

Orange County Public Schools

Palm Lake Elementary



2017-18 Schoolwide Improvement Plan

Palm Lake Elementary

8000 PIN OAK DR, Orlando, FL 32819

<https://palmlakees.ocps.net/>

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 KG-5	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Palm Lake Elementary

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.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Palm Lake Elementary has several processes and culturally embedded systems in place to learn about students' cultures and build relationships between teachers and students. Palm Lake is a school that is well known in the community, and many of our parents who were once students at Palm Lake now have children attending our school. Teachers work hard to get to know their students and build a school family during the first weeks of school. Students learn acceptance and tolerance during Black History Month and experience empathy and sensitivity towards students with autism and other related disabilities during Disability Awareness Week. Palm Lake Elementary is a school that values diversity and teaches students to accept people from different backgrounds and cultures.

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

Everyone at Palm Lake, from administration, to teachers and staff, to SRO Deputy Ryan, to our parent volunteers, work hard to create a safe and positive school environment where students feel safe and respected before, during, and after school. Parents play a vital role in our school, and we welcome parents and ADDitions volunteers who put in countless hours to make our school a wonderful place to work and learn. Parents and visitors are required to sign in the front office where they are greeted with stellar customer service. Deputy Ryan is actively visible on campus and does an excellent job of building relationships with students. Administration is accessible and visible to students and teachers before, during, and after school. Using the Fish! philosophy, we strive to choose our attitudes as we enter the workplace, find ways to play, stay focused in order to be present when students and teachers need something, and look for ways to make their day!

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.

Palm Lake uses Conscious Discipline, a social-emotional intelligence classroom management program that empowers teachers and students to foster emotional intelligence in order to make good choices. Starting in kindergarten, students learn how to create a school family, and kindergarten teachers make home visits prior to the first day of school to build a foundation of trust and caring which helps ensure that the students feel welcomed and accepted when they enter the classroom on the first day. Students are taught to go to the Safe Place in order to calm down in the classroom. Discipline is treated as learning new and acceptable behaviors, and we have a guidance counselor, dean, and behavior specialist who handle the majority of our discipline issues. Administration is

involved with Level 3 or 4 offenses. Social skills are taught by our behavior specialist, program assistant, and support staff in our Autism Spectrum Disorder (ASD) and regular inclusion classrooms.

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.

Known as the school with a heart, Palm Lake has a K through five comprehensive guidance program that teaches students to care for and respect others and appreciate our differences. Students are taught to have Palm Lake PRIDE, which stands for Purpose, Respect, Integrity, Determination, and Excellence. Character Club recognizes students in grades K through three who exhibit good behavior each week. We have a Character Hall of Fame for students in fourth and fifth grade who have demonstrated all of the character traits for the entire year. Kids Who Care is a service learning club for third, fourth, and fifth graders where students learn leadership skills, how to serve others and help improve our school, community, and world. We also have the Mighty Mentor program that encourages adults to become a mentor for some of our at-risk students at Palm Lake.

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.

Administrators and teachers use our school's early warning indicators to identify students who will be targeted for intervention. The list of early warning indicators includes: a score of Level 1 on the Florida Standards Assessment (FSA) in English Language Arts (ELA) or mathematics; a Developmental Reading Assessment (DRA) level that is six months or more below grade level; attendance below 90 percent; one or more suspensions, in school or out of school; a score on school-based common formative and/or summative assessments falling in the needs much improvement range, and teacher evaluations. The MTSS leadership team discusses student data results at the biweekly meeting. After analyzing the data, an individual intervention plan is designed and implemented for each student. Student progress in monitored and the individual intervention plan is continued, or revised, as needed.

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	3	4	0	0	2	1	0	0	0	0	0	0	0	10
One or more suspensions	0	3	0	0	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	1	3	1	3	0	5	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	5	6	8	0	0	0	0	0	0	0	19

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	3	6	1	5	6	8	0	0	0	0	0	0	0	29

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

Attendance is monitored by the school registrar, and chronic attendance problems are reported to the social worker for follow-up. Teachers keep in regular communication with parents about maintaining good attendance, and perfect attendance is recognized quarterly by administration in classrooms. There are few discipline issues at Palm Lake Elementary, due in part to strong parent involvement and exemplary teachers and guidance counselor program. Positive and proactive relationships are established with students who exhibit chronic behavior issues to reduce suspensions. Other alternatives and interventions are explored to keep students in school, such as bus contracts and the Mighty Mentor program. To prevent course failure in ELA and mathematics, students are given opportunities to make up missed assignments during study hall and are provided before or after-school support, in addition to the tutoring opportunities available for them. Data from the Best Practices for Inclusive Education (BPIE) self-assessment, indicated areas of growth for students identified as below grade level. Students who are identified as below grade level are targeted for interventions, including push-in or pull-out support, and progress monitored using MTSS data from common formative and common summative assessments.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

1. Our school presents a variety of academic programs on campus throughout the year.
2. Our Exceptional Student Education / Autism Spectrum Disorder (ESE/ASD) team hosts monthly community parent support group meetings facilitated by the Center for Autism and Related Disabilities (CARD).
3. Our staff provides community outreach and family literacy events at the apartment complex for our families who are not able to attend functions on our school campus.

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.

Our school has a designated Partners in Education (PIE) Coordinator. Our coordinator contacts community businesses to develop partnerships between our school and the business. It is a mutually beneficial partnership where the school provides services requested by the local business and the business assists the school in securing needed resources that support our school events and promote positive student achievement.

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
Weis, James	Principal
Stiles Williams, John	Assistant Principal
Akesson, Lauren	School Counselor
Young, Caroline	Dean
Perrotti, Sondra	Administrative Support
Pignolet, Michelle	Other
Kellen, Meghan	Other
Wilson, Neena	Registrar

b. Duties

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

The school-based MTSS leadership team includes the principal, assistant principal, staffing specialist, Exceptional Student Education (ESE) and Speech/Language teachers, guidance counselor, instructional coach, school psychologist, and MTSS coordinator. Bimonthly meetings are held to analyze school-wide, grade level and classroom data. Team members evaluate the effectiveness and fidelity of interventions. Plans are made for ongoing training and support for personnel delivering instruction and intervention to students. Classroom teachers attend these meetings to present progress monitoring data for individual students and determine if additional intervention is needed in order for students to meet their performance goals.

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.

Universal screening is used to address the effectiveness of core instruction across grade levels. Data is collected through Diagnostic Reading Assessment (DRA), i-Ready, and common formative assessments to determine the effectiveness of core instruction and to identify students needing more intensive interventions and support. Data is reviewed biweekly during MTSS leadership team meetings facilitated by the administration and MTSS coach, and during weekly grade-level Professional Learning Communities (PLCs) and data chats. The Florida Continuous Improvement Model (FCIM) is used to make decisions regarding teacher support systems, small group, and individual student needs.

A local foundation awarded our school a grant which funds an after-school tutoring program designed to work with struggling students to increase their achievement in reading. These students are Tier II and Tier III students, some of whom are also in the lowest 25% subgroup. The majority of these targeted students are included in the subgroups of students who in previous years have not met our school improvement goal targets.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Carol-Anne Warren	Teacher
Catherine Brewer	Parent
Elizabeth Johnson	Teacher
Lisa Holbrook	Teacher
Karen Seward	Teacher
Chris Ocel	Parent
Neena Wilson	Education Support Employee
Athena Longwell	Parent
Lori Mund	Teacher
Natalie Bitcon	Teacher
Aziz Kabani	Business/Community
Cynthia Schweitzer	Business/Community
Robert Baldor	Parent
James Weis	Principal
Jamie Jacobs	Parent
Marcy Ready	Parent
Kathryn Altemose	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

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

a. Evaluation of last year's school improvement plan

At each monthly SAC meeting, the School Improvement Plan (SIP) is reviewed and school personnel report on progress made towards reaching the SIP goals. Necessary revisions are discussed in order to meet the SIP goals.

b. Development of this school improvement plan

Our SAC analyzed our student data from FSA 2017, NGSS Science 2017, MAP 2017, i-Ready 2017, and school-based summative assessments, as well as the results from the most current parent, staff, and student needs assessment. The SIP was developed based on all of this data and was approved by the members of our SAC.

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

The administration, leadership team, teacher leaders, and SAC members review the school's budget allocation. Meeting times are scheduled to discuss budget concerns. Once all concerns have been addressed, all of the stakeholders create and review the budget plan. Then the administration submits the budget plan to our district office.

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

During the last school year, \$750 from our school improvement funds were used to provide resources to support our staff professional development initiatives.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Weis, James	Principal
Stiles Williams, John	Assistant Principal
Bloom, Mary	Teacher, K-12
Young, Sandra	Instructional Media
Pignolet, Michelle	Other
Young, Caroline	Instructional Coach
Bubrick, Barbara	Teacher, K-12
Lewis, Karen	Teacher, K-12
Craft, Kelly	Teacher, K-12
Amlaiky, Suzanne	Teacher, K-12
Carter, Abigail	Teacher, K-12
Rowley, Julie	Teacher, K-12

b. Duties

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

1. Support teachers in developing text dependent questions.
2. Support teachers in evidence-based writing.
3. Support parents in understanding the Florida Standards, emphasizing text complexity and supporting answers based on text evidence. LLT will conduct a Family ELA Night.
4. Expand literacy community outreach program for at risk students. Staff members visit a selected community at the end of each semester to promote family literacy activities and provide instructional materials.

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.

All teachers are assigned to Professional Learning Communities (PLCs). These groups meet at least once a week to plan together for instruction. During the PLC meetings, teachers also discuss student data and share instructional strategies and/or intervention strategies that can be implemented to improve student achievement.

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

Our school recruits and retains effective teachers by offering the following support:

1. The principal and assistant principal actively involve teachers in problem solving and school decision making regarding school programs and policies.
2. The Parent Teacher Association (PTA) and community members support our teachers by providing funding for school projects and programs, supplying ADDitions volunteers and hosting staff appreciation events.
3. The school administration and Technical Support Representative (TSR) focus on increasing and updating the amount of available technology tools to expand digital classroom instructional programs.

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

The instructional coach oversees our school induction program. Beginning teachers and teachers new to Orange County Public Schools (OCPS) are assigned school mentors. Trained master teacher mentors are selected and paired with beginning/new teachers on their same grade level. Mentors meet weekly with their assigned mentee to provide needed support. The mentor teacher will model best practices, provide coaching for the mentee based on classroom observation, and discuss effective instructional practices. Together, the mentor and the beginning/new teacher complete the required district induction protocols.

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.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

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

Palm Lake Elementary uses the data from a variety of sources to provide effective, differentiated instruction to meet the needs of all students. Through the MTSS process, school staff focus on student progress, analyzing intervention data, and making revisions to the intervention plan, as needed. A student performing significantly below grade level in reading, Tier III for example, is identified through and tracked via the MTSS process, and appropriate interventions are implemented in the classroom. Academic data is collected and a three-week MTSS meeting is held to discuss the student's progress. If the data indicates an increase in the student's performance, the intervention being utilized is continued. During the follow-up data meeting, the student's academic progress is reviewed. If the student demonstrated proficiency in the identified skill or strand, new goals are set. If proficiency has not been met, revisions may be made to the current intervention plan.

Weekly data meetings are facilitated by the school principal and leadership team members to discuss

grade-level performance data. During these sessions, students not meeting proficiency are discussed and instructional strategies and interventions are prescribed or revised. Some interventions include additional Tier III instruction outside the intervention block using a specific instructional program providing small group or one-on-one support in specific skills and standards, before and/or after school tutoring, and i-Ready which is a computer-based intervention for both reading and math.

Teachers instruct the standards based on the district scope and sequence outline. Common assessments, both formative and summative are scheduled to provide data to inform instructional practices. The common assessments utilized to track student performance are aligned to the Florida Standards, and teachers rely on the test item specification to create the assessments.

Data from teacher and student classroom observations is used to determine the level of support needed throughout the school, by grade level, and/or teacher. Based on the observed trends, the school principal and instructional coaches strategically plan professional development that will support the identified needs of the school.

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: Before School Program

Minutes added to school year: 5,640

1. Targeted students participate in before-school tutoring programs designed to increase student achievement.
2. Students can participate in before school activities in music and chess.

Strategy Rationale

Student achievement will increase as a result of targeted students receiving additional instructional time in core academics and enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stiles Williams, John, johnstileswilliams@ocps.net

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

Students participate in district assessments, mini-assessments, Developmental Reading Assessment (DRA), Florida Standards Assessment (FSA), and other formative assessments. Results are analyzed and used to inform instruction.

Strategy: After School Program

Minutes added to school year: 5,640

1. Targeted students participate in after-school tutoring programs designed to increase student achievement.
2. Students can participate in after-school activities / clubs in music, art, writing, and foreign language instruction.

Strategy Rationale

Student achievement will increase as a result of targeted students receiving additional instructional time in core academics and enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stiles Williams, John, johnstileswilliams@ocps.net

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

Students participate in i-Ready Diagnostic Assessment, Developmental Reading Assessment (DRA), Florida Standards Assessment (FSA), and other formative assessments. Results are analyzed and used to inform instruction.

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.

Students entering kindergarten participate in a spring orientation program comprised of story time in the media center where our guidance counselor and media specialist welcome them and introduce some character puppets that will be revisited in the Fall. Then the families tour the kindergarten classrooms and parents get to interact with and ask questions of the teachers. Prior to school starting, many teachers conduct home visits, others do class picnics, and all send out welcome letters. At our "Meet the Teacher" event, children have an opportunity to get acclimated to the learning environment and meet their classmates. The first day of school, we have a Boo Hoo/Yippee breakfast for new and returning parents to get them acclimated to our school family. Our kindergarten teachers also write a weekly narrative about each child to help inform parents of how their child is doing. The guidance counselor meets with each class two times in the first month to help with school routines. In addition, the principal and assistant principal go to each room to introduce themselves in the classroom setting. All kindergarten classes also have Book Buddies – an upper grade classman paired with them. Each child has at least one older child that becomes a mentor of sorts through the year. Book Buddies meet weekly to read, practice math skills, create art projects, and more!

Fifth grade students who are transitioning to middle school participate in lessons led by our guidance counselor. The lessons outline middle school classes, performing arts opportunities, extracurricular

activities, and procedures. Middle school guidance counselors and a member of the administration visit our elementary school to answer any questions the students may have. Additionally, the feeder middle schools host a parent orientation evening that students and parents can attend together.

b. College and Career Readiness

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional and administrative staff members will increase their knowledge, understanding, and implementation of high quality, standards-based instruction, through content-specific, complex texts and standards-aligned tasks, resulting in increased student achievement. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)
- G2.** Instructional and administrative staff will close the achievement gap through effective implementation of the collaborative planning process to plan, deliver, and monitor standards-based instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of high quality, standards-based instruction, through content-specific, complex texts and standards-aligned tasks, resulting in increased student achievement. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) **1a**

G095091

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	78.0
FSA ELA Achievement	70.0
Statewide Science Assessment Achievement	72.0
ELA/Reading Lowest 25% Gains	63.0
Math Gains	81.0
Math Lowest 25% Gains	70.0
ELA/Reading Gains	74.0

Targeted Barriers to Achieving the Goal **3**

- Teachers have a limited understanding of how to plan for and deliver standards-based instruction.
- Instructors lack knowledge of rigorous, standards-based instructional strategies and practices in all content areas.

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

- Florida Standards and Test Item Specifications
- Progress monitoring and assessment data
- Streamline Evaluation Model for Instructional Personnel Learning Map
- Webb's "Depth of Knowledge" and revised "Bloom's Taxonomy" question stems
- Hess' "Cognitive Rigor Matrix"
- District Curriculum Resource Materials (CRMs)
- CPALMS
- Questioning Sequences in the Classroom

Plan to Monitor Progress Toward G1. 8

Leadership team will conduct ongoing classroom observations and review student performance data and student works to determine whether teachers are making progress in delivery of standards-based instruction.

Person Responsible

James Weis

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Classroom observation data, student performance data reflecting growth in mastery of the standards

G2. Instructional and administrative staff will close the achievement gap through effective implementation of the collaborative planning process to plan, deliver, and monitor standards-based instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1a

G095092

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	78.0
FSA ELA Achievement	70.0
FCAT 2.0 Science Proficiency	72.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	63.0
Math Gains	81.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of and experience with the collaborative planning process.
- Teachers have limited knowledge of and experience with formative assessments.
- Teachers need to increase their knowledge of and experience with Conscious Discipline to support and close the achievement gap.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards and Test Item Specifications
- Progress monitoring, MTSS, and assessment data
- CPALMS
- Research-based instructional materials
- Embedding Formative Assessment PD pack
- Resource Book - Embedding Formative Assessment
- District Professional Development Training on School-based Common Assessments
- District Curriculum Resource Materials (CRM)
- Streamlined Evaluation Model for Instructional Personnel
- Conscious Discipline website (consciousdiscipline.com)

Plan to Monitor Progress Toward G2. 8

Leadership team will attend collaborative planning meetings, review student data from formative assessments, analyze progress monitoring of student achievement, and determine effectiveness of Conscious Discipline to support and close the achievement gap.

Person Responsible

James Weis

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC meeting agendas, PLC minutes, student assessment data, MTSS progress monitoring data and minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of high quality, standards-based instruction, through content-specific, complex texts and standards-aligned tasks, resulting in increased student achievement. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) **1**

 G095091

G1.B1 Teachers have a limited understanding of how to plan for and deliver standards-based instruction.

2

 B255934

G1.B1.S1 Instructional coaches will provide professional development to increase staff knowledge and experience with standards-based instruction through content-specific complex texts and standards-aligned tasks. **4**

 S270503

Strategy Rationale

By having teachers work collaboratively within their Professional Learning Communities (PLCs) on selecting appropriate content-specific complex texts and assigning standards-aligned tasks, teachers will enhance their knowledge.

Action Step 1 **5**

Instructional coach will plan and present professional development on standards-based instruction to increase student achievement.

Person Responsible

Michelle Pignolet

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional development agenda, sign-in sheets, exit slips, and training resources

Action Step 2 5

Resource teachers will coach and model how to deconstruct standards and design lessons focusing on standards-based instruction using unit lessons to increase student achievement.

Person Responsible

Michelle Pignolet

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Coaches log, minutes from PLC meetings, training resources

Action Step 3 5

Teachers will implement the process of deconstructing standards and designing lessons focusing on standards-based instruction to increase student achievement.

Person Responsible

James Weis

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observation data, minutes from PLC meetings

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

Leadership team will review lesson plans for evidence of standards-based planning.

Person Responsible

James Weis

Schedule

Biweekly, from 8/11/2017 to 5/30/2018

Evidence of Completion

Lesson plan feedback

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

Leadership team will attend common planning meetings, reviews lesson plans and student data, and conduct ongoing classroom observations to determine whether teachers' knowledge of standards-based instruction is increasing.

Person Responsible

Michelle Pignolet

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation data, student performance data reflecting growth in mastery of the standards

G1.B2 Instructors lack knowledge of rigorous, standards-based instructional strategies and practices in all content areas. 2

B255935

G1.B2.S1 Instructional coaches will provide professional development on providing rigorous, standards-based instructional strategies in all content areas. 4

S270504

Strategy Rationale

By providing the instructional staff with continuous support with standards-based planning in order to create more rigorous and cognitively demanding lessons, teacher capacity will increase.

Action Step 1 5

Instructional coach will plan and present staff development sessions on rigorous standards-based instruction, through content-specific, complex texts and standards-aligned tasks by using Webb's Depth of Knowledge and the Streamlined Evaluation Model for Instructional Personnel to increase student achievement.

Person Responsible

Michelle Pignolet

Schedule

Biweekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Professional development session agenda, sign-in sheets, session resources, exit slips, and teacher reflections

Action Step 2 5

During common planning, resource teachers will model rigorous, standards-based instructional strategies for teachers.

Person Responsible

Michelle Pignolet

Schedule

Daily, from 9/5/2017 to 4/27/2018

Evidence of Completion

Coaches log, minutes from PLC meetings, training resources

Action Step 3 5

Teachers will implement rigorous standards-based instructional strategies from the Streamlined Evaluation Model for Instructional Personnel (Design Question 2, Design Question 3, and Design Question 4) and Webb's Depth of Knowledge to increase student achievement.

Person Responsible

James Weis

Schedule

Daily, from 8/30/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observation data, minutes from PLC meetings, unit plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership team will review lesson plans and unit plans for standards-based instruction and appropriate level of rigor.

Person Responsible

James Weis

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plan feedback, unit plan feedback, observation data/feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership team will attend common planning meetings, review lesson plans and student data, and conduct ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing.

Person Responsible

James Weis

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation data, student performance data reflecting growth in mastery of the standards

G2. Instructional and administrative staff will close the achievement gap through effective implementation of the collaborative planning process to plan, deliver, and monitor standards-based instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital) 1

G095092

G2.B1 Teachers have limited knowledge of and experience with the collaborative planning process. 2

B255936

G2.B1.S1 Instructional coach will provide professional development on the collaborative planning process. 4

S270505

Strategy Rationale

By providing teachers with opportunities to work within their PLCs on the collaborative planning process, teachers will use targeted strategies to close the achievement gap.

Action Step 1 5

Instructional coach will plan and present professional development on the collaborative planning process.

Person Responsible

Michelle Pignolet

Schedule

Monthly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Professional development session agenda, sign-in sheets, session resources, exit slips, and teacher reflections

Action Step 2 5

Resource teachers will facilitate the collaborative planning process.

Person Responsible

Michelle Pignolet

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Coaches log, minutes from PLC meetings, training resources

Action Step 3 5

Teachers will implement the collaborative planning process.

Person Responsible

James Weis

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Unit plans, minutes from PLC meetings, data from observations

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

Leadership team will attend common planning meetings, review lesson plans and unit plans, and conduct ongoing classroom observations to determine whether student mastery of the standards has increased as a result of the collaborative planning process.

Person Responsible

James Weis

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Unit plans, lesson plans, data from teacher observations

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

Leadership team will attend common planning meeting, review lesson plans and unit plans, and conduct ongoing classroom observations to determine whether teachers' knowledge of collaborative planning is increasing.

Person Responsible

James Weis

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

PLC minutes, PLC agendas, classroom observation data, student assessment data

G2.B3 Teachers need to increase their knowledge of and experience with Conscious Discipline to support and close the achievement gap. **2**

 B255938

G2.B3.S1 Instructional coach will provide professional development on Conscious Discipline to support and close the achievement gap. **4**

 S270507

Strategy Rationale

By expanding teachers' knowledge of Conscious Discipline, teachers will be able to integrate social-emotional learning, discipline, self-regulation, and classroom management to improve academic achievement.

Action Step 1 **5**

Instructional coach and teacher leaders will plan and present professional development on Conscious Discipline to support and close the achievement gap for all subgroups.

Person Responsible

Michelle Pignolet

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Professional development session agenda, sign-in sheets, session resources, exit slips, and teacher reflections

Action Step 2 **5**

During common planning sessions and in identified classrooms, teacher leaders will coach and model a growth mindset to support and close the achievement gap for all subgroups.

Person Responsible

Michelle Pignolet

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Coaches log, minutes from PLC meetings, training resources

Action Step 3 5

Teachers will implement the growth mindset model to support and close the achievement gap.

Person Responsible

James Weis

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC agendas and minutes, classroom visits

Action Step 4 5

Teachers will provide before and after-school tutoring to targeted subgroups.

Person Responsible

James Weis

Schedule

Weekly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Common formative assessments, student data meetings, attendance rosters

Action Step 5 5

Administration will administer Grit Survey to students and teachers and analyze results.

Person Responsible

James Weis

Schedule

On 9/29/2017

Evidence of Completion

Survey results

Action Step 6 5

Vertical teams will share out at faculty meetings about Conscious Discipline.

Person Responsible

John Stiles Williams

Schedule

Monthly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, exit slips

Action Step 7 5

Teachers will model and implement goal setting strategies in their classrooms.

Person Responsible

James Weis

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Unit plans, student and teacher artifacts

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Leadership team will review PLC agendas and minutes, conduct teacher observations, attend MTSS meetings, and facilitate "Child Chats" to determine whether teacher knowledge of Conscious Discipline to support and close the achievement gap has increased.

Person Responsible

James Weis

Schedule

Biweekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

PLC minutes, unit plans, lesson plans, formative assessment data, teacher observations, student data meetings, MTSS meeting minutes, MTSS meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Leadership team will progress monitor student achievement for targeted subgroups participating in tutoring program.

Person Responsible

James Weis

Schedule

Biweekly, from 10/2/2017 to 4/27/2018

Evidence of Completion

MTSS minutes, PLC minutes, student achievement data, teacher observation

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will administer school-based assessments during tutoring program.

Person Responsible

James Weis

Schedule

Weekly, from 10/2/2017 to 4/23/2018

Evidence of Completion

Student assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B3.S1.A5 A362244	Administration will administer Grit Survey to students and teachers and analyze results.	Weis, James	9/5/2017	Survey results	9/29/2017 one-time
G2.B3.S1.MA1 M387087	Teachers will administer school-based assessments during tutoring program.	Weis, James	10/2/2017	Student assessment data	4/23/2018 weekly
G1.B2.S1.A2 A362232	During common planning, resource teachers will model rigorous, standards-based instructional...	Pignolet, Michelle	9/5/2017	Coaches log, minutes from PLC meetings, training resources	4/27/2018 daily
G2.B3.S1.MA3 M387089	Leadership team will progress monitor student achievement for targeted subgroups participating in...	Weis, James	10/2/2017	MTSS minutes, PLC minutes, student achievement data, teacher observation	4/27/2018 biweekly
G1.MA1 M387082	Leadership team will conduct ongoing classroom observations and review student performance data and...	Weis, James	9/5/2017	Classroom observation data, student performance data reflecting growth in mastery of the standards	5/25/2018 weekly
G1.B1.S1.A1 A362228	Instructional coach will plan and present professional development on standards-based instruction...	Pignolet, Michelle	8/21/2017	Professional development agenda, sign-in sheets, exit slips, and training resources	5/25/2018 biweekly
G1.B1.S1.A2 A362229	Resource teachers will coach and model how to deconstruct standards and design lessons focusing on...	Pignolet, Michelle	8/21/2017	Coaches log, minutes from PLC meetings, training resources	5/25/2018 weekly
G2.B1.S1.A1 A362234	Instructional coach will plan and present professional development on the collaborative planning...	Pignolet, Michelle	8/7/2017	Professional development session agenda, sign-in sheets, session resources, exit slips, and teacher reflections	5/25/2018 monthly
G2.B3.S1.A1 A362240	Instructional coach and teacher leaders will plan and present professional development on Conscious...	Pignolet, Michelle	8/14/2017	Professional development session agenda, sign-in sheets, session resources, exit slips, and teacher reflections	5/25/2018 biweekly
G2.B3.S1.A2 A362241	During common planning sessions and in identified classrooms, teacher leaders will coach and model...	Pignolet, Michelle	8/14/2017	Coaches log, minutes from PLC meetings, training resources	5/25/2018 weekly
G2.B3.S1.A3 A362242	Teachers will implement the growth mindset model to support and close the achievement gap.	Weis, James	8/14/2017	PLC agendas and minutes, classroom visits	5/25/2018 daily
G2.B3.S1.A6 A362245	Vertical teams will share out at faculty meetings about Conscious Discipline.	Stiles Williams, John	9/29/2017	Sign-in sheets, exit slips	5/25/2018 monthly
G2.MA1 M387090	Leadership team will attend collaborative planning meetings, review student data from formative...	Weis, James	8/14/2017	PLC meeting agendas, PLC minutes, student assessment data, MTSS progress monitoring data and minutes	5/30/2018 weekly
G1.B1.S1.MA1 M387078	Leadership team will attend common planning meetings, reviews lesson plans and student data, and...	Pignolet, Michelle	8/21/2017	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation data, student performance data reflecting growth in mastery of the standards	5/30/2018 weekly
G1.B1.S1.MA1 M387079	Leadership team will review lesson plans for evidence of standards-based planning.	Weis, James	8/11/2017	Lesson plan feedback	5/30/2018 biweekly
G1.B1.S1.A3 A362230	Teachers will implement the process of deconstructing standards and designing lessons focusing on...	Weis, James	8/14/2017	Lesson plans, classroom observation data, minutes from PLC meetings	5/30/2018 daily
G1.B2.S1.MA1 M387080	Leadership team will attend common planning meetings, review lesson plans and student data, and...	Weis, James	8/14/2017	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom observation data, student performance	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				data reflecting growth in mastery of the standards	
G1.B2.S1.MA1 M387081	Leadership team will review lesson plans and unit plans for standards-based instruction and...	Weis, James	8/14/2017	Lesson plan feedback, unit plan feedback, observation data/feedback	5/30/2018 biweekly
G1.B2.S1.A1 A362231	Instructional coach will plan and present staff development sessions on rigorous standards-based...	Pignolet, Michelle	8/21/2017	Professional development session agenda, sign-in sheets, session resources, exit slips, and teacher reflections	5/30/2018 biweekly
G1.B2.S1.A3 A362233	Teachers will implement rigorous standards-based instructional strategies from the Streamlined...	Weis, James	8/30/2017	Lesson plans, classroom observation data, minutes from PLC meetings, unit plans	5/30/2018 daily
G2.B1.S1.MA1 M387083	Leadership team will attend common planning meeting, review lesson plans and unit plans, and...	Weis, James	8/7/2017	PLC minutes, PLC agendas, classroom observation data, student assessment data	5/30/2018 biweekly
G2.B1.S1.MA1 M387084	Leadership team will attend common planning meetings, review lesson plans and unit plans, and...	Weis, James	8/14/2017	Unit plans, lesson plans, data from teacher observations	5/30/2018 weekly
G2.B1.S1.A2 A362235	Resource teachers will facilitate the collaborative planning process.	Pignolet, Michelle	8/7/2017	Coaches log, minutes from PLC meetings, training resources	5/30/2018 weekly
G2.B1.S1.A3 A362236	Teachers will implement the collaborative planning process.	Weis, James	8/21/2017	Unit plans, minutes from PLC meetings, data from observations	5/30/2018 weekly
G2.B3.S1.MA1 M387088	Leadership team will review PLC agendas and minutes, conduct teacher observations, attend MTSS...	Weis, James	8/21/2017	PLC minutes, unit plans, lesson plans, formative assessment data, teacher observations, student data meetings, MTSS meeting minutes, MTSS meeting agendas	5/30/2018 biweekly
G2.B3.S1.A4 A362243	Teachers will provide before and after-school tutoring to targeted subgroups.	Weis, James	10/2/2017	Common formative assessments, student data meetings, attendance rosters	5/30/2018 weekly
G2.B3.S1.A7 A362246	Teachers will model and implement goal setting strategies in their classrooms.	Weis, James	9/5/2017	Unit plans, student and teacher artifacts	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of high quality, standards-based instruction, through content-specific, complex texts and standards-aligned tasks, resulting in increased student achievement. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

G1.B1 Teachers have a limited understanding of how to plan for and deliver standards-based instruction.

G1.B1.S1 Instructional coaches will provide professional development to increase staff knowledge and experience with standards-based instruction through content-specific complex texts and standards-aligned tasks.

PD Opportunity 1

Instructional coach will plan and present professional development on standards-based instruction to increase student achievement.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet

Participants

Instructional Staff

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

PD Opportunity 2

Resource teachers will coach and model how to deconstruct standards and design lessons focusing on standards-based instruction using unit lessons to increase student achievement.

Facilitator

Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Weekly, from 8/21/2017 to 5/25/2018

PD Opportunity 3

Teachers will implement the process of deconstructing standards and designing lessons focusing on standards-based instruction to increase student achievement.

Facilitator

James Weis / John Stiles-Williams/ Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 5/30/2018

G1.B2 Instructors lack knowledge of rigorous, standards-based instructional strategies and practices in all content areas.

G1.B2.S1 Instructional coaches will provide professional development on providing rigorous, standards-based instructional strategies in all content areas.

PD Opportunity 1

Instructional coach will plan and present staff development sessions on rigorous standards-based instruction, through content-specific, complex texts and standards-aligned tasks by using Webb's Depth of Knowledge and the Streamlined Evaluation Model for Instructional Personnel to increase student achievement.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Biweekly, from 8/21/2017 to 5/30/2018

PD Opportunity 2

During common planning, resource teachers will model rigorous, standards-based instructional strategies for teachers.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Daily, from 9/5/2017 to 4/27/2018

PD Opportunity 3

Teachers will implement rigorous standards-based instructional strategies from the Streamlined Evaluation Model for Instructional Personnel (Design Question 2, Design Question 3, and Design Question 4) and Webb's Depth of Knowledge to increase student achievement.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Daily, from 8/30/2017 to 5/30/2018

G2. Instructional and administrative staff will close the achievement gap through effective implementation of the collaborative planning process to plan, deliver, and monitor standards-based instruction. (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital)

G2.B1 Teachers have limited knowledge of and experience with the collaborative planning process.

G2.B1.S1 Instructional coach will provide professional development on the collaborative planning process.

PD Opportunity 1

Instructional coach will plan and present professional development on the collaborative planning process.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional staff

Schedule

Monthly, from 8/7/2017 to 5/25/2018

PD Opportunity 2

Resource teachers will facilitate the collaborative planning process.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Weekly, from 8/7/2017 to 5/30/2018

PD Opportunity 3

Teachers will implement the collaborative planning process.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Weekly, from 8/21/2017 to 5/30/2018

G2.B3 Teachers need to increase their knowledge of and experience with Conscious Discipline to support and close the achievement gap.

G2.B3.S1 Instructional coach will provide professional development on Conscious Discipline to support and close the achievement gap.

PD Opportunity 1

Instructional coach and teacher leaders will plan and present professional development on Conscious Discipline to support and close the achievement gap for all subgroups.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

PD Opportunity 2

During common planning sessions and in identified classrooms, teacher leaders will coach and model a growth mindset to support and close the achievement gap for all subgroups.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Martha Ficquette

Participants

Instructional Staff

Schedule

Weekly, from 8/14/2017 to 5/25/2018

PD Opportunity 3

Teachers will implement the growth mindset model to support and close the achievement gap.

Facilitator

James Weis / John Stiles-Williams / Michelle Pignolet / Caroline Young / Lauren Akesson / Meghan Kellen

Participants

Instructional Staff

Schedule

Daily, from 8/14/2017 to 5/25/2018

PD Opportunity 4

Vertical teams will share out at faculty meetings about Conscious Discipline.

Facilitator

James Weis/John Stiles Williams/ Michelle Pignolet

Participants

Instructional Staff

Schedule

Monthly, from 9/29/2017 to 5/25/2018

PD Opportunity 5

Teachers will model and implement goal setting strategies in their classrooms.

Facilitator

James Weis/ John Stiles Williams/ Michelle Pignolet

Participants

All Staff

Schedule

Weekly, from 9/5/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional coach will plan and present professional development on standards-based instruction to increase student achievement.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0961 - Palm Lake Elementary	School Improvement Funds		\$0.00
<i>Notes: Notes</i>						
2	G1.B1.S1.A2	Resource teachers will coach and model how to deconstruct standards and design lessons focusing on standards-based instruction using unit lessons to increase student achievement.				\$0.00
3	G1.B1.S1.A3	Teachers will implement the process of deconstructing standards and designing lessons focusing on standards-based instruction to increase student achievement.				\$0.00
4	G1.B2.S1.A1	Instructional coach will plan and present staff development sessions on rigorous standards-based instruction, through content-specific, complex texts and standards-aligned tasks by using Webb's Depth of Knowledge and the Streamlined Evaluation Model for Instructional Personnel to increase student achievement.				\$0.00
5	G1.B2.S1.A2	During common planning, resource teachers will model rigorous, standards-based instructional strategies for teachers.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0961 - Palm Lake Elementary	School Improvement Funds		\$1,000.00
6	G1.B2.S1.A3	Teachers will implement rigorous standards-based instructional strategies from the Streamlined Evaluation Model for Instructional Personnel (Design Question 2, Design Question 3, and Design Question 4) and Webb's Depth of Knowledge to increase student achievement.				\$30.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0961 - Palm Lake Elementary	General Fund		\$30.00
7	G2.B1.S1.A1	Instructional coach will plan and present professional development on the collaborative planning process.				\$0.00
8	G2.B1.S1.A2	Resource teachers will facilitate the collaborative planning process.				\$0.00
9	G2.B1.S1.A3	Teachers will implement the collaborative planning process.				\$0.00

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10	G2.B3.S1.A1	Instructional coach and teacher leaders will plan and present professional development on Conscious Discipline to support and close the achievement gap for all subgroups.				\$0.00
11	G2.B3.S1.A2	During common planning sessions and in identified classrooms, teacher leaders will coach and model a growth mindset to support and close the achievement gap for all subgroups.				\$0.00
12	G2.B3.S1.A3	Teachers will implement the growth mindset model to support and close the achievement gap.				\$0.00
13	G2.B3.S1.A4	Teachers will provide before and after-school tutoring to targeted subgroups.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0961 - Palm Lake Elementary	Other		\$10,000.00
			<i>Notes: Private donation designated for tutoring program</i>			
14	G2.B3.S1.A5	Administration will administer Grit Survey to students and teachers and analyze results.				\$0.00
15	G2.B3.S1.A6	Vertical teams will share out at faculty meetings about Conscious Discipline.				\$0.00
16	G2.B3.S1.A7	Teachers will model and implement goal setting strategies in their classrooms.				\$0.00
					Total:	\$11,030.00