

Miami-Dade County Public Schools

Palmetto Elementary School



2017-18 Schoolwide Improvement Plan

Palmetto Elementary School

12401 SW 74TH AVE, Miami, FL 33156

<http://pes.dadeschools.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 PK-5	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Dade 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 Palmetto 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.

Palmetto Elementary School will provide an outstanding education within an effective learning environment that addresses the individual needs of all students, thereby developing life-long learners who demonstrate pride, respect, and excellence in all endeavors.

b. Provide the school's vision statement.

The vision of Palmetto Elementary School is to create life-long learners who consistently strive for excellence in our multicultural society.

2. School Environment

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

Palmetto Elementary is a Cambridge school where all stake holders understand the need for 21st century instructional practices, with a focus on communication, collaboration, creativity, and critical thinking, in order to effectively prepare students for future jobs that are still being developed in our globally competitive world. Teachers understand the value in the sense of belonging when building self worth in minority students. Teachers demonstrate respect towards their students, fostering active learners in their classroom. Teachers establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student with both feeling enthusiastic when learning and teaching. Establishing a positive relationship with students encourages them to seek education and be enthusiastic when coming to school.

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

A safe-school plan is implemented at Palmetto Elementary, a Cambridge School, that provides for the safety and security of students and educators. It is an ongoing, systematic, and comprehensive process that addresses both short-term and long-term safety measures to eliminate violent attitudes and behaviors in the school. Its basic goal is to create and maintain a positive and welcoming school climate in which all members take pride. This climate is free of drugs, gangs, violence, intimidation, fear, and shaming. The healthy, positive school climate promotes the emotional well-being and growth of every student, while providing a safe, secure environment that does not condone violence in any form. At the same time, however, the school provides firm and consistent rules and guidelines for appropriate student behavior.

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.

Palmetto Elementary School provides firm and consistent rules and guidelines for appropriate student behavior, following the guidelines of the MDCPS Code of Student Conduct.

Rewards and consequences are established and implemented by the Classroom Teachers and Administration.

The Super Heroes program is a positive behavior support program in which expectations for student behavior are clearly defined and reinforced through student recognition and rewards. Expectations are categorized under being respectful, responsible, and safe. Expectations are taught at the beginning of the year. School personnel have been trained in using the program. This behavioral system supports our Early Warning System (EWS) goals in minimizing the number of students who receive two or more behavior referrals as well as the number of students who receive one or more behavior referrals that lead to suspension.

Our school-wide positive behavior program allows students to earn gold medal tickets for demonstrating the core values outlined in the District's Values Matter program, following rules, and/or getting a 100 percent on an AR test. Teachers place the awarded tickets in a bag and place it in the gold medal ticket box. Each week students names are drawn on morning announcements and those students earn a prize from the Principal's treasure box.

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.

Small group and individual counseling is provided to students by our school counselor, who is a member of the Student Services Team. Our School Social Worker also assists in ensuring students' social-emotional needs are being met. Programs include student ambassadors, Peacemakers, Blessings in a Backpack, Watch Dogs, and a strong bullying prevention program which includes the "No Place for Hate" initiative.

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.

The Early Warning System identifies key indicators that are highly predictive of potential student failure, especially in terms of students "dropping" out of school. The Early Warning System focuses on providing interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and behavior that will hopefully lead to greater student success. The early warning indicators focused on at the elementary school level include:

- Students who miss 10 percent or more of available instructional time
- Students retained due to course failure in English Language Arts or Mathematics, pursuant to s. 1008.25, F.S.
- Students who score a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics
- Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	1	2	5	1	2	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	3	5	4	4	8	0	0	0	0	0	0	0	24

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	0	2	3	2	8	10	0	0	0	0	0	0	0	25

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

School-wide supports provide students with consistent attention to their progress and support at critical junctures. Such strategies include grade transition strategies, behavior and attendance policies, or school wide incentives for meeting certain goals.

Supports for groups of students who struggle with similar challenges can include focusing on certain subject areas, creating smaller learning communities, instituting mentor programs or restructuring schedules to allow teachers more time to interact with individual students. Targeted students that scored in the lowest 25 percentile are receiving intensive instruction during the school day.

Intensive or personalized supports may include individual counseling, tutoring, behavior contracts or checklists, or the involvement of parents, social workers or school psychologists.

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

Palmetto Elementary School takes a comprehensive approach to family involvement, through partnerships which provide avenues for parents, family members, and others to provide support that promotes student success. It acknowledges that the strongest support for learning occurs at home through positive parenting styles, nightly reading, homework policies, and high expectations. Effective forms of school-to-home and home-to-school communications including Connect-Ed, Palmetto Prints (E-Blast), and a variety of media (i.e. flyers, monthly bulletins, e-mail, and website) are utilized to communicate student progress, promote events and instructional programs that support the mission

and vision of the school. Parents are encouraged to become active members of the Educational Excellence School Advisory Committee (EESAC) which includes parents, students, and community members in the school decision making process. The Parent-Teacher Association (PTA) maintains a weekly updated website which provides parents a wealth of information and volunteer opportunities including: PTA membership, calendar of school events, PES Assistance for Classroom Teachers (ACT) nonprofit organization, Wellness Initiative, and school store.

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.

Palmetto Elementary School (PES) relies strongly on its relationships with community agencies, business partners, universities, the PTA, and neighboring schools in order to provide educational services for all students. The combined efforts of our Dade Partners will enhance student performance for the entire student population. Stakeholders will meet periodically to coordinate various services and incentives to motivate the students to excel both academically and socially.

The school schedules EESAC meetings, parent workshops, student activities, Open House, and PTA general meetings to create a home to school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversation and other District-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them assist their child(ren) with their academic progress.

Palmetto Elementary has also established a special relationship with the Village of Pinecrest. The village has provided the school with the community resources needed to provide a secure and safe learning environment. Among the services received are: a school resource officer who is available on a daily basis, if needed, and facilitates the D.A.R.E. program for our fifth grade 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
Torres, Eric	Principal
Fair, Sarah	Assistant Principal
Perrin, Kimberly	SAC Member
Astuto, Julie	School Counselor
Viquez, Maritza	Teacher, K-12
Drouin, Julie	Teacher, K-12
Raposo, Marisol	Teacher, K-12
Conover, Meghan	Teacher, K-12
Tanner, Elena	Teacher, ESE
Orin, Stephanie	Instructional Media
Garces, Ana	Attendance/Social Work
Telfort, Sandra	Teacher, K-12
Buslinger Clifford, Sue	Psychologist

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/RtI Leadership Team will be comprised of Eric Torres (Principal), Sarah Fair (Assistant Principal), Julie Astuto (School Counselor), Sue Clifford (School Psychologist), Ana Garces (Social Worker), Kimberly McWilliams (EESAC Chairperson/ Fifth Grade Chairperson), and Stephanie Orin (Media Specialist), Maritza Viquez (Fourth Grade Chairperson), Julie Drouin (Third Grade Chairperson), Sandra Telfort (Second Grade Chairperson), Marisol Raposo (First Grade Chairperson), and Meghan Conover (Kindergarten Chairperson).

Principal: The Principal will provide a common vision for the use of data-based decision making, monitor the implementation of interventions, provide support and direction to school staff by meeting with the MTSS/RtI team, provide professional development as needed, allocate resources, and communicate school-based plans regarding RtI to all stakeholders through EESAC.

Assistant Principal: The Assistant Principal will provide support to the MTSS/RtI school based team and instructional staff. The Assistant Principal will ensure the collection of data, the implementation of Interventions, and ongoing progress monitoring of MTSS/RtI intervention groups, and support professional development activities and technical assistance for teachers regarding data-based instructional planning.

Grade-Level Chairpersons: Grade-level chairpersons will collaborate with the Principal and Assistant Principal and communicate pertinent information to the grade level/department. Additionally, assist in collecting, disaggregating and analyzing data in order to modify instruction and facilitate small learning communities for the grade level/department.

School Counselor: The Counselor assists in the identification of at risk students, provides intervention, supports in the screening process at the school site, and continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: The Psychologist observes students in the classroom environment to determine further screening, participates in the collection, interpretation and analysis of data, and facilitates data-based decision making.

Social Worker: The Social Worker collaborates with other school professionals, such as teachers, administrators, and school psychologists to help remove barriers to learning and address issues that may affect the well-being of the student, both in and out of the school environment.

SPED Teacher: The SPED teacher participates in data collection and supports classroom teachers and the MTSS/RtI team by collaborating through grade level planning.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Media Specialist
- ESSAC member
- UTD Steward
- Tutors as available

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.

The MTSS/Rtl Leadership Team focuses meetings on how to utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring in order to ensure that Palmetto’s teachers and students succeed. The team meets monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the MTSS/Rtl Leadership Team and Grade level Chairpersons will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Eric Torres	Principal
Stephanie Soto-Diaz	Teacher
Kimberly McWilliams	Teacher
Cristina Williams	Teacher
Brittany Batten	Teacher
Lynn Shapiro	Teacher
Marisol Raposo	Teacher
Jodie Kozdron	Teacher
Ann Marie Cassimire	Teacher
Maria Alvarez	Education Support Employee
Aleida Escalona	Education Support Employee
Cristina Blanco	Parent
Ariane Sasso	Parent
Linda Dwyer	Parent
Judy Erwin	Parent
Shara Pelz	Parent
Laura Pugliese	Parent
Adele Salem	Parent
Fidelma Farinas	Parent
Paula Pugliese	Parent
Ruby Pelz	Student
Valerie Williams	Student
Zachary McWilliams	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2017-2018 School Improvement Plan.

b. Development of this school improvement plan

To develop the School Improvement Plan, the EESAC worked collaboratively with the Leadership Team to establish priorities and select goals for the school , helped identify the programs and practices necessary to achieve the selected goals, and aided in identifying basic and outside resources necessary to achieve the school's goals. EESAC also advised in allocating resources to assure that the improvement plans are successful.

The EESAC Members met to review issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, along with budget, professional development training opportunities along with budget, professional development training opportunities, instructional materials, staffing, and student support services.

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

The main focus of the overall school budget this year, is to maximize the amount of teachers who service our students so that we may adhere to class size regulations and provide specialized services such as Special Education (SPED) and English Language Learners (ELL). The EESAC Committee meets to discuss the annual budget plan. At this time, resources necessary to supplement instruction are discussed and planned out for the school year.

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

School Improvement funds were not utilized during the 2016 - 2017 school year.

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

No

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

According to the Florida Statute, a majority of the members of each school advisory council must be persons who are not employed by the school district. A wavier request has been submitted for this purpose.

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
Torres, Eric	Principal
Fair, Sarah	Assistant Principal
Astuto, Julie	School Counselor
Orin, Stephanie	Instructional Media
Juan, Jenna	Teacher, K-12
Soto-Diaz, Stefanie	Teacher, K-12
Bogert, Aileen	Teacher, K-12
Perrin, Kimberly	Teacher, K-12
Tanner, Elena	Teacher, ESE

b. Duties

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

The Literacy Leadership Team will be comprised of Eric Torres (Principal), Sarah Fair (Assistant Principal), Jenna Juan (Reading Liaison), Stefanie Soto-Diaz (Math Liaison), Aileen Bogert (Science Liaison), Kimberly McWilliams (Cambridge Coordinator), Julie Astuto (School Counselor), Elena Tanner (SPED Teacher), and Stephanie Orin (Media Specialist).

The major initiative of the Literacy Leadership Team (LLT) is to increase independent student reading. The goal is always to improve fluency, vocabulary development, and reading comprehension. The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

The instructional liaisons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional liaisons will also help with the process of grading, recording, and charting student scores.

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 participate in collaborative learning communities to improve instruction and student learning. They meet weekly in grade level groups to plan and design lessons that support core curriculum and state standards. They analyze assessment data to determine individual student needs. Teachers are empowered by constant reflection and refinement of our practice through grade level meetings and data chats. This is evident by their commitment to develop a shared language, improve grading practices, and improve implementation of programming.

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

Partnering new teachers with veteran teachers (MINT Initiative)

Monthly Professional Learning Communities (PLCs) in which teachers share best practices, interpret test results, accommodate the diversity in student learning, and build capacity in student learning.

Implement collaborative planning so teachers can collaborate and reflect upon teaching and learning to augment student performance.

Soliciting referrals from colleagues (surplus list, beginning teachers) and SPED and Bilingual Departments.

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

Beginning teachers or teachers new to the building are provided a mentor who has been trained by the District's MINT program or the Grade Level Chairperson. The common planning time provides opportunity for coaching, planning, and feedback. In addition, time is allotted for peer classroom visits and observations. New teachers also receive assistance from the Reading Liaison, Math Liaison, and Science Liaison, as necessary.

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.

Palmetto Elementary utilizes the District pacing guides in order to ensure pacing and activities are appropriate and all standards are being taught explicitly. Adopted MDCPS curriculum textbooks (Reading Wonders, WonderWorks, Go Math, Scott Foresman Science) are used to present learning objectives aligned to the Florida Standards. Teachers continue to utilize grade-level planning in order to unwrap standards to understand what is expected from the students and develop focus calendars.

In addition, rigorous activities will be planned to address higher levels of complexity as per the Florida Standards. The Analytical Writing Piece component of the Reading pacing guide along with the Writing pacing guide are implemented to introduce a variety of Writing graphic organizers and prompts.

b. Instructional Strategies

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

The teachers at Palmetto Elementary consistently practice common policies, processes, and procedures for documenting, measuring and reporting student performance. Each teacher consistently analyzes data for each of his/her students and prepares differentiated instruction meeting the individual needs of the student. The school collects and uses a broad range of statistical data to create and maintain an accurate school profile. Furthermore, special education teachers use data to determine accommodations for students with exceptionalities to maximize learning. These practices are based on clearly defined criteria that represent each child's achievement of developmentally appropriate learning goals, content, knowledge, and skills. Teachers continuously use data to identify

unique learning, growth, and development needs of all children.

Palmetto Elementary School uses rigorous content and provides equitable and challenging learning experiences that ensure the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all students. In addition, teachers use many reading assessments such as the FSA Weekly E-Assessments, Benchmark Assessments provided by the District, STAR Reading, and unit tests to assess students' performance and identify specific needs. All tests and documentation are recorded for each student in a data notebook to ensure growth for every child. Palmetto Elementary is focused on every child learning and succeeding cognitively, emotionally, socially, creatively, and physically. Every staff member is committed to ensure that each child is globally successful. Teachers consistently assess, monitor, and adjust instruction as it relates to student learning. In addition, teachers also administer district level assessments that are aligned to the Common Core Standards.

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

Strategy: After School Program

Minutes added to school year: 1,440

STEM Sprouts is an after school program geared to introducing and teaching elementary school students the thrilling world of STEM education through hands on activities.

Strategy Rationale

The purpose of this program is to show students the impact Mathematics and Science has on their lives and to encourage them to continue taking Mathematics and Science courses in their secondary years.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Eric, pr4221@dadeschools.net

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

An increase in the number of STEM activities during the school year.

Strategy: After School Program

Minutes added to school year: 1,080

LEGO Robotics Club

As part of our Science, Technology, Math and Engineering (STEM) program the LEGO Robotics club is an after school enrichment designed to stimulate creativity, problem-solving skills, and collaboration. Students learn to assemble and program Lego robots. Students follow the Lego building instructions to create vehicles, animals, humanoids etc. and explore how light, touch, sound, and ultrasonic sensors can enhance their robots.

Strategy Rationale

Robotics is a great way to applying Math and Science in real world situations. It provides an entertaining educational environment where students passionate about science and math can come together to explore, meet new people, learn together, and have lots of fun.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Eric, pr4221@dadeschools.net

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

An increase in the number of participants and successfully built robots.

Strategy: After School Program

Minutes added to school year: 1,440

SECME Club

SECME, formerly the Southeastern Consortium for Mathematics and Science Engineering, is the Division of Mathematics, Science and Advanced Academic Programs, science, technology, engineering, and mathematics (STEM) program that provides opportunities for students, teachers, and parents to engage in STEM activities with local colleges, universities, and engineering partners. The club meets weekly, after school.

Strategy Rationale

Provide the opportunities for students to engage in STEM activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Eric, pr4221@dadeschools.net

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

An increase in the number of STEM activities during the school year.

Strategy: After School Program

Minutes added to school year: 540

This National Elementary Honor Society organization is run by a Chapter Adviser, Faculty Council and the approval of the administration. Students in grade four and five are selected based on a cumulative grade point average of 3.5, responsibility, leadership, and service. Students are inducted into the organization, and their GPA is monitored after each of the nine weeks. The children do several service activities in the school year.

Strategy Rationale

The National Elementary Honor Society is a prestigious organization that encourages students to maintain their academic excellence while having a global awareness of the needs in their community and in our world today. Students participating in these service activities create a positive value for themselves and the school that are needed to create strong leaders for the future.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Eric, pr4221@dadeschools.net

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

The number of successfully executed service projects.

Strategy: After School Program

Minutes added to school year: 1,080

The Palmetto Pawprints school newspaper is run by the PES students and has a teacher and parent that oversee the club. The students meet in the morning before school starts, twice a month. The fourth and fifth graders are welcomed to participate and are selected based on teacher recommendation. The children are asked to brainstorm on different activities that are taking place in the school and later interview or report the activity or person of interest. The teacher and parent help with editing the newspaper and publishing the Palmetto Pawprints edition.

Strategy Rationale

A school newspaper is important any school. It promotes student involvement, a love of writing, and instills responsibility to the child. Students are expected to attend all meetings and adhere to deadlines for publishing. A school newspaper helps prepare students for public speaking and not being intimidated in interviewing an adult. These all help in middle and high school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Eric, pr4221@dadeschools.net

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

The number of Palmetto Pawprints editions successfully published and distributed.

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.

Palmetto Elementary recognizes that successful transitions from home to school or from a childcare center to kindergarten can contribute to long-term school success and is committed to bridging the gap between the school and the surrounding early learning providers in the area

Parent Orientation will take place during the week prior to the first day of school to provide information and help the adults feel more at ease. Open House provides an opportunity for parents to meet and talk with teachers, learn more about procedures and guidelines, and spend time in their child's classroom environment. Pre-kindergarten and Kindergarten teachers work closely with the Administration and the School Counselor to ensure that all children come to school on a regular basis and are ready to learn.

The Florida Voluntary Prekindergarten (VPK) Assessment is given to all children enrolled in the VPK program in order to provide teachers with valid and reliable feedback regarding children's progress in attaining the skills in the Standards for Four-Year-Olds, so that teachers may use this information to guide instruction.

Upon entry into Kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening.

Palmetto Elementary also recognizes that a key indicator of a successful middle school experience is a positive transition from elementary school. Fifth grade students are introduced to neighboring middle schools and their requirements and expectations. Students are encouraged to apply for Magnet Programs. Fifth grade SPED articulation is done at the end of the year to properly place students in the correct programs.

b. College and Career Readiness

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

NA

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

NA

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

NA

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.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is improved in all content areas, then student achievement will increase.

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 core instruction is improved in all content areas, then student achievement will increase. 1a

G096696

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
FSA Mathematics Achievement	88.0
Math Gains	75.0
Math Lowest 25% Gains	70.0
AMO Reading - All Students	
FSA ELA Achievement	88.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	70.0
AMO Reading - ELL	
AMO Reading - SWD	
CELLA Listening/Speaking Proficiency	68.0
CELLA Reading Proficiency	
FCAT 2.0 Science Proficiency	76.0
CELLA Writing Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Opportunities to engage students in higher-level thinking

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Support Specialist provided by District
- iReady
- FSA Weekly E-Assessments
- Socrative technological program
- Student journals
- Real-world documents (brochures, flyers, etc.)
- Global informational text
- Cambridge Curriculum
- How-to articles
- Go Math textbook series enrichment book
- G2D Topic Assessments
- Personal Math Trainer
- Reflex Math technological program
- CODE.org
- Sumdog
- Science pacing guides

- Scott Foresman Science Book series
- Gizmos technological program
- BrainPop technological program
- Graphic organizers

Plan to Monitor Progress Toward G1. 8

I-Ready Diagnostics, Mini Benchmark Assessments

Person Responsible

Eric Torres

Schedule

Quarterly, from 9/8/2017 to 5/31/2018

Evidence of Completion

2017-2018 FSA/FCAT 2.0 Results.

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 core instruction is improved in all content areas, then student achievement will increase. 1

G096696

G1.B1 Opportunities to engage students in higher-level thinking 2

B260083

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills in the academic areas of Language Arts/ Reading, Mathematics, and Science 4

S275535

Strategy Rationale

Implement questioning strategies and activities in Reading and Writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

Infuse a variety of higher order thinking strategies into the planning and delivery of Mathematics and Science instruction.

Action Step 1 5

Provide teacher with professional development emphasizing Higher Order Thinking Strategies into the delivery of instruction in Language Arts/Reading, Mathematics, and Science, to increase rigor.

Person Responsible

Eric Torres

Schedule

Quarterly, from 9/14/2017 to 5/23/2018

Evidence of Completion

Sign-In sheets, Exit Slips, Handouts.

Action Step 2 5

Engage students in writing an informational/expository essay that contains introductory, body, and concluding paragraphs.

Person Responsible

Sarah Fair

Schedule

Monthly, from 10/3/2017 to 5/25/2018

Evidence of Completion

Published Writing, Lesson Plans, Pacing Guides.

Action Step 3 5

Engage students in technological programs including, but not limited to, iReady, FSA E-Assessments, Socrative, Personal Math Trainer, Reflex Math, Coding, Sumdog, BrainPop, and GIZMOS to build skills and accelerate academic growth in the areas of Reading, Mathematics, and Science.

Person Responsible

Sarah Fair

Schedule

Daily, from 8/25/2017 to 6/6/2018

Evidence of Completion

Program Reports, Benchmark Assessments.

Action Step 4 5

Provide opportunities for students to write out steps in solving problems and explain solutions using "Hot Problems" in GO MATH series book.

Person Responsible

Sarah Fair

Schedule

Weekly, from 8/28/2018 to 6/1/2019

Evidence of Completion

Go Math Assessments, Quarterly Assessments,

Action Step 5 5

Utilize District developed science pacing guides, and implement all essential laboratories.

Person Responsible

Sarah Fair

Schedule

Weekly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Scott Foresman Science Assessments, Benchmark Assessments.

Action Step 6 5

Provide opportunities for students that increase rigor in Science writing as evidenced in interactive science journals and in laboratory conclusions (i.e. incorporating claims, evidence, and reasoning), as delineated by Common Core Standards.

Person Responsible

Sarah Fair

Schedule

Weekly, from 8/25/2017 to 6/1/2018

Evidence of Completion

Scott Foresman Science Assessments, Benchmark Assessments.

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

Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports.

Person Responsible

Eric Torres

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Lesson plans, interactive journals, published writing, PD sign-in sheets/exit slips, technological program reports, Benchmark Assessment data reports, and iReady Diagnostic reports.

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

To monitor and support the effectiveness of implementation post classroom walk-through feedback will be provided to teachers, PLC focus will be adjusted based on needs, and data reports will be reviewed continuously.

Person Responsible

Eric Torres










Schedule

Quarterly, from 9/15/2017 to 5/31/2018

Evidence of Completion

Interactive journals, data reports, and classroom walk-through notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A370011	Provide teacher with professional development emphasizing Higher Order Thinking Strategies into the...	Torres, Eric	9/14/2017	Sign-In sheets, Exit Slips, Handouts.	5/23/2018 quarterly
G1.B1.S1.A2  A370012	Engage students in writing an informational/expository essay that contains introductory, body, and...	Fair, Sarah	10/3/2017	Published Writing, Lesson Plans, Pacing Guides.	5/25/2018 monthly
G1.MA1  M398440	I-Ready Diagnostics, Mini Benchmark Assessments	Torres, Eric	9/8/2017	2017-2018 FSA/FCAT 2.0 Results.	5/31/2018 quarterly
G1.B1.S1.MA1  M398438	To monitor and support the effectiveness of implementation post classroom walk-through feedback...	Torres, Eric	9/15/2017	Interactive journals, data reports, and classroom walk-through notes.	5/31/2018 quarterly
G1.B1.S1.MA1  M398439	Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and...	Torres, Eric	9/11/2017	Lesson plans, interactive journals, published writing, PD sign-in sheets/exit slips, technological program reports, Benchmark Assessment data reports, and iReady Diagnostic reports.	5/31/2018 weekly
G1.B1.S1.A5  A370015	Utilize District developed science pacing guides, and implement all essential laboratories.	Fair, Sarah	9/15/2017	Scott Foresman Science Assessments, Benchmark Assessments.	6/1/2018 weekly
G1.B1.S1.A6  A370016	Provide opportunities for students that increase rigor in Science writing as evidenced in...	Fair, Sarah	8/25/2017	Scott Foresman Science Assessments, Benchmark Assessments.	6/1/2018 weekly
G1.B1.S1.A3  A370013	Engage students in technological programs including, but not limited to, iReady, FSA E-Assessments,...	Fair, Sarah	8/25/2017	Program Reports, Benchmark Assessments.	6/6/2018 daily
G1.B1.S1.A4  A370014	Provide opportunities for students to write out steps in solving problems and explain solutions...	Fair, Sarah	8/28/2018	Go Math Assessments, Quarterly Assessments,	6/1/2019 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B1 Opportunities to engage students in higher-level thinking

G1.B1.S1 Increase Rigor and Higher Order Thinking Skills in the academic areas of Language Arts/ Reading, Mathematics, and Science

PD Opportunity 1

Provide teacher with professional development emphasizing Higher Order Thinking Strategies into the delivery of instruction in Language Arts/Reading, Mathematics, and Science, to increase rigor.

Facilitator

Lisette DeAlejo, PD Liaison

Participants

K-5 Teachers

Schedule

Quarterly, from 9/14/2017 to 5/23/2018

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	Provide teacher with professional development emphasizing Higher Order Thinking Strategies into the delivery of instruction in Language Arts/Reading, Mathematics, and Science, to increase rigor.	\$0.00
2	G1.B1.S1.A2	Engage students in writing an informational/expository essay that contains introductory, body, and concluding paragraphs.	\$0.00
3	G1.B1.S1.A3	Engage students in technological programs including, but not limited to, iReady, FSA E-Assessments, Socrative, Personal Math Trainer, Reflex Math, Coding, Sumdog, BrainPop, and GIZMOS to build skills and accelerate academic growth in the areas of Reading, Mathematics, and Science.	\$0.00
4	G1.B1.S1.A4	Provide opportunities for students to write out steps in solving problems and explain solutions using "Hot Problems" in GO MATH series book.	\$0.00
5	G1.B1.S1.A5	Utilize District developed science pacing guides, and implement all essential laboratories.	\$0.00
6	G1.B1.S1.A6	Provide opportunities for students that increase rigor in Science writing as evidenced in interactive science journals and in laboratory conclusions (i.e. incorporating claims, evidence, and reasoning), as delineated by Common Core Standards.	\$0.00
Total:			\$0.00