

Barton Elementary School



2017-18 Schoolwide Improvement Plan

Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

<https://brte.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	95%

School Grades History

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

**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 Barton 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.

Barton Elementary School is committed to ensuring all learners reach their highest potential through an excellent and equitable collaborative community that prepares for college and career readiness.

b. Provide the school's vision statement.

Students will be given quality and purposeful instruction, driven by the standards that will result in student proficiency and growth.

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 - An example of this would be implementing a unit on the Holocaust and digging deeper through the use of multimedia
- History of Africans and African Americans - Examples of this at our school would be Multicultural Day and guest authors
- Hispanic Contributions - An example of this at our school would be Multicultural Day
- Women's Contributions - An example of this at our school would be utilizing the STEM lab for students in 3-5
- Character Development - An example of this would be the Character Counts program. This is led by the guidance department
- * Flag Education - An example of this at our school would be the safety patrols raising the flag each morning

Barton will promote single school culture in the following areas:

- * Effective standards-based instruction
- * Build collective efficacy between all stakeholders
- * Continue to build relationships among faculty and students and families
- * Include all stakeholders in decision making processes to improve relationships
- * Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interactions among students and between the teacher and students
- * All teachers will implement School wide Positive Behaviors guidelines along with their behavioral expectations using CHAMPS
- * Discuss and model strategies to learn about diversity within the school and to promote the culture of all students
- * Collaborate with multicultural department as well as Safe Schools regarding migrant student services and homeless student services
- * Provide professional development to all faculty and support in order to improve collaboration in the

classroom by getting to know the ELL students

- * Provide professional development to Grades K-2 through the Center for Creative Education for arts integration incorporating language arts, math, science, and social students to increase on grade level reading proficiency
- * Encourage the sharing of short, effective strategies for actualizing Marzano's Elements 6, 11, 12, 17, 18, 20, and 22 in DQ 2, 3, and 4 that lead to rigor
- * All students with disabilities are in an inclusion setting; best practices are being implemented for ESE students
- * Schedule and plan school wide multicultural projects
- * Implement cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts)
- * Discuss and analyze data on ratio of positive interactions (RPI) with students
- * Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers
- * Implement school-wide AVID cultural strategies in grades Pre-K through grade 5, in addition to implementing AVID instructional strategies in grades 2 through grade 5
- * Implement a teacher/student mentoring program to foster positive relationships among students and faculty
- * Offer student extra-curricular activities outside of the school day to promote college and career initiative

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.

Faculty and students follow the School Wide Positive Behavior strategies and procedures when on campus including, following safety measures in case of an incident, hallway expectations, classroom transitions, and lunchroom routines and procedures. Before school, students are greeted by Barton staff and are encouraged to have breakfast in the cafeteria. Throughout the day, the entire campus is secured including all classroom doors locked. During the school day, if issues arise, teachers are advised to complete a Class Information Form to document interventions implemented in the classroom. In addition, we have a Social Emotional Learning (SEL) Task Force which is a proactive measure in which staff promotes the success of each child's social and emotional development. Barton is an anti-bullying school that promotes positive behavior school wide. Posters are seen throughout the school and translated in all three languages: Spanish, English, and Creole. In order to monitor dismissal, procedures are in place. Each type of transportation is color-coded by bracelets

and bus signs. Teachers take attendance while students load buses. Walkers are escorted to the gates off campus and a staff member monitors students in transit. Some students attend an after school program at Barton that runs until 6:00 PM.

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.

Barton utilizes Single School culture for behavior through the CHAMPS program to promote positive behavior throughout the day. This program clearly defines what movement and noise level is to occur within all academic and non academic environments throughout the school. Students are always aware of the expectations due to teacher clarification and positive reinforcement. Staff members are trained in CHAMPS. Barton has a universal attention signal, which is an open hand raised in the air.

Barton utilizes Single School culture for academics through Professional Learning Communities (PLCs), Common Plannings Sessions, and Professional Developments. PLCs are held every week per grade level. During these sessions, data is discussed and analyzed. Instructional strategies that will be implemented in the classroom are discussed in order to meet the needs of students while maintaining rigor and adherence to the Florida Standards. Common planning sessions are held every other week. The grade levels meet together with the instructional coaches and plan lessons that align with the Florida Standards and district curriculum. Teachers attend PD sessions on In-service days based on the areas of improvement within the school.

Barton promotes Single School Culture for climate through faculty meetings. Faculty meetings are held once a month. The Instructional Council meets once a month. During the Instructional Council meeting, administration and team leaders meet to discuss district initiative updates and school wide concerns. In addition, administration receives feedback from team leaders pertaining to the needs and concerns of teachers and students. Team leaders then share all discussed information with their teams.

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.

Barton hosts a teacher-student mentor program in which students are paired with teachers to monitor and encourage students both academically and socially. As well, Barton has a guidance program that allows students opportunities to talk with counselors about any issues they face inside or outside of school. The school utilizes two counselors, one being an ELL counselor that is exclusive to the ELL population. Guidance counselors also conduct peer mediation with the students prior to writing student referrals. This allows students to learn how to use conflict resolution. The guidance counselor runs a Title III program for students who are new to the country as well. Boys Town provides support for students in grades K-1 through play therapy. In addition, our Social Emotional Learning (SEL) Task Force which is a proactive measure in which staff promotes the success of each child's social and emotional development.

3. Early Warning Systems

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

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

- Utilize data systems including our SEL Task Force, parent liaison, ESOL/Regular Ed counselor to identify students who have attendance, behavioral or academic concerns

- School wide attendance flow chart is implemented in order to reduce absences and communicate with parents as soon as a child is absent three times. The attendance liaison follows up with parents and explains the importance of being at school. Our parent liaison does weekly home visits to the families of students who have excessive absences this year and the previous year. The "Perfect Attendance" Initiative is implemented school wide where homerooms that have perfect attendance receive awards and incentives.
- Provide interventions with support from SEL Task Force for alternatives other than OSS
- Ensure teachers are aware of students who have previously obtained a Level 1 on the FSA and/or are in danger of obtaining a Level 1. Strategies and interventions are used by teachers to increase academic achievement.

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	33	31	35	29	36	22	0	0	0	0	0	0	0	186
One or more suspensions	2	0	6	3	5	11	0	0	0	0	0	0	0	27
Course failure in ELA or Math	38	67	70	105	132	68	0	0	0	0	0	0	0	480
Level 1 on statewide assessment	0	0	0	91	106	98	0	0	0	0	0	0	0	295

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	12	16	25	89	106	71	0	0	0	0	0	0	0	319

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

- Identify L30% and address concerns at SBT and RtI to develop intervention plan.
- iReady (Math & Reading), SAI , iii, Tutorials, LLI, and Foundations (PreK-1st grade)
- Utilize LLI, Words their Way, and other research-based intervention for all Level 1 and 2 students. Targeted, small group instruction will be provided to these students during the school day, before school, after school, and on Saturday tutorials.

ELL & ESE

- Address student individual needs and IEP goals when planning for interventions and daily classroom instruction
- ELL and ESE will provide targeted small group instruction to address students' specific academic needs
- ELL Resource and ESE Resource provide support for students instruction with LEPs and IEPs along with general education teachers. Monitoring of progress at least bi-weekly with approximately 6-10 weeks of research base interventions.

Parent collaboration/education through the Academic Parent-Teacher Teams, AVID, and Parent University. Through these programs, partnerships will be formed between parents and teachers to support our students'/their child's learning.

- Individual Goal Setting for identified student

- Educational strategies that can be used at home to support academic achievement
- Notification procedures for parents, agency and community outreach
- Develop programs that meet the academic and emotional needs of students through school-based community and community resources such as Migrant and Title III funded tutorial for LY students and mentoring programs

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/446262>.

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.

Barton reaches out to the local community and invites organizations and businesses to visit and collaborate with the school. Organizations include:

Center for Creative Education

Florida Atlantic University

Team USA

For the Children

Columbiettes of Saint Jude in Boca Raton

Additionally, our parent liaison has established relationships with local businesses, such as:

Publix

Costco

Rotary Club

Sheriff's Department

Palm Beach Community Food Bank

These organizations donate items to Barton to help support the students.

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
Johnson, Tara	Assistant Principal
Sanon, Denise	Principal
Franklin-Jeune, Naila	Instructional Coach
Ramos, Sandra	Teacher, ESE
De La Cruz, Karla	Other
Lazier, Coi	Instructional Coach
Briggs, Christine	Other
Weller, Meleshia	Instructional Coach

b. Duties

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

Administration supports and enforces school wide positive behavior. They conduct classroom environment walk throughs to ensure that effective learning is occurring daily through a bell to bell schedule. Administration also monitors data and tracks student progress through data chats with teachers and instructional coaches. The principal and assistant principal hold monthly faculty meetings, parent trainings, and attend professional development sessions on campus. Administrations facilitates Instructional Council meetings and participates in PLC's and SBT meetings. They are very involved in parent communication and student achievement.

Instructional Coaches hold multiple responsibilities. They include monitoring data through Unify, EDW, iReady, FLICKERS, and district assessments such as diagnostics, Running Reading Records, PBPA, USA's, FSQ's and NGSQ's. Additionally, they create ongoing assessments that align with the standards being taught. Coaches also track student progress through the implementation of student tracking forms that are analyzed with teachers. Instructional coaches provide ongoing professional development through professional learning communities, PDD, and common planning sessions. All coaches support teachers and students through the coaching cycle, and organize tutorial programs. As well, coaches develop school wide content area events throughout the year to promote academic engagement and parent involvement.

The Single School Culture Coordinator (SSCC) supports Professional Learning Communities. In addition, the SSCC serves as RTI and monitors the RTI process for the school. She handles referred students and holds SBT meetings.

The ESOL Coordinator identifies and monitors ELL student's language acquisition. The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students on the ELL continuum. The ESOL Coordinator also supports teachers through the coaching cycle and facilitates PLCs to ensure that all teachers are equipped with strategies in effective instructional practices in order to close the achievement gap.

The ESE Coordinator facilitates the process that ensures students receive the services they need and that all students are in an inclusive setting. The ESE Coordinator also guides and assists parents and families of these students to obtain the proper resources they may need. Finally, the ESE Coordinator provides ESE instructional strategies and supports classroom teachers.

The School Based Team Leader facilitates School Based Teams (SBT) meetings. At SBT meetings she facilitates the referral process of students who are referred by teachers in the area of academics and/or behavioral deficiencies. She supports teachers with strategies and interventions used to

support student achievement. The RTI interventionist, she services students and collaborates with teachers to ensure student's progress towards academic goals are met.

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.

Barton implements multiple measures of analyzing school-wide data that drives the RTI process. Students are assessed by FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and Florida Standards Quizzes and Unit Standards Assessments, as well as Reading Running Records. Kindergarten and first grade students participate in the Pre-LAS test for ELL placement, 2nd-5th grade ELL students are assessed with the LAS Links, and the annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate)

Academics:

Professional Learning Communities occur every week per grade level. All grade level teachers meet with the Single School Culture Coordinator, the academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. In addition, student work and best practices are shared and analyzed. Grade levels meet for Common Planning. At this time, the grade levels come together to discuss standards based and data driven instruction that they will focus on for the next few weeks. Teams create goals and plans based on standards, domains, units of study, and big ideas. It is then determined how all subject areas can be incorporated into the subject being taught. All teachers will be trained in LLI and provide small group instruction to students in the extended thirty minutes. This includes fine arts and resource teachers. . The Center for Creative Education has awarded Barton a grant to promote arts integration in grades K-2. All students who are beginning on the ELDC, that require English language acquisition, will use Imagine Learning.

Behavior: CHAMPS school wide, universal attention signal

Barton is implementing a School-wide Positive Behavior System. CHAMPS is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

District resources allocated to our school

Regional support teams

Curriculum support

Reading Interventionist

Single School Culture Coordinator

Pre-K unit

VPK units

Curriculum support -Professional Development

MTSS - Professional Development

Multicultural grant to work with level 1 and ESOL students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Serrano	Teacher
Denise Sanon	Principal
Abraham Domingo	Parent
Reginale Durandisse	Business/Community
Robert Alexandre	Education Support Employee
Lisa Catablan	Parent
Cheryl Burton	Teacher
Ericka McCarthy	Teacher
Edgar Roque	Parent
Josue Ledezma	Parent
Efrain Hernandez	Parent
Simonia Camille	Parent
	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 SIP is shared with the parents and feedback is provided. Each content area's strategies are reviewed frequently throughout the school year and modified if needed. The BPIE is shared with the parents as well. SAC members voted on any proposal given by the faculty.

b. Development of this school improvement plan

SAC chairs and committee members were present while creating the school improvement plan. The team discussed specific targets and goals for all areas throughout the school. The plan was reviewed and revised prior to being submitted.

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

School Improvement plan was reviewed with SAC. Minutes were taken.

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

Foundations Materials \$1900
Agendas \$1800

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.

Barton is currently working towards compliance.

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
Lazier, Coi	Instructional Coach
De La Cruz, Karla	Other
Sanon, Denise	Principal
Briggs, Christine	Other
Ramos, Sandra	Teacher, ESE
Johnson, Tara	Assistant Principal
Weller, Meleshia	Instructional Coach

b. Duties

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

The LLT hosts different events throughout the year to promote literacy. The team plans a literacy night in which teachers volunteer to plan literacy activities for families and strategies that can be implemented at home. Another family literacy event is the FSA Night, where students lead a conference with their parents discussing their academic performance. Barton also organizes a Book-o-Ween event in October that engages all students in K-2 students to dress as characters the class has read and partake in a parade, while 3-5 students decorate their classroom doors based on a book the class has read. As well, Barton invites the Public Library to the school in order to provide information to the students and parents. During this time, families can sign up for library cards, learn about resources provided by the library, and receive a monthly calendar of library events. Barton also hosts a "Meet the Author" event where authors speak to students. Barton implemented a kick off to summer reading program that encouraged all students to choose a book to read and complete a project based on that book. The Children's Services Council also assisted by donating books to students to read over the summer to help prevent the Summer Slide. Students are encouraged to turn in the assignment within the first three weeks of the following school year. In addition, over the summer, incoming third grade students participate in a school run reading academy in order to prepare for the upcoming academic year. A summer book club is also in place for incoming third, fourth, and fifth grade students to participate in. The Center for Creative Education (CCE) also collaborates with classroom teachers to implement lessons that integrate arts with the Florida Standards.

The instructional coaches have organized two resource rooms with a multitude of books that are available to teachers. This room offers reading and writing resources, as well as math and science texts.

Barton also offers a Book club to students interested in reading for pleasure outside of the Reading Block. Here, students gather to read the same book and discuss the story in depth through grand conversations.

Finally, Barton facilitates various family events that promote literacy within and outside of the school context. Parents and teachers participate in Academic Parent Teacher Teams where parents learn strategies and set goals to assist with literacy instructions. During Coffee with the Principal, parents are also enlightened on how they can support literacy instruction at home. During Parent University, parents learn about school initiatives that connect the home school relationship in order to better

support our students' academic achievement and social and emotional development. Through AVID, we host an Avid Awareness Event where parents and students set SMART goals.

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.

Teachers attend scheduled PLC sessions on a weekly basis. During these sessions, student data is analyzed and best practices are shared in a collaborative format. The school's academic support team attends to assist teachers with planning, ensuring that student's needs are met and providing instructional strategies that can be used in the classroom. Instructional resources are also provided and the use of adaptive technology is monitored and discussed. Staff collaborates to provide solutions to any areas of concern. In addition, each grade level meets for common planning on a weekly basis on a day different than the scheduled PLC day. Common planning is facilitated by team leaders, ensuring that all team members participate and feel included in the process. Instructional council meetings occur on a monthly basis. At these meetings, administration meets with team leaders in order to ensure that teachers' needs and concerns are addressed. These combined efforts support effective instruction in the classroom and promote a positive, collaborative school climate centered on student needs.

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

Administration receives and reviews potential candidate's resumes. Selected candidates take part in the STAR interview from the Haberman Educational Foundation. This interview is a personality-based interview for high needs schools. The interview team consists of administration, as well as either a grade chair or academic coach. Staff members are chosen based on the interview process and openness to positively impact our high needs population. In addition, a teacher's willingness to build their capacity is taken into consideration.

Barton is a growing and improving school. As an extended day school, teachers are excited to be part of the Barton team, as the school grade continues to improve. Barton offers professional development based on the teacher's interests and needs. The teachers are surveyed to determine focus areas for PD. In addition, the school's academic support team, regional support team, and administration collaborate to provide district, school and content area PD opportunities based on observed teacher needs.

Instructional coaches are mentors and an integral resource for all teachers. Through the implementation of the coaching cycle, collaborative planning, and addressing individual teacher needs, coaches develop our teacher's capacity.

New teachers participate in a teacher mentor program where they are paired up with a veteran teacher based on personality and/or content area. Throughout this program, new teachers complete the ESP program, which allows them to get to know their school, and provides opportunities for them to observe and be observed in order to build capacity and confidence within the classroom. New teachers attend school, district, and content area PDs that ensure high quality instruction.

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

The Educator Support Program is created to provide new educators with support in order to build effective teachers. New teachers are paired up with mentors. They are paired by content area, personality traits, and ability. Mentors meet with their mentee on a continuous basis to discuss lessons,

concerns, and any questions they may have that need to be addressed. These pairs work collaboratively in order to build confidence and success. Mentees attend additional meetings led by the ESP contact to ensure that they are meeting the demands in a timely manner.

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.

All K-5 instructional staff members have received training on the Florida Standards. During PLC/ Common Planning, teachers unpack and develop learning goal scales based on the Florida Standards. Resources are also chosen to support Florida Standards instruction. During common planning, lessons are prepared, ensuring that they teach and assess the Florida Standards. We implement standards based instruction through teacher collaboration and support from the curriculum department and the regional support team. Teachers also have the opportunity to collaborate outside the contract day to plan and collaborate for standard based instruction. Teachers also use the items specs and Marzano's taxonomy levels to create text-dependent questions to be used during instruction in order to monitor students' learning of the Florida Standards.

b. Instructional Strategies

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

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

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

All content area teachers differentiate instruction through small group instruction and rotations. At the beginning of the school year, data is pulled from EDW, Unify, iReady, Running Records, and District Diagnostics to assist students who need modifications and supplemental instruction. However, data is used continuously throughout the year to modify small group instruction. Teachers may pull groups based on their level, including but not limited to, strategy groups. In addition, resource teachers push in to classrooms to provide supplemental instruction to students in different tiers. Barton also utilizes SAI teachers to provide LLI to the lowest 25% of the students. ESOL and ESE teachers will collaborate with classroom teachers to provide effective instruction to the ELL and ESE students.

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

Strategy: Extended School Day

Minutes added to school year: 5,400

Kindergarten will implement the program Foundations with all students. First grade will implement LLI, Foundations, and shared reading. Second grade will implement Literacy Enrichment Classes where teachers will teach shared reading and writing, and interactive reading and writing. Third, Fourth, and Fifth grade will utilize iReady (teacher toolbox lessons) to deliver standards based instruction in addition to interactive read aloud. Teachers will also use the gradual release model in order to move classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice.

In addition, SAI teachers are working with students using LLI, Words Their Way, or Oral Language Programs.

Strategy Rationale

Barton's goal is improve student academic proficiency. At the same time, we are working very hard to increase learning gains in ESOL and ESE students. Therefore, we have all hands on deck during the extended hour, and provide the most effective reading instruction we feel that benefits the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanon, Denise, denise.sanon@palmbeachschools.org

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

Teachers will assess their students weekly based on the differentiated small groups. Teachers will keep records and analyze data at PLCs, common planning, and with the instructional coaches.

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, Barton 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 Barton Elementary, 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
- 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 for the transmittal of written records of a child's experiences or status to the kindergarten teacher
- 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
- At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. Kindergarten is a staggered start at the beginning of the year. Barton also offers a VPK and Pre-K ESE (behavior) program to support incoming students.

Lake Worth and Lantana Middle Schools visit Barton's fifth grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. Fifth grade students are provided the opportunity to visit local middle schools at the end of the year with their families. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. In order to properly fill out choice programs for middle schools, Barton offers support to fifth grade students' families. Guidance counselors and CLF's help with the application process. Fifth grade teachers also support students by recommending courses and programs based on students needs and interests.

In order support the academic needs and enrichment of students, Barton has a few programs for students at different grade levels. In second grade, a summer reading program was implemented in order to prepare incoming third graders. The Advanced Math Program (AMP) is also offered to qualifying students in 3rd grade, ensuring that they receive an enriched math curriculum which is above grade level. AVID strategies are taught and implemented in grades 2-5. These strategies foster organization, goal setting, and study habits that students will use in their upcoming grade level. In addition, in order to increase academic success and college readiness, Barton hosts a Leadership Club where students engage in school and community projects to build future leaders.

Barton also cultivates a college and career readiness culture school-wide in grades Pre-K-5. Following AVID principles, students start thinking about their college and career choice at an early age. Exposure to the college atmosphere is provided by visiting local college campuses. Students also engage in goal setting opportunities where they set 1 year, 3 year, and 5 year goals in order to prepare them for the upcoming grade levels and college/career paths. Barton's partnership with Team USA provides college scholarships to qualifying students in order to encourage college readiness and success.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = 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**

 G094968

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	50.0
FSA ELA Achievement	40.0
FSA ELA Achievement - Grade 3	29.0
Literacy Rate - Grade 2	50.0
Literacy Rate - Grade 1	60.0
Literacy Rate - Kindergarten	60.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal **3**

- We have a challenge with designing and delivering standards-based instruction to meet various needs of our students.

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

- Extended Hour - LLI, Shared Reading, Words Their Way
- Computer based programs - Imagine Learning, iReady
- Resource Teachers - Collaborate with classroom teachers to provide supplemental instruction - LLI
- Resource Room - grade level appropriate content area texts
- Oral Language Programs - Foundations, OLLIE
- Adobe Connect
- Student Resources - Student Dictionaries, visuals (anchor charts), Learning Goal Scales
- District Support - Multicultural
- Academic Coaches - Collaborate with classroom teachers to implement effective instruction of Florida standards
- Professional Learning Communities
- Parent Liaison - Bridge home/school connection
- iReady
- APTT
- AVID
- Single School Culture Coordinator
- Tutorial

Plan to Monitor Progress Toward G1. 8

Monitor School and District Assessments

Person Responsible

Denise Sanon

Schedule

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

Evidence of Completion

Diagnostics FAIR FSQ USA iObservation Reports from EDW Palm Beach Performance
Assessment RRR iReady Reports Imagine Learning Reports Lesson Plans Schedules RTI data
FLKRS

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

 = 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

 G094968

G1.B8 We have a challenge with designing and delivering standards-based instruction to meet various needs of our students. 2

 B255584

G1.B8.S1 Provide ELL students with opportunities to foster English language acquisition. 4

 S270117

Strategy Rationale

Students will be able to learn the basics of reading, such as sounds, letters, and phonics. Student use of academic English language across all content areas will increase. All these strategies will ensure that we meet Barton's and the district's strategic plan goals.

Action Step 1 5

Students will use Foundations to learn phonemic awareness in grades pre-K through grade 1.

Person Responsible

Vikki Byrd

Schedule

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

Evidence of Completion

Foundations work books, lesson plans, observations

Action Step 2 5

Students will receive inclusion and pull out ESOL support in grades 1 through grades 5.

Person Responsible

Christine Briggs

Schedule

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

Evidence of Completion

Student assessments, lesson plans, observations

Action Step 3 5

An ESOL-SAI teacher will provide supplemental instruction in grades 2 and 3 using LLI interventions.

Person Responsible

Christine Briggs

Schedule

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

Evidence of Completion

LLI Assessments, Running Reading Records, Lesson Plans

Action Step 4 5

Students will receive instruction through an integrated curriculum that focuses on oral language acquisition in the content areas with the collaborative efforts of the Center for Creative Education.

Person Responsible

Meleshia Weller

Schedule

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

Evidence of Completion

Student artifacts, lessons, observations

Action Step 5 5

Provide teachers new to Barton Elementary with Foundations training

Person Responsible

Meleshia Weller

Schedule

Semiannually, from 8/14/2017 to 11/3/2017

Evidence of Completion

Attendance, In-service points, teacher artifacts of implementation of PD

Action Step 6 5

Teachers will receive teacher training in LLI

Person Responsible

Christine Briggs

Schedule

On 6/1/2018

Evidence of Completion

Attendance, teacher in service points, teacher artifacts of implementation

Action Step 7 5

Teachers will receive training in how to integrate oral language in the content areas with assistance from the Center of Creative Education.

Person Responsible

Meleshia Weller

Schedule

On 4/27/2018

Evidence of Completion

Attendance, Lesson Plans

Action Step 8 5

Students with limited English will participate in tutorial program (Title III).

Person Responsible

Coi Lazier

Schedule

Daily, from 11/6/2017 to 4/13/2018

Evidence of Completion

Student attendance

Action Step 9 5

CLF will support students and teachers in the classroom, support parents and teachers during parent conferencing and translate documents related to student academics.

Person Responsible

Christine Briggs

Schedule

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

Evidence of Completion

Schedule, copies of parent conferences, log

Action Step 10 5

Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities. Media center support will be provided to students to prevent Summer Slide.

Person Responsible

Coi Lazier

Schedule

Weekly, from 7/3/2017 to 3/30/2018

Evidence of Completion

Tutorial schedule, student sign in sheets, lesson plans, data used to determine student grouping and progress.

Action Step 11 5

Students in grades K-2 will participate in building oral language skills though Choice Lab in Fine Arts Rotation

Person Responsible

Meleshia Weller

Schedule

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

Evidence of Completion

Lesson Plan, Fine Arts Schedule

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

Walkthroughs and evaluation of the results from student assessments, lesson plan checks

Person Responsible

Denise Sanon

Schedule

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

Evidence of Completion

Foundations assessments, LLI assessments, Reading Running Records Assessment, all district assessments

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

Analysis of student artifacts at Professional Learning Communities

Person Responsible

Karla De La Cruz

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Professional Learning Community Agendas

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

Academic coaches monitor progression of student programs

Person Responsible

Meleshia Weller

Schedule

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

Evidence of Completion

OLLIE checklist, Foundations Unit Assessments, Running Reading Records, iReady reports, Imagine Learning Reports, LLI assessments

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Administration will conduct meetings to discuss support personnel's schedule and supporting documentation to make adjustments to program/support as needed.

Person Responsible

Tara Johnson

Schedule

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

Evidence of Completion

Agendas, minutes

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Data analysis on student assessments, walkthroughs, discussions of assessment results during PLC

Person Responsible

Tara Johnson

Schedule

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

Evidence of Completion

Foundations assessments, LLI assessments, Running Reading Records, district assessments

G1.B8.S2 Provide teachers with a variety of professional learning opportunities that will focus on developing teacher capacity to deliver effective instruction. 4

S270118

Strategy Rationale

Teachers need to have opportunities to collaborate to deepen their understanding of the standards and needs of the students in order to deliver effective and relevant instruction.

Action Step 1 5

Identify Problem of Practice through Instructional Rounds

Person Responsible

Karla De La Cruz

Schedule

On 9/22/2017

Evidence of Completion

Rigor Walk Documents

Action Step 2 5

Monitoring continuous growth towards Pillars of Instruction during Instructional Rounds

Person Responsible

Tara Johnson

Schedule

On 2/2/2018

Evidence of Completion

Rigor Walk Documents

Action Step 3 5

Collaborative lesson planning correlating to the Florida Standards

Person Responsible

Karla De La Cruz

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans

Action Step 4 5

Developing effective instruction practices through shared observations

Person Responsible

Karla De La Cruz

Schedule

Biweekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Professional Learning Community Agenda

Action Step 5 5

Planning for small group instruction based on analysis of student data

Person Responsible

Karla De La Cruz

Schedule

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

Evidence of Completion

Teacher small group lesson plans

Action Step 6 5

Plan for core lesson by aligning Florida Standards to current student data/needs

Person Responsible

Karla De La Cruz

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Revisions of lesson plans based on student data

Action Step 7 5

Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching cycle with teachers and co-facilitate at PLC's.

Person Responsible

Coi Lazier

Schedule

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

Evidence of Completion

Coaching logs, schedules, PLC agendas

Action Step 8 5

Teachers will be provided with collegial planning opportunities during the school day. Substitutes will be provided for coverage.

Person Responsible

Karla De La Cruz

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

PLC agendas, sign in sheets, work samples

Action Step 9 5

Math coach will work directly with teachers in all grades utilizing the coaching cycle and co-facilitate in PLCs.

Person Responsible

Naila Franklin-Jeune

Schedule

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

Evidence of Completion

Coaching cycle logs, schedule, PLC agenda

Action Step 10 5

PLCs will develop teacher capacity in standards and meeting the needs of all students.

Person Responsible

Karla De La Cruz

Schedule

On 6/1/2018

Evidence of Completion

PLC agendas, lesson plans

Action Step 11 5

Teachers will receive professional development training during preschool and throughout the year in personalizing instruction to meet the needs of diverse learners through project based learning that is aligned to the Florida Standards.

Person Responsible

Meleshia Weller

Schedule

Quarterly, from 7/3/2017 to 5/31/2018

Evidence of Completion

Lesson Plans, sign in sheets, student artifacts

Action Step 12 5

Collaboration and professional development provided to classroom teachers and their academic tutors in reaching the diverse needs of all learners in ELA and math.

Person Responsible

Naila Franklin-Jeune

Schedule

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

Evidence of Completion

Agendas, lesson plans, walkthroughs, student data

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Administration will conduct frequent walk-throughs, review schedules, student data and supporting documentation of support staff.

Person Responsible

Denise Sanon

Schedule

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

Evidence of Completion

Schedules, student data, coaching logs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Administration will conduct frequent walk-throughs to observe implementation and adherence to scheduled intervention and enrichment instruction.

Person Responsible

Tara Johnson

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Lesson plans, student data, walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

Administrators will analyze student data to evaluate the effectiveness of implementations and make needed adjustments based on student needs.

Person Responsible

Denise Sanon

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Student data, Title I Reflection Log, Supporting documentation

G1.B8.S3 Provide all students with a variety of learning opportunities to meet their needs and foster their academic success. 4

 S270119

Strategy Rationale

Students need differentiated instruction in order help them reach the demands of the standard.

Action Step 1 5

Targeted students will receive personalized instruction from math resource teacher. Students will be chosen based on data.

Person Responsible

Naila Franklin-Jeune

Schedule

Daily, from 1/8/2018 to 5/31/2018

Evidence of Completion

Weekly/daily schedule, list of students served, lesson plans, data used to determine student groups.

Action Step 2 5

Students in K-5 will receive additional math instruction during their Fine Arts rotation from the math resource teacher. The math resource teacher will conduct hands on math lessons that directly align to student needs based on data.

Person Responsible

Naila Franklin-Jeune

Schedule

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

Evidence of Completion

Lesson plans, Fine Arts schedule, usage reports

Action Step 3 5

Students in Grades 3-5 will receive supplemental science and STEM instruction during Fine Arts provided by the Science Resource teacher. Students will participate in hands on science experiments aligned to the Florida Standards.

Person Responsible

Karla De La Cruz

Schedule

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

Evidence of Completion

Lesson plans, fine arts schedule

Action Step 4 5

Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities.

Person Responsible

Karla De La Cruz

Schedule

Daily, from 9/11/2017 to 5/18/2018

Evidence of Completion

Tutorial schedule, student sign in sheets, lesson plans and data used to determine student groupings and progress

Action Step 5 5

Implementation of AVID program to assist students in using organizational and studying strategies that will help them become successful.

Person Responsible

Vikki Byrd

Schedule

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

Evidence of Completion

Lesson plans, pictures, PLC documentation

Action Step 6 5

Students in K-2 will participate in personalized project based learning opportunities aligned to Florida Standards.

Person Responsible

Meleshia Weller

Schedule

Weekly, from 9/1/2017 to 5/14/2018

Evidence of Completion

Lesson Plans, Student projects, Class presentations, Cumulative Presentation

Action Step 7 5

Students in grades 3-5 will receive additional personalized instruction in ELA and science based on data through a team teaching approach of instruction

Person Responsible

Coi Lazier

Schedule

Daily, from 8/21/2017 to 5/18/2018

Evidence of Completion

Lesson Plans, Walkthroughs, Student Data

Action Step 8 5

Students in grades 2-5 will receive supplemental small group instruction through the use of academic tutors.

Person Responsible

Schedule

Daily, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walkthroughs, student data

Action Step 9 5

Title I funded PreK classrooms provide students with a strong foundation to ensure academic success in grades K-5.

Person Responsible

Tara Johnson

Schedule

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

Evidence of Completion

Lesson Plans, Classroom Schedule, Student Attendance

Plan to Monitor Fidelity of Implementation of G1.B8.S3 6

Administration will meet to monitor and discuss support while making adjustments as needed.

Person Responsible

Denise Sanon

Schedule

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

Evidence of Completion

Coach's schedules, Title I reflection template, teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B8.S3 7

Administration evaluating support's schedule and supporting documentation to determine impact on student achievement and to make adjustments to program as needed.

Person Responsible

Denise Sanon

Schedule

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

Evidence of Completion

Student data, supporting documentations (PLC agenda, sign in sheets)

G1.B8.S4 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

S270120

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B8.S4 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B8.S4 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B8.S5 (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

 S270121

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support the school in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

Denise Sanon

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B8.S5 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B8.S5 6

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B8.S5 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

G1.B8.S6 (UniSIG) Implement literacy instruction focused on research-based core practices using complex, grade level texts. **4**

 S270122

Strategy Rationale

The Palm Beach Model of Instruction is a research-based approach to teaching and learning focused on three core practices (Reading Between the Lines: What the ACT reveals about college readiness in reading 2006):

- * Focus each lesson on high-quality, complex text(s).
- * Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by standards.
- * Provide all students with opportunities to engage in the work of the lesson.

The School District of Palm Beach County implemented a pilot focused on the three core practices utilizing Core Knowledge Language Arts (CKLA) during the 2016-17 school year. From January through June of 2017, the materials were utilized in 42 Grade 2 classrooms in 5 schools. The work was supported by a staff developer that worked with teachers in PLCs and during modeling to ensure fidelity of implementation. Improved student achievement around the three core actions (use of complex text, standards-based tasks, and engagement) was documented in the pilot.

Action Step 1 **5**

The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3 Barton Elementary School.

Person Responsible

Diana Fedderman

Schedule

On 7/27/2018

Evidence of Completion

Purchase and distribution records

Action Step 2 5

The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.

Person Responsible

Diana Fedderman

Schedule

Daily, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data

Action Step 3 5

Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.

Person Responsible

Denise Sanon

Schedule

Quarterly, from 9/22/2017 to 7/27/2018

Evidence of Completion

PD records and sign in sheets, Substitute records

Action Step 4 **5**

In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.

Person Responsible

Diana Fedderman

Schedule

Weekly, from 9/22/2017 to 7/27/2018

Evidence of Completion

Professional development and coaching records, data collection and analysis, learning walk and observation data

Plan to Monitor Fidelity of Implementation of G1.B8.S6 **6**

Teachers will demonstrate instructional practices implementing the three core actions (use of complex text, standards-based tasks, and engagement) using the CKLA program.

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/27/2018

Evidence of Completion

Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data

Plan to Monitor Effectiveness of Implementation of G1.B8.S6 7

Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.

Person Responsible

. Regional Superintendent


















Schedule

Triannually, from 9/22/2017 to 7/27/2018



















Evidence of Completion

Classroom Walk-through and Observation data, Principal and Principal Supervisor
Dashboard, Data Review Schedules

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.B8.S2.A1  A361393	Identify Problem of Practice through Instructional Rounds	De La Cruz, Karla	8/28/2017	Rigor Walk Documents	9/22/2017 one-time
G1.B8.S1.A5  A361386	Provide teachers new to Barton Elementary with Foundations training	Weller, Meleshia	8/14/2017	Attendance, In-service points, teacher artifacts of implementation of PD	11/3/2017 semiannually
G1.B8.S2.A2  A361394	Monitoring continuous growth towards Pillars of Instruction during Instructional Rounds	Johnson, Tara	1/8/2018	Rigor Walk Documents	2/2/2018 one-time
G1.B8.S1.A10  A361391	Provide extended learning opportunities for targeted students after school and on Saturdays with...	Lazier, Coi	7/3/2017	Tutorial schedule, student sign in sheets, lesson plans, data used to determine student grouping and progress.	3/30/2018 weekly
G1.B8.S1.A8  A361389	Students with limited English will participate in tutorial program (Title III).	Lazier, Coi	11/6/2017	Student attendance	4/13/2018 daily
G1.B8.S1.A7  A361388	Teachers will receive training in how to integrate oral language in the content areas with...	Weller, Meleshia	8/14/2017	Attendance, Lesson Plans	4/27/2018 one-time
G1.B8.S3.A6  A361410	Students in K-2 will participate in personalized project based learning opportunities aligned to...	Weller, Meleshia	9/1/2017	Lesson Plans, Student projects, Class presentations, Cumulative Presentation	5/14/2018 weekly
G1.B8.S3.A4  A361408	Provide extended learning opportunities for targeted students after school and on Saturdays with...	De La Cruz, Karla	9/11/2017	Tutorial schedule, student sign in sheets, lesson plans and data used to determine student groupings and progress	5/18/2018 daily
G1.B8.S3.A7  A361411	Students in grades 3-5 will receive additional personalized instruction in ELA and science based on...	Lazier, Coi	8/21/2017	Lesson Plans, Walkthroughs, Student Data	5/18/2018 daily
G1.B8.S2.A11  A361403	Teachers will receive professional development training during preschool and throughout the year in...	Weller, Meleshia	7/3/2017	Lesson Plans, sign in sheets, student artifacts	5/31/2018 quarterly
G1.B8.S3.A1  A361405	Targeted students will receive personalized instruction from math resource teacher. Students will...	Franklin-Jeune, Naila	1/8/2018	Weekly/daily schedule, list of students served, lesson plans, data used to determine student groups.	5/31/2018 daily
G1.MA1  M386076	Monitor School and District Assessments	Sanon, Denise	8/28/2017	Diagnostics FAIR FSQ USA iObservation Reports from EDW Palm Beach Performance Assessment RRR iReady Reports Imagine Learning Reports Lesson Plans Schedules RTI data FLKRS	6/1/2018 biweekly
G1.B8.S1.MA1  M386059	Data analysis on student assessments, walkthroughs, discussions of assessment results during PLC	Johnson, Tara	8/28/2017	Foundations assessments, LLI assessments, Running Reading Records, district assessments	6/1/2018 weekly
G1.B8.S1.MA1  M386060	Walkthroughs and evaluation of the results from student assessments, lesson plan checks	Sanon, Denise	8/14/2017	Foundations assessments, LLI assessments, Reading Running Records Assessment, all district assessments	6/1/2018 daily
G1.B8.S1.MA3  M386061	Analysis of student artifacts at Professional Learning Communities	De La Cruz, Karla	9/4/2017	Professional Learning Community Agendas	6/1/2018 weekly
G1.B8.S1.MA4  M386062	Academic coaches monitor progression of student programs	Weller, Meleshia	8/14/2017	OLLIE checklist, Foundations Unit Assessments, Running Reading Records, iReady reports, Imagine Learning Reports, LLI assessments	6/1/2018 quarterly
G1.B8.S1.MA5  M386063	Administration will conduct meetings to discuss support personnel's schedule and supporting...	Johnson, Tara	9/1/2017	Agendas, minutes	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.A1 A361382	Students will use Foundations to learn phonemic awareness in grades pre-K through grade 1.	Byrd, Vikki	8/14/2017	Foundations work books, lesson plans, observations	6/1/2018 daily
G1.B8.S1.A2 A361383	Students will receive inclusion and pull out ESOL support in grades 1 through grades 5.	Briggs, Christine	8/14/2017	Student assessments, lesson plans, observations	6/1/2018 daily
G1.B8.S1.A3 A361384	An ESOL-SAI teacher will provide supplemental instruction in grades 2 and 3 using LLI interventions.	Briggs, Christine	8/14/2017	LLI Assessments, Running Reading Records, Lesson Plans	6/1/2018 daily
G1.B8.S1.A4 A361385	Students will receive instruction through an integrated curriculum that focuses on oral language...	Weller, Meleshia	8/14/2017	Student artifacts, lessons, observations	6/1/2018 daily
G1.B8.S1.A6 A361387	Teachers will receive teacher training in LLI	Briggs, Christine	8/14/2017	Attendance, teacher in service points, teacher artifacts of implementation	6/1/2018 one-time
G1.B8.S1.A9 A361390	CLF will support students and teachers in the classroom, support parents and teachers during parent...	Briggs, Christine	8/14/2017	Schedule, copies of parent conferences, log	6/1/2018 daily
G1.B8.S1.A11 A361392	Students in grades K-2 will participate in building oral language skills though Choice Lab in Fine...	Weller, Meleshia	8/14/2017	Lesson Plan, Fine Arts Schedule	6/1/2018 daily
G1.B8.S2.MA1 M386064	Administrators will analyze student data to evaluate the effectiveness of implementations and make...	Sanon, Denise	9/18/2017	Student data, Title I Reflection Log, Supporting documentation	6/1/2018 monthly
G1.B8.S2.MA1 M386065	Administration will conduct frequent walk-throughs, review schedules, student data and supporting...	Sanon, Denise	8/14/2017	Schedules, student data, coaching logs, lesson plans	6/1/2018 quarterly
G1.B8.S2.MA2 M386066	Administration will conduct frequent walk-throughs to observe implementation and adherence to...	Johnson, Tara	10/2/2017	Lesson plans, student data, walk-throughs	6/1/2018 biweekly
G1.B8.S2.A3 A361395	Collaborative lesson planning correlating to the Florida Standards	De La Cruz, Karla	9/4/2017	Teacher lesson plans	6/1/2018 weekly
G1.B8.S2.A4 A361396	Developing effective instruction practices through shared observations	De La Cruz, Karla	9/4/2017	Professional Learning Community Agenda	6/1/2018 biweekly
G1.B8.S2.A5 A361397	Planning for small group instruction based on analysis of student data	De La Cruz, Karla	8/14/2017	Teacher small group lesson plans	6/1/2018 weekly
G1.B8.S2.A6 A361398	Plan for core lesson by aligning Florida Standards to current student data/ needs	De La Cruz, Karla	9/4/2017	Revisions of lesson plans based on student data	6/1/2018 weekly
G1.B8.S2.A7 A361399	Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching...	Lazier, Coi	8/14/2017	Coaching logs, schedules, PLC agendas	6/1/2018 daily
G1.B8.S2.A8 A361400	Teachers will be provided with collegial planning opportunities during the school day. Substitutes...	De La Cruz, Karla	9/4/2017	PLC agendas, sign in sheets, work samples	6/1/2018 quarterly
G1.B8.S2.A9 A361401	Math coach will work directly with teachers in all grades utilizing the coaching cycle and...	Franklin-Jeune, Naila	8/14/2017	Coaching cycle logs, schedule, PLC agenda	6/1/2018 daily
G1.B8.S2.A10 A361402	PLCs will develop teacher capacity in standards and meeting the needs of all students.	De La Cruz, Karla	9/4/2017	PLC agendas, lesson plans	6/1/2018 one-time
G1.B8.S2.A12 A361404	Collaboration and professional development provided to classroom teachers and their academic tutors...	Franklin-Jeune, Naila	8/14/2017	Agendas, lesson plans, walkthroughs, student data	6/1/2018 daily
G1.B8.S3.MA1 M386067	Administration evaluating support's schedule and supporting documentation to determine impact on...	Sanon, Denise	8/14/2017	Student data, supporting documentations (PLC agenda, sign in sheets)	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S3.MA1  M386068	Administration will meet to monitor and discuss support while making adjustments as needed.	Sanon, Denise	8/14/2017	Coach's schedules, Title I reflection template, teacher lesson plans	6/1/2018 monthly
G1.B8.S3.A2  A361406	Students in K-5 will receive additional math instruction during their Fine Arts rotation from the...	Franklin-Jeune, Naila	8/14/2017	Lesson plans, Fine Arts schedule, usage reports	6/1/2018 daily
G1.B8.S3.A3  A361407	Students in Grades 3-5 will receive supplemental science and STEM instruction during Fine Arts...	De La Cruz, Karla	8/14/2017	Lesson plans, fine arts schedule	6/1/2018 daily
G1.B8.S3.A5  A361409	Implementation of AVID program to assist students in using organizational and studying strategies...	Byrd, Vikki	8/14/2017	Lesson plans, pictures, PLC documentation	6/1/2018 daily
G1.B8.S3.A8  A361412	Students in grades 2-5 will receive supplemental small group instruction through the use of...		8/21/2017	Lesson plans, walkthroughs, student data	6/1/2018 daily
G1.B8.S3.A9  A361413	Title I funded PreK classrooms provide students with a strong foundation to ensure academic success...	Johnson, Tara	8/14/2017	Lesson Plans, Classroom Schedule, Student Attendance	6/1/2018 daily
G1.B8.S4.A2  A361415	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B8.S5.MA1  M386071	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually
G1.B8.S6.MA1  M386074	Instructional Reviews and Superintendent's Data Reviews of student data at the project schools.	Regional Superintendent, .	9/22/2017	Classroom Walk-through and Observation data, Principal and Principal Supervisor Dashboard, Data Review Schedules	7/27/2018 triannually
G1.B8.S6.MA1  M386075	Teachers will demonstrate instructional practices implementing the three core actions (use of...	Regional Superintendent, .	10/2/2017	Curriculum Implementation plans, teacher lesson plans, Master Schedule, classroom walk through/Observation data	7/27/2018 monthly
G1.B8.S6.A1  A361418	The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3...	Fedderman, Diana	10/2/2017	Purchase and distribution records	7/27/2018 one-time
G1.B8.S6.A2  A361419	The District will expand the District's current CKLA project by implementing the Core Knowledge...	Fedderman, Diana	10/2/2017	Curriculum materials in place, teacher lesson plans, classroom walk through/Observation data	7/27/2018 daily
G1.B8.S6.A3  A361420	Teachers will participate in professional development to improve practice for implementing...	Sanon, Denise	9/22/2017	PD records and sign in sheets, Substitute records	7/27/2018 quarterly
G1.B8.S6.A4  A361421	In collaboration with the District's Academic Office, Department of Teaching and Learning, and...	Fedderman, Diana	9/22/2017	Professional development and coaching records, data collection and analysis, learning walk and observation data	7/27/2018 weekly
G1.B8.S4.MA1  M386069	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B8.S4.MA1  M386070	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B8.S4.A1  A361414	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B8.S5.MA1  M386072	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B8.S5.MA2  M386073	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly

Palm Beach - 0741 - Barton Elementary School - 2017-18 SIP

Barton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S5.A1  A361416	The District will support the school in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B8.S5.A2  A361417	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Sanon, Denise	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

V. Professional Development Opportunities

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

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

G1.B8 We have a challenge with designing and delivering standards-based instruction to meet various needs of our students.

G1.B8.S1 Provide ELL students with opportunities to foster English language acquisition.

PD Opportunity 1

Provide teachers new to Barton Elementary with Foundations training

Facilitator

Meleshia Weller

Participants

Pre-Kindergarten, Kindergarten and First Grade Teachers new to Barton Elementary

Schedule

Semiannually, from 8/14/2017 to 11/3/2017

PD Opportunity 2

Teachers will receive teacher training in LLI

Facilitator

Curriculum Department

Participants

Teachers with no prior experience with LLI

Schedule

On 6/1/2018

PD Opportunity 3

Teachers will receive training in how to integrate oral language in the content areas with assistance from the Center of Creative Education.

Facilitator

Center of Creative Education

Participants

All teachers teaching grades K-2

Schedule

On 4/27/2018

G1.B8.S2 Provide teachers with a variety of professional learning opportunities that will focus on developing teacher capacity to deliver effective instruction.

PD Opportunity 1

Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching cycle with teachers and co-facilitate at PLC's.

Facilitator

Coi Lazier

Participants

Teachers in grades 3-5

Schedule

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

PD Opportunity 2

Teachers will be provided with collegial planning opportunities during the school day. Substitutes will be provided for coverage.

Facilitator

Karla De La Cruz

Participants

Teachers in grades k-5

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

PD Opportunity 3

Math coach will work directly with teachers in all grades utilizing the coaching cycle and co-facilitate in PLCs.

Facilitator

Naila Franklin

Participants

Teachers in grades K-5

Schedule

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

PD Opportunity 4

Teachers will receive professional development training during preschool and throughout the year in personalizing instruction to meet the needs of diverse learners through project based learning that is aligned to the Florida Standards.

Facilitator

Center of Creative Education

Participants

Teachers in grades K-2

Schedule

Quarterly, from 7/3/2017 to 5/31/2018

G1.B8.S6 (UniSIG) Implement literacy instruction focused on research-based core practices using complex, grade level texts.

PD Opportunity 1

The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.

Facilitator

The Department of Teaching and Learning

Participants

Teachers at Barton Elementary implementing the CKLA curriculum

Schedule

Daily, from 10/2/2017 to 7/27/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B8.S1.A1	Students will use Foundations to learn phonemic awareness in grades pre-K through grade 1.	\$0.00
2	G1.B8.S1.A10	Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities. Media center support will be provided to students to prevent Summer Slide.	\$0.00
3	G1.B8.S1.A11	Students in grades K-2 will participate in building oral language skills though Choice Lab in Fine Arts Rotation	\$0.00
4	G1.B8.S1.A2	Students will receive inclusion and pull out ESOL support in grades 1 through grades 5.	\$0.00
5	G1.B8.S1.A3	An ESOL-SAI teacher will provide supplemental instruction in grades 2 and 3 using LLI interventions.	\$0.00
6	G1.B8.S1.A4	Students will receive instruction through an integrated curriculum that focuses on oral language acquisition in the content areas with the collaborative efforts of the Center for Creative Education.	\$0.00
7	G1.B8.S1.A5	Provide teachers new to Barton Elementary with Foundations training	\$0.00
8	G1.B8.S1.A6	Teachers will receive teacher training in LLI	\$0.00
9	G1.B8.S1.A7	Teachers will receive training in how to integrate oral language in the content areas with assistance from the Center of Creative Education.	\$0.00
10	G1.B8.S1.A8	Students with limited English will participate in tutorial program (Title III).	\$0.00
11	G1.B8.S1.A9	CLF will support students and teachers in the classroom, support parents and teachers during parent conferencing and translate documents related to student academics.	\$0.00
12	G1.B8.S2.A1	Identify Problem of Practice through Instructional Rounds	\$0.00
13	G1.B8.S2.A10	PLCs will develop teacher capacity in standards and meeting the needs of all students.	\$0.00
14	G1.B8.S2.A11	Teachers will receive professional development training during preschool and throughout the year in personalizing instruction to meet the needs of diverse learners through project based learning that is aligned to the Florida Standards.	\$0.00
15	G1.B8.S2.A12	Collaboration and professional development provided to classroom teachers and their academic tutors in reaching the diverse needs of all learners in ELA and math.	\$0.00
16	G1.B8.S2.A2	Monitoring continuous growth towards Pillars of Instruction during Instructional Rounds	\$0.00
17	G1.B8.S2.A3	Collaborative lesson planning correlating to the Florida Standards	\$0.00
18	G1.B8.S2.A4	Developing effective instruction practices through shared observations	\$0.00

19	G1.B8.S2.A5	Planning for small group instruction based on analysis of student data				\$0.00
20	G1.B8.S2.A6	Plan for core lesson by aligning Florida Standards to current student data/needs				\$0.00
21	G1.B8.S2.A7	Reading Coach will work directly with teachers in grades 3-5. The coach will utilize the coaching cycle with teachers and co-facilitate at PLC's.				\$0.00
22	G1.B8.S2.A8	Teachers will be provided with collegial planning opportunities during the school day. Substitutes will be provided for coverage.				\$0.00
23	G1.B8.S2.A9	Math coach will work directly with teachers in all grades utilizing the coaching cycle and co-facilitate in PLCs.				\$0.00
24	G1.B8.S3.A1	Targeted students will receive personalized instruction from math resource teacher. Students will be chosen based on data.				\$0.00
25	G1.B8.S3.A2	Students in K-5 will receive additional math instruction during their Fine Arts rotation from the math resource teacher. The math resource teacher will conduct hands on math lessons that directly align to student needs based on data.				\$0.00
26	G1.B8.S3.A3	Students in Grades 3-5 will receive supplemental science and STEM instruction during Fine Arts provided by the Science Resource teacher. Students will participate in hands on science experiments aligned to the Florida Standards.				\$0.00
27	G1.B8.S3.A4	Provide extended learning opportunities for targeted students after school and on Saturdays with tutorial and enrichment opportunities.				\$0.00
28	G1.B8.S3.A5	Implementation of AVID program to assist students in using organizational and studying strategies that will help them become successful.				\$0.00
29	G1.B8.S3.A6	Students in K-2 will participate in personalized project based learning opportunities aligned to Florida Standards.				\$0.00
30	G1.B8.S3.A7	Students in grades 3-5 will receive additional personalized instruction in ELA and science based on data through a team teaching approach of instruction				\$0.00
31	G1.B8.S3.A8	Students in grades 2-5 will receive supplemental small group instruction through the use of academic tutors.				\$0.00
32	G1.B8.S3.A9	Title I funded PreK classrooms provide students with a strong foundation to ensure academic success in grades K-5.				\$0.00
33	G1.B8.S4.A1	The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).				\$0.00
34	G1.B8.S4.A2	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).				\$207,202.02
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0741 - Barton Elementary School	UniSIG		\$192,500.00
			Notes: Complexity Pay as per MOU paid in two installments			

Palm Beach - 0741 - Barton Elementary School - 2017-18 SIP
Barton Elementary School

	5100	200-Employee Benefits	0741 - Barton Elementary School	UniSIG		\$14,702.02
			<i>Notes: Fringe benefits for Complexity Pay 77 teachers</i>			
35	G1.B8.S5.A1	The District will support the school in the selection and hiring of Academic Success Tutors at the UniSIG schools.				\$63,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	0741 - Barton Elementary School	UniSIG	2.0	\$40,950.00
			<i>Notes: Academic Success Tutors will provide tutorial support at the UniSIG schools. Rate: \$20,475 per Tutor (7.5 hours * \$15/hr * 182 days)</i>			
	5100	200-Employee Benefits	0741 - Barton Elementary School	UniSIG	2.0	\$22,428.00
			<i>Notes: Fringe benefits for Academic Success Tutors as per District benefit schedule @17.65% (\$3,614) +\$7600 health & life per Tutor</i>			
36	G1.B8.S5.A2	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.				\$0.00
37	G1.B8.S6.A1	The District will purchase Core Knowledge Language Arts (CKLA) curriculum materials for grades K-3 Barton Elementary School.				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0741 - Barton Elementary School	UniSIG		\$100,000.00
			<i>Notes: Core Knowledge Language Arts curriculum materials for Barton Elementary School</i>			
38	G1.B8.S6.A2	The District will expand the District's current CKLA project by implementing the Core Knowledge Language Arts (CKLA) in grades K-3 at Barton Elementary School.				\$0.00
39	G1.B8.S6.A3	Teachers will participate in professional development to improve practice for implementing rigorous, standards-based instruction using the new materials.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0741 - Barton Elementary School	UniSIG		\$10,000.00
			<i>Notes: Substitutes to provide release time for teachers to participate in professional development opportunities to implement the new instruction with fidelity.</i>			
40	G1.B8.S6.A4	In collaboration with the District's Academic Office, Department of Teaching and Learning, and school staff, Urban Policy Development (UPD) will work as a partner to provide professional development, coaching, data analysis, and support for managing and expanding the Core Knowledge Language Arts project to UniSIG schools K-12 to build teacher, school, regional and district instructional leadership capacity to meet project goals and improve student achievement.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0741 - Barton Elementary School	UniSIG		\$20,000.00

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	<i>Notes: Participation in school & district professional development, data analysis, and support for managing and implementing the Core Knowledge Language Arts project to build classroom, school, regional and district instructional leadership capacity to meet project goals K-12.</i>	
Total:		\$400,580.02