesha | Administrative Support |
| Peterson, Quesona | Teacher, K-12 |

**b. Duties**

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

•The Leadership Team meets bi-weekly to review school-wide data from sources such as FAIR, Reading Running Records, Diagnostics, iReady data, FSQ and USA data, attendance/tardy and classroom behavioral reports. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). The team, in conjunction with CST and SBT reviews Early Warning signs to ensure appropriate student interventions are put into place in a timely manner and monitors interventions currently in place.

• The Single School Culture Coordinator, administration and teacher leaders work together during Collaborative Instructional Planning and Professional learning Communities. They analyze student data, create scales and create lesson plans based on the Florida Standards. In addition they identify effective teaching strategies based on student need.

***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.***

Members of the School Based RtI/MTSS Team work collaboratively with the school and community stakeholders to develop the SIP. Utilizing the previous year's data and Performance Matters Assessments, curricular targets are discussed, while attention is focused on academic deficits. Funding and staffing are allocated according to the specific needs identified through the following targeted discussions:

*Diagnostic Tests
*FSA scores
*iReady Math and Reading
*Fundations
*Academic performance of various subgroups
*Strengths and weaknesses of supplemental and intensive intervention programs
*Professional development in RtI/SBT for Teachers and SAC members on the RtI framework
*LLI Reading program groups
*Imagine Learning resources for ELL students focused on language acquisition and literacy learning
*Coaching for the leadership team and focused rigor walks conducted with administration to address areas of strength and areas of opportunity based on the Marzano Learning Map

•Title I Funds are being used to fund a 5th grade science resource teacher, a half time resource

teacher for ELA support, in-school academic tutors, and supplies for classroom and parent involvement, and tutorial opportunities. In addition, substitutes are provided for teachers to collaboratively plan and observe peer instruction during the school day.

Title I, Part C - Migrant
District Migrant liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II
District receives supplemental funds for improving basic education programs and technology for classrooms. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.

Title X- Homeless
District Homeless Social Worker and school provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Assign a McKinney-Vento Contact to work directly with the district's McKinney-Vento Program (MVP) team to collaboratively address educational, social-emotional, and physical needs of students experiencing homelessness.

SAI
SAI fund will be used to remediate Level 1 and 2 struggling readers in grads 1,2,3 and 4

Violence Prevention Programs
Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs
School Food Service provides free breakfast for all student at FHE.

•The school implements Single School Culture, which includes a School-Wide Positive Behavior Support System. It embeds an appreciation and respect for multicultural diversity through core teaching.
•Through classroom read alouds, and school-wide activities, 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

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Aida Navarro | Education Support Employee |
| Getro Richemond | Education Support Employee |
| Sharon Clark | Business/Community |
| Curtisha Tabois | Parent |
| Andrea Alvarez | Parent |
| Eugeneson Joseph | Parent |
| Joseph Innocent | Parent |
| Claudnel Damestoire | Parent |
| Lisa Wiggins | Parent |
| John Huerta | Parent |
| Niurys Fajarado | Parent |
| Guadalupe Escobedo | Parent |
| Iris Aguayo | Parent |
| Claudia Perkins | Education Support Employee |
| Imelda Rodriquez | Business/Community |
| Josefa Fernandez | Parent |
| Pamela Buckman | Principal |
| Brenda Chavez | Teacher |
| Hyacinth Brown | Student |

**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 first SAC meeting will include a review of last year's goals and performance data from the 2016-2017 (FSA and FCAT) results. We will discuss our goals for this year and review our accomplishments from last year. The SIP will be presented for the FY18 school year to allow SAC members to offer suggestions for additions or deletions.

*b. Development of this school improvement plan*

•The SAC develops and reviews the school improvement plan with a focus on achievement data, areas of improvement needed, budgeting of funds toward student learning goals, increased involvement of and input from families and community stakeholders.
•During monthly SAC meetings, the school Principal, Pamela Buckman and Assistant Principal, Sandra Moreau Oliver, will deliver PowerPoint presentations of the latest school data from diagnostics, FAIR and Reading Running Record; current and new core best-practices, strategies and research-based learning programs and interventions implemented.
•The SAC also informs all stakeholders on status of current funds, student learning needs and reviews and votes on expenditures to promote student learning.

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

The annual budget and plan will be discussed during the October SAC meeting.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
? School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
? Monies may be expended only on programs or projects selected by the School Advisory Council.
? Neither School District staff nor principals may override the recommendations of the School Advisory Council.
? The monies may not be used for capital improvements or for any project or program with a duration of more than one year;
however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year. School improvement funds were used to purchase writing resources and to replenish materials for Fundations Kits for both Kindergarten and Grade 1.
The amount used totaled XXXXXXXXXXXXXXXXXXXXXX

***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 |
|---|---|
| Moreau , Sandra | Assistant Principal |
| Casper, Kristen | Teacher, K-12 |
| Ortega, Colleen | Teacher, K-12 |
| Thomas, Tabatha | Instructional Media |
| Ruiz, Suehae | Teacher, K-12 |
| Buckman, Pamela | Principal |
| Kitchen, Denesha | Administrative Support |

**b. Duties**

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

•This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from various grade level, a representative from ELL, a representative from ESE, Single School Culture Coordinator, and at least one administrator.
•The team will use data to establish literacy goals based on student need. Once the goals have been established, the team will create a plan of action and will meet monthly, (more if necessary) to assess progress towards accomplishing the goals.
•The team will promote and support literacy in a variety of ways: through literacy night, professional development for staff and parents, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

## 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 (5-7 day rotation from 8:10-9:20 and two days per week from 2:45-3:35). 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.

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.
? Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

?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
? 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.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a

beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and 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.
Alignment of curriculum and instructional materials to the Florida Standards (Programs) is done through the use of Professional Learning Communities (PLCs) during the school day and after school.

#### b. Instructional Strategies

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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block

•Creating a schedule with an uninterrupted 60 minute writing block (K-3) and 30 minute writing block (4 and 5)
•Providing iii instruction based on student needs (K-2 Fundations and push in support for 30 minute block)
•Providing instruction aligned with District and the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, big books, leveled books for small group instruction), complex texts, word study materials, etc.
•Administering assessments which measure instructed standards
Learning Communities (PLCs)
•Conducting data chats with students following select assessments
•Utilizing the Balanced Literacy Components (Read Aloud, Shared Reading Guided Reading, Strategy Lessons, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study) to gradually teach students how to be independent in what is being taught based on their needs
•Choosing methods of instruction for minilessons based on the needs of students (modeled, guided practice, inquiry)
•Providing differentiated word study instruction based on current data
•Students self-selecting texts based on RRR levels
•Providing Process and Strategy charts for reminders of teaching
•Students independently using charts and other tools to practice and monitor their own learning
•Students receiving push-in services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
? Provide specially designed instruction per student's IEP needs
? Strategic Instructional Model is used in Learning Strategy classrooms
? Integrating accommodations into Lesson Plans

Students will participate in a variety of assessments to monitor their ability to apply the learned material. Formal assessments may include:
• Reading Running Records (RRR)
• Reading, Math and Science Unit Standard Assessments (USA)
• Reading, Math and Science Florida State Quiz (FSQ)
• Winter Diagnostics
• iReady Diagnostics

During Professional Learning Communities and Collaborative Instructional Planning, student data will be analyzed and compared to expectations found in the Florida Standards. Administration, Coaches and teachers will use the data from the assessment to create secondary focus calendars when the majority of the class needs to be retaught the standard. In addition, teachers will conduct data chats with students to identify both areas of strength and growth. Teachers will provide opportunities to reteach or enrich students based on the data. Instruction will occur either whole group, small group or individually. Teachers are expected to integrate accommodations into their lesson plans for both instruction and assessments.

Structures will be established during core academic blocks to ensure instruction time is allotted:
•An uninterrupted 90 minute reading block
•An uninterrupted 60 minute writing block (Grades K-3)

•An uninterrupted 30 minute writing block (Grades 4 & 5)
•An uninterrupted 60 to 90 minute math block
•A 60 minute science block in grade 5

In addition to formal assessments, teachers will consistently monitor student learning informally as well. Time has been built into the core academic schedules to allow students the opportunity to practice the teaching point independently. If the teaching point is not mastered, the schedule allows for the opportunity to pull students to provide additional support in either small group or independently.

Administration will work with both classroom and resource teachers to match student needs to an appropriate intervention, support or enrichment.

***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:** 3,600

The afterschool tutorial will provide both Intervention and enrichment based on the needs of the students. Student data will be used to determine the appropriate intervention or enrichment activities used during the tutorial program.

***Strategy Rationale***

To increase academic proficiency for targeted students.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Moreau , Sandra, sandra.moreau@palmbeachschools.org

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

Formative assessments as identified by the District.

## 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, Pioneer Park 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 Pioneer Park, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling kindergarten registrations at private preschools and centers

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

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

Providing opportunities for school-based preschool teachers to meet with kindergarten teachers to discuss standards and goals for children

Providing of a summer program through VPK for rising kindergarten children

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

•PPES will work with feeder school Lake Shore Middle to promote opportunities for parents and students to receive information about registration, school tours, etc. to prepare 5th grade students to transition to 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.***

NA

***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.***

•School based team review and provide assistance to specific students as needed
•Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college by increasing reading proficiency during the elementary years.

## 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

# School Improvement Goals

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

**Problem Solving Key**

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

1 = Problem Solving Step S123456 = Quick Key

## Strategic Goals Summary

**G1.** If we deliver effective and relevant instruction to meet the needs of all students then we will increase reading on grade level by 3rd 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 3rd grade. 1a

G094937

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement - Grade 3 | 53.0 |
| FSA ELA Achievement | 33.0 |
| Literacy Rate - Kindergarten | 60.0 |
| Literacy Rate - Grade 1 | 65.0 |
| Literacy Rate - Grade 2 | 67.0 |
| FSA ELA Achievement - Grade 3 | 32.0 |

### Targeted Barriers to Achieving the Goal 3

- Lack of consistent instruction delivery that maintains the full rigor of the standards

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

- Fundations K-2, LLI intervention, iReady, Florida Ready, Imagine Learning for ELL students, classroom libraries, leveled text for small group instruction, Title I funds used to purchase student supplies.
- Single School Culture Coordinator, Full time SAI interventionist, 2 half time reading interventionists, push-in support for reading blocks, 5th grade science resource teacher, academic tutors
- Technology resources: smartboards, laptop computers, green screen, digital cameras

## Plan to Monitor Progress Toward G1. 8

Student data will be collected and analyzed to determine if the strategies being implemented are having a direct effect of student achievement as identified by the targets.

**Person Responsible**
Sandra Moreau

**Schedule**
On 5/25/2018

***Evidence of Completion***
Students data as represented on FSQ, USA, I-Ready Diagnostics, District Diagnostics, RRR

# 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 3rd grade. 1

G094937

**G1.B1** Lack of consistent instruction delivery that maintains the full rigor of the standards 2

B255431

**G1.B1.S1** Develop the capacity to deliver effective standards based instruction. 4

S269937

**Strategy Rationale**

Increase teacher capacity through professional learning opportunities to allow staff to develop a deeper understanding of standards and techniques to differentiate instruction while consistently maintaining the rigor of the standard.

**Action Step 1** 5

Utilize Professional Learning Communities to unpack Florida State Standards while gradually releasing the facilitation to teachers.

**Person Responsible**

Pamela Buckman

**Schedule**

Every 3 Weeks, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Agendas, PLC work evident in classrooms, Lesson Plans

**Action Step 2** 5

Utilize Professional Learning Communities to Analyze Data and Identify Supporting strategies.

**Person Responsible**

Pamela Buckman

**Schedule**

Every 3 Weeks, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Agendas, PLC work evident in classrooms, Lesson Plans

## Action Step 3 5

Teachers will be provided time and opportunity to build their own capacity by participating in instructional learning walks.

**Person Responsible**

Pamela Buckman

**Schedule**

Monthly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Schedule, Feedback from participants

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

Administrative and SSCC support during scheduled PLC meetings.

**Person Responsible**

Sandra Moreau

**Schedule**

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

***Evidence of Completion***

Schedule, Calendar noting support for teacher, I-observation feedback, student data

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

Classroom Observation (Formal and Informal) through I-observation will be used to monitor the effectiveness of instruction delivery.

**Person Responsible**

Pamela Buckman

**Schedule**

Monthly, from 9/5/2017 to 6/1/2018

***Evidence of Completion***

Agendas from PLC/PD opportunities, I-observation feedback, Data Chats

**G1.B1.S2** Monitor effective delivery of standards based instruction by providing teachers with feedback to support their professional growth in order to move from a compliance mindset to a growth mindset for learning. 4

S269938

**Strategy Rationale**

Teachers at Pioneer Park need to continue to deepen their depth understanding of not only the standards but also the strategies to meet the needs of our diverse population.

**Action Step 1** 5

Administration will develop a classroom observation schedule for both formal and informal observations.

**Person Responsible**

Pamela Buckman

**Schedule**

Monthly, from 10/30/2017 to 5/25/2018

***Evidence of Completion***

Observation schedule

**Action Step 2** 5

Meet with instructional staff members to provide a deeper understanding of the purpose of the observations and support focusing on a shift from a compliance mindset to a growth mindset.

**Person Responsible**

Sandra Moreau

**Schedule**

On 10/2/2017

***Evidence of Completion***

Agenda, Sign In Sheet

## Action Step 3 5

Administration will conduct formal and informal observations and provide specific feedback on areas of strength and potential for growth.

**Person Responsible**

Pamela Buckman

**Schedule**

Weekly, from 10/16/2017 to 5/25/2018

***Evidence of Completion***

Documentation in IObservation

## Action Step 4 5

Administration will work with the PD team and leadership team to provide support based on the needs identified through observations.

**Person Responsible**

Pamela Buckman

**Schedule**

Monthly, from 10/30/2017 to 5/21/2018

***Evidence of Completion***

Calendar of PD, Calendar for Support,

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

Admin will monitor the support provided to the teaching including the teachers deliberate practice goal.

**Person Responsible**

Pamela Buckman

**Schedule**

Every 2 Months, from 5/25/2018 to 6/1/2018

***Evidence of Completion***

Schedule, Student data, Lesson Plans

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

Admin will utilize student data to monitor the overall effectiveness of the support provided to the teacher.

**Person Responsible**

Pamela Buckman

**Schedule**

Monthly, from 10/30/2017 to 6/1/2018

***Evidence of Completion***

Data chats staff, pre and post conferences following a formal observation, student data

# IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| | | | **2018** | | |
| G1.B1.S2.A2 A360971 | Meet with instructional staff members to provide a deeper understanding of the purpose of the... | Moreau , Sandra | 10/2/2017 | Agenda, Sign In Sheet | 10/2/2017 one-time |
| G1.B1.S2.A4 A360973 | Administration will work with the PD team and leadership team to provide support based on the needs... | Buckman, Pamela | 10/30/2017 | Calendar of PD, Calendar for Support, | 5/21/2018 monthly |
| G1.MA1 M385668 | Student data will be collected and analyzed to determine if the strategies being implemented are... | Moreau , Sandra | 9/4/2017 | Students data as represented on FSQ, USA, I-Ready Diagnostics, District Diagnostics, RRR | 5/25/2018 one-time |
| G1.B1.S2.A1 A360970 | Administration will develop a classroom observation schedule for both formal and informal... | Buckman, Pamela | 10/30/2017 | Observation schedule | 5/25/2018 monthly |
| G1.B1.S2.A3 A360972 | Administration will conduct formal and informal observations and provide specific feedback on areas... | Buckman, Pamela | 10/16/2017 | Documentation in IObservation | 5/25/2018 weekly |
| G1.B1.S1.MA1 M385660 | Classroom Observation (Formal and Informal) through I-observation will be used to monitor the... | Buckman, Pamela | 9/5/2017 | Agendas from PLC/PD opportunities, I-observation feedback, Data Chats | 6/1/2018 monthly |
| G1.B1.S1.MA1 M385661 | Administrative and SSCC support during scheduled PLC meetings. | Moreau , Sandra | 9/6/2017 | Schedule, Calendar noting support for teacher, I-observation feedback, student data | 6/1/2018 monthly |
| G1.B1.S1.A1 A360967 | Utilize Professional Learning Communities to unpack Florida State Standards while gradually... | Buckman, Pamela | 9/5/2017 | Agendas, PLC work evident in classrooms, Lesson Plans | 6/1/2018 every-3-weeks |
| G1.B1.S1.A2 A360968 | Utilize Professional Learning Communities to Analyze Data and Identify Supporting strategies. | Buckman, Pamela | 9/5/2017 | Agendas, PLC work evident in classrooms, Lesson Plans | 6/1/2018 every-3-weeks |
| G1.B1.S1.A3 A360969 | Teachers will be provided time and opportunity to build their own capacity by participating in... | Buckman, Pamela | 9/5/2017 | Schedule, Feedback from participants | 6/1/2018 monthly |
| G1.B1.S2.MA1 M385662 | Admin will utilize student data to monitor the overall effectiveness of the support provided to the... | Buckman, Pamela | 10/30/2017 | Data chats staff, pre and post conferences following a formal observation, student data | 6/1/2018 monthly |
| G1.B1.S2.MA1 M385663 | Admin will monitor the support provided to the teaching including the teachers deliberate practice... | Buckman, Pamela | 5/25/2018 | Schedule, Student data, Lesson Plans | 6/1/2018 every-2-months |

# 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 3rd grade.

**G1.B1** Lack of consistent instruction delivery that maintains the full rigor of the standards

**G1.B1.S1** Develop the capacity to deliver effective standards based instruction.

**PD Opportunity 1**

Utilize Professional Learning Communities to unpack Florida State Standards while gradually releasing the facilitation to teachers.

**Facilitator**

Denesha Kitchen, Administration

**Participants**

All instructional staff

**Schedule**

Every 3 Weeks, from 9/5/2017 to 6/1/2018

**PD Opportunity 2**

Utilize Professional Learning Communities to Analyze Data and Identify Supporting strategies.

**Facilitator**

Denesha Kitchen, Administration

**Participants**

All instructional staff

**Schedule**

Every 3 Weeks, from 9/5/2017 to 6/1/2018

**PD Opportunity 3**

Teachers will be provided time and opportunity to build their own capacity by participating in instructional learning walks.

**Facilitator**

Denesha Kitchen and Admin

**Participants**

All instructional staff

**Schedule**

Monthly, from 9/5/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

| | | | |
|---|---|---|---|
| 1 | G1.B1.S1.A1 | Utilize Professional Learning Communities to unpack Florida State Standards while gradually releasing the facilitation to teachers. | $0.00 |
| 2 | G1.B1.S1.A2 | Utilize Professional Learning Communities to Analyze Data and Identify Supporting strategies. | $0.00 |
| 3 | G1.B1.S1.A3 | Teachers will be provided time and opportunity to build their own capacity by participating in instructional learning walks. | $0.00 |
| 4 | G1.B1.S2.A1 | Administration will develop a classroom observation schedule for both formal and informal observations. | $0.00 |
| 5 | G1.B1.S2.A2 | Meet with instructional staff members to provide a deeper understanding of the purpose of the observations and support focusing on a shift from a compliance mindset to a growth mindset. | $0.00 |
| 6 | G1.B1.S2.A3 | Administration will conduct formal and informal observations and provide specific feedback on areas of strength and potential for growth. | $0.00 |
| 7 | G1.B1.S2.A4 | Administration will work with the PD team and leadership team to provide support based on the needs identified through observations. | $0.00 |
| | | Total: | $0.00 |