

Palm View K 8 School



2017-18 Schoolwide Improvement Plan

Palm View K 8 School

6025 BAYSHORE RD, Palmetto, FL 34221

<https://www.manateeschools.net/palmview>

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) |
|--|------------------------|--|
| Combination School PK-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 72% |

School Grades History

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

**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 Manatee 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 View K 8 School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide an educational environment that enables students to develop to their fullest potential through the cooperative effort of the total school community.

The District mission is that Manatee District Public Schools will be an exemplary student-focused school system that develops life-long learners to be globally competitive. Our system-wide expectations for 2017-18 include: (1) standards-based planning aligned with the district curriculum maps; (2) use of text structures to build comprehension and writing skills; (3) acceleration of student learning; (4) Student engagement; and (3) Fidelity of instructional programs.

The district's elementary academic statement is: "Implement a student-centered, standards-based, rigorous teaching and learning process that will positively impact all student learning of the Florida Standards; to ensure the success of all students on state assessments, in the next grade level, prepare them for graduation and ensure they are college and career ready."

Our charge is to align our school improvement plan and initiatives with the district's priorities.

b. Provide the school's vision statement.

Palm View School's faculty and staff are committed to providing students exemplary instruction that nurtures intellectual curiosity, critical thinking, and a passion for learning. We will work collaboratively to prepare our students for success to graduate from high school on schedule, with the skills and knowledge required for success in higher education and/or the work place.

Our vision is that every child will reach grade-level proficiency in reading, writing, mathematics and science. We will work to insure that everyone in our school rallies around this vision; that everyone in the school can share how we are working on our goals together; and that all of us are focused on mutual growth and improvement.

2. School Environment

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

43% of students at Palm View are Hispanic, 30% Caucasian, 26% Black, 1% Mixed, less than .06% Asian, and 24% are ELL. Teachers engage in school-based professional development that focuses on strategies for supporting cultural awareness for themselves and their students as part of our SIOP framework. In the professional development sessions, teachers deepen their knowledge and skills to support not only our significant percentage of ELL students, but also have a positive impact on the rest of our student population. For example, teachers are provided information on cognates and how to incorporate them into their daily instruction, particularly vocabulary. Teachers are encouraged to incorporate discourse relevant to different cultures/customs throughout their instruction. Part of Positive Behavior Support is the promotion of building strong relationships through treating each other with kindness and respect and showing students and parents that we value them. We hire bilingual staff (including our front desk receptionist) to help our families who do not speak English feel more welcome. To every extent possible, we produce documents that go home to parents in both English and Spanish. Throughout the school year, Palm View organizes multiple events to build relationships

between teachers and students, as well as entire families, such as: Literacy Night, Back-to-School Night, STEM Night, Math Night, Dad's Night Out. One of our most successful family events, a new tradition started in 2014-15, is Cinco de Mayo Family Night, which was the idea of several of our Hispanic School Advisory Council parents. The parents organize the event, where families bring traditional Hispanic dishes to share with other families. For May 2017, the event was expanded into a Geography Night. Each team of teachers featured a different country or continent. Students had their passports stamped as they visited each booth, and received a bag of free books to take home. The event was one of our most highly attended and exciting events of the school year.

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

Insuring that students feel safe in the classroom is paramount, which means that they feel free to take risks in their learning, and feel respected at all times by their peers and the adults. Through Positive Behavior Support, expectations for respect of oneself and others are explicitly taught at the beginning of the school year, and retaught throughout the school year. A portion of each day during the first two weeks of school are dedicated to PBS Boot Camp. When students have learned and internalized our school-wide expectations, they earn a Boot Camp Graduation certificate and a special pencil.

Palm View Elementary School provides a safe environment for our students through adult supervision of students once they arrive on campus. Administration, leadership team, guidance counselor, and other key staff supervise students in designated areas. Also, all students are provided with the opportunity to receive free breakfast prior to starting the school day.

Our staff is expected to greet all students upon their arrival to school and teachers are expected to greet each and every student at his/her door before entering the classroom. The principal and assistant principal station themselves in strategic locations in the morning so that they may greet students as they arrive at school.

Safety drills are practiced monthly to ensure students understand the expectations and procedures that have been put in place. These safety measures/procedures help ensure that our students are prepared in case of an actual emergency.

Student-teacher relationships allow students to feel respected through open communication, direct and specific feedback, recognizing students for positive behavior and following school wide expectations, and creating learning goals for academic and social success.

Our school provides a safe environment for our students through adult supervision of students while they are being dismissed to the car rider area, bus area, and aftercare waiting area. Each of these areas are monitored by administration, leadership team, and other key staff.

Home-School communication is a vital role to supporting our students once they have left our school. Our teachers make phone calls and other arrangements to help students and parents understand the values and expectations set forth by our school even when students are not in school. Strong relationships with our families help build a community of respect and trust.

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 View began Positive Behavior Support during the 2013-2014 school year, starting with school wide expectations, the token economy, and school-wide PBS events. Through the problem solving team process, teachers and the leadership team analyze student behavior data (behavior trackers

and referrals) on an ongoing basis with the purpose of preventing future behavior problems. School-wide expectations and behavior rubrics are explicitly taught during the first two weeks of school. Throughout the school year, and even on a daily basis as needed, expectations are expressed on a continual basis to students.

Every day, students earn Panther Bucks for exhibiting positive behavior. They exchange the Panther Bucks for privileges and prizes. School-wide monthly PBS events reward students who earn a minimum number of Panther Bucks.

In 2014-15, our school created a school-wide discipline matrix, which is shared with students and parents and implemented by teachers and staff. The matrix serves to educate students on unacceptable behaviors and their consequences, and it also fosters consistency in issuance of consequences.

Teachers and staff engage in training in August about how to teach students about the matrix and classroom/school expectations. The faculty learns about the importance of following up behavior trackers with phone calls and how to be consistent with each other in school-wide expectations and consequences for behavior.

With the goal in mind of reducing disruptions to learning and discipline referrals, starting in January, we will establish book studies around the topic of restorative discipline. Based on what we learn, we will revamp our discipline structures and expectations for the 2018-19 school year.

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.

Our school ensures the social-emotional needs of all students are being met through the counseling and mentoring provided by our guidance counselor, school psychologist, social worker, Graduation Enhancement Technician, and even the district crisis team as needed. Socially struggling students participate in small-group counseling sessions. Our Check-and-Connect mentoring program supports students who struggle with interpersonal skills, behavior and social skills, self-control, attendance, challenges at home that impact learning, and other issues that affect achievement and well-being.

We tap community resources such as Center Stone (formerly Manatee Glens) to provide anti-bullying education. Students who engage in bullying or who are repeated victims of bullying participate in an individualized anti-bullying program that includes videos and role playing.

Our community has donated multiple school supplies, backpacks, shoes, and other school clothing to help meet the needs of our students. Children identified as homeless or in critical need also participate in a free weekend food backpack program, provided by various churches and local agencies.

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.

2017-18 will be the third school year that, as a component of the district's Reading First initiative, the district provides each Title I School a Graduation Enhancement Technician, who is paid out of Title I funds on the SAMP salary scale. The GET is responsible for resolving problems that interfere with student progress and achievement. Responsibilities include developing and utilizing early warning systems to identify students who are most at risk due to absenteeism, lack of health/personal care,

homelessness, and poor parent involvement; collaborating with the school social worker, guidance counselor, teachers, and school leaders to meet the needs of at-risk students. The GET is responsible for organizing a Check and Connect Mentor Team at our school, conducting home visits, developing relationships with parents, and community organizations and agencies. The GET develops and implements individual intervention strategies, and works closely with our school's Instructional Support Team (also referred to Problem Solving Team, Multi-Tiered Systems of Support, or Response to Intervention) to increase student attendance, and develop the social and emotional skills of students.

School City and iReady have been invaluable in providing quick and easy access to student achievement data. Our school's data team accesses and reviews the data to identify which sets of data to analyze and discuss at our Instructional Leadership Team meetings. Data is also easily accessible through Clarity Bright Bytes to assist us in identifying early warning indicators based on data points such as attendance, discipline referrals, and academic performance.

Decisions about the most significant data to discuss at ILT meetings will be focused on which information will offer the greatest impact on student achievement if appropriately addressed. For example, the ILT determines specific, essential skill gaps for teams to strategically target for their students scoring in the "red" or "danger zone" on district assessments or a level 1 or 2 on state assessments in ELA or math. Following each ILT meeting, grade level teams meet in their TCT (Teacher Collaborative Team) to determine strategies and interventions to implement and then closely monitor students' responses. Particular attention is also given to the "bubble" students (those who are close to scoring at the next level higher or close to dropping a level).

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 | 9 | 8 | 10 | 7 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| One or more suspensions | 3 | 4 | 6 | 4 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Course failure in ELA or Math | 0 | 0 | 0 | 42 | 45 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 122 |
| Level 1 on statewide assessment | 0 | 0 | 7 | 29 | 40 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |
| Over 25 days missed | 5 | 6 | 7 | 2 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

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 | 3 | 13 | 11 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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

For the first time, Palm View is in the state's 2017 L300 and will be on extended day for 2017-18. Programs utilized will be iReady, SRA Corrective Reading grades 3-5, SRA Reading Mastery grades K-2, Math Acaletics, Wonderworks Foundational Skills Kit, Ready LAFS and Teacher Toolbox, and Language for Learning for PK phonemic awareness.

Additional resources include:

Top Score

Fountas and Pinnell Leveled Literacy Instruction K-5

Saxon Phonics, grades K-3

Ready MAFS

Tracking and intervention by the Graduation Enhancement Technician in collaboration with the social worker and guidance counselor.

Small group sessions targeting students with specific issues such as attendance or social skills

Check and Connect Mentor Program

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/416279>.

2. Description

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

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

Palm View is very fortunate to have a variety of community organizations and business partners who donate funds and supplies to our school on an ongoing basis. These organizations are thanked in a variety of ways, including any of the following: thank you letter from the Principal, hand-written thank you cards created by the students, thank you's in the school newsletter, web site and/or marquee, and nomination for business/community partner of the year through the district.

We also have a student service club (Panther Cubs) that raises funds for a variety of charities, conducts canned food drives for the Mayor's Feed the Hungry Program or the Salvation Army Thanksgiving Drive, and engages in community activities such as singing winter holiday carols at the retirement communities surrounding our school and participating in community parades.

On our school web site, we post the school newsletter so that everyone in the community can access it. Additionally we print the newsletter and flyers (both informational and flyers advertising family events) in both English and Spanish to send home with students.

One of the primary responsibilities of our Graduation Enhancement Tech is to develop and deepen our school's relationships with community organizations and area agencies.

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 |
|------------------|---------------------|
| Essig, Angela | Principal |
| Ammons, Karen | Instructional Coach |
| Dougherty, James | Assistant Principal |

b. Duties

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

The Principal meets with the assistant principal and reading coach weekly and the Instructional Leadership Team monthly, to discuss the needs of students and teachers, and collaborate about strategies to provide support in order to achieve our SIP goal. We monitor implementation of the SIP strategies and action plans, discuss our progress toward the SIP goal, and make adjustments as needed.

The Data Team meets directly after results are received from district and state assessments to analyze data and determine which sets of data to present and discuss at our monthly Instructional Leadership Team. Following each ILT meeting, the Instructional Coach and Team Leaders collaborate with their grade level teams about the learning gaps determined from the data, and strategies to address those gaps.

The Instructional Coach works with the district SIOP district support instructional specialist to monitor classroom instruction and gather data about SIOP implementation.

The Principal and Assistant Principal work together to conduct walk-throughs and formal observations, collaborating at least weekly to discuss professional development and coaching needs based on the data collected in the walk-throughs and observations.

The Reading Coach is a member of the data team, assists with presenting and analyzing data, and then she provides resources for lesson planning, coaching and modeling, and assists teachers with planning remediation or enrichment for all students in order for them to achieve academic success.

Leadership responsibilities are expressed explicitly for everyone in our school, and provided in writing and discussed with everyone in August. Below are the leadership responsibilities related to instructional leadership and shared decision making.

TEACHERS

Maximize instructional time – “Every student matters. Every moment counts.”

Develop strong, mutually respectful relationships with your students and provide them the positive support and interventions they need to be successful in school.

Collaborate with your team to design and implement highly effective, grade-level, standards based, differentiated lessons within the SIOP framework to promote highest achievement for all students.

Engage deeply in professional development and seek coaching and support to improve instructional practices and student achievement.

Maintain high expectations for all students and know what that really means.

- Foster a postsecondary preparation mindset for all students.
- Teach all students grade level standards and text to the appropriate depth and rigor, providing the scaffolding for them to access the standards and text.
- Differentiate not only for struggling learners, ESE and ELL students, but also for those who are at or above grade level and need more depth and acceleration.

Every day, know where your students are in achieving the standards and what your next actions will be.

- Design/Identify and administer formative and summative assessments and analyze results to make adjustments in instructional delivery.
- Utilize ongoing progress monitoring and determine early and effective interventions and support.
- Engage deeply in data analysis to determine interventions and acceleration strategies so that all students achieve grade-level standards.

Pay attention to early warning indicators and call on the MTSS/RtI Team to assist with problem-solving.

Establish and maintain strong, ongoing communication with parents/guardians.

Help organize and attend at least six parental involvement activities during the school year.

Reach out to parents – ask for their input, solicit volunteers, send home information about the curriculum on at least a bi-weekly basis, and communicate with parents when their child is struggling.

Provide positive support to your peers and your team leader.

Establish clear expectations and training for paraprofessionals and volunteers working in your classroom to maximize their instructional support.

Dress professionally and be a role model and leader for all students; develop students as role models and leaders.

Meet deadlines.

Be open in your communication with the Principal.

PRINCIPAL

Focus the entire school on SIP initiatives in order to accomplish:

- Grade level, standards-based instruction for all students
- Closing the achievement gaps
- A safe, supportive learning environment for all students and teachers
- Effective interventions and acceleration so that all students can achieve grade level standards

Instructional and curricular support to teachers

Collaboration with teachers to analyze data to inform instruction

Highly effective allocation of budgets, resources and support, including acquisition and coordination of programs to improve student achievement

Strong home/ community and school connections and communication

Atmosphere of collegial support and collaboration

Supervision and evaluation of faculty and staff to improve effectiveness and foster professional growth

Compliance with all district and state regulations

Student supervision

ASSISTANT PRINCIPAL

Discipline: School-wide discipline, focusing on pro-active measures to reduce behavior issues, resulting in improved student achievement and a safe and supportive school environment.

Anti-Bullying Coordinator

Gradebook Manager

New Teacher Cadre

Business Partnerships

Teacher/Staff Recognition

CIRT (Critical Incident Response Plan and drills)

PBIS/Safety Committee

PBIS Team Leader: Coordinate PBS Awards and Budget; and PBS/Safety Committee (monthly meetings; minutes posted in Outlook)

Monitor and report attendance and discipline data

Administrative rep. on: MTSS/RtI, IEP's (ESE), LEP's (ELL), Gifted (IP's)

Coordinate with Grad. Enhancement Tech. to resolve problems that interfere with student achievement.

Supervision and evaluation of faculty and staff to improve effectiveness and foster professional growth

Student supervision

Oversee and serve on Check and Connect Mentor Team.

READING COACH

Collaborative planning with teachers

Data analysis and instructional support to increase achievement for all students

Coaching, modeling, and instructional support for teachers

Curriculum support and resource for teachers

Professional development

SIOP monitoring and reporting

Serve on Leadership Team

Assist Principal and A.P. with school improvement planning and implementation; FLDOE Differentiated Accountability; compliance with Title I and state regulations

Provide data support to instructional leadership team members and teachers (academic, behavior, attendance, etc.)

Mentor new teachers

Support/Reward positive behavior of all students (Panther Bucks).

Coordinate Extended Day intervention, assessment, curriculum and instruction, providing support for teachers and student

GUIDANCE COUNSELOR

Testing Coordinator (State and District Testing)

Individual and small group counseling support

PBS Coach

Chair for MTSS/RtI

Anti-bullying Coordinator (includes receiving and screening reports of bullying and anti-bullying education efforts)

504 Coordinator

Gifted Liaison

LEP Compliance (ELL), including initial screening and all ELL-related testing

LEA for IEP's (ESE), LEP's (ELL), Gifted IP's

Community Resource Liaison

Coordinate with GET, Data Coach, Home School Liaison, A.P. and other agencies to identify and resolve problems that interfere with individual student achievement.

Serve on Check and Connect Mentor Team.

GRADUATION ENHANCEMENT TECHNICIAN

Coordinate Check and Connect Mentor Team.

Coordinate with Guidance Counselor, Social Worker, A.P., clinic staff and other agencies to resolve problems that interfere with student achievement, including excessive absenteeism, health and personal care, homelessness, and limited parent engagement. Includes developing/utilizing/ coordinating/ implementing:

- Early warning systems
- Systemic support strategies, including home visits
- Access to services
- Mentoring and support for at-risk students
- Individualized intervention strategies
- Models for school connectedness
- Transition plans
- Individual student monitoring and tracking
- Ongoing parent communication
- Teacher/Staff training on support measures
- Partnerships with community organizations to provide enrichment, mentoring and tutoring
- Ongoing formative and summative evaluation data of program effectiveness
- Documentation, completion and submission of reports

Support/Reward good attendance and positive behavior.

Connect with students wherever they gather (breakfast, lunch, activities).

TEAM LEADERS

Represent your team (SLLT/Data Team, Team Leader meetings), serving as their voice and sharing all information from meetings.

Coordinate team meetings to accomplish tasks and meet deadlines.

Facilitate weekly data-driven collaborative planning sessions.

Insure that team teachers submit quality lesson plans on time each week.

Insure that the team is represented at every parent involvement activity.

Mentor team teachers who are new to our school.

Insure team members have the appropriate textbooks and resources. Coordinate team orders for supplies and materials.

Insure that the team includes ESE students in grade level field trips and other activities to give them more opportunities to interact with regular education students.

Advocate for the team with the Principal (resources, opinions, and needs).

Volunteer for district “train the trainer” sessions; encourage and support team teachers in their professional growth.

Foster a positive, focused, achievement-driven, “no excuses” mindset with team members, focused on school improvement initiatives.

Foster strong and supportive relationships among team members and fellow team leaders.

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.

Working collaboratively with the School Advisory Council, the School Leadership Team, and the Instructional Leadership Team, the Principal conducts a series of needs assessments each year. Teachers are surveyed about their individual level of skills and knowledge in targeted areas (for example, Comprehension Instructional Sequence Model, Number Talks, student-centered math approaches, Leveled Literacy Instruction, text-based writing, the inquiry approach to teaching science, etc.), which helps drive our school improvement plan, professional development plan, and Title I budgeting process. We also survey parents about topics they would like to learn more about during parent involvement nights (such as how to help your child with math homework).

The priorities of our School Improvement Plan, which are based on district priorities and initiatives, and teachers' highest learning needs that are required for our school to meet the district priorities and initiatives and our SIP goals, drive the Title I PD budget. Most of Palm View's professional development is funded through Title I. The district provides six early release professional learning Wednesdays, which serve as the venue for delivery of district and/or school directed professional development.

The district provides the majority of the instructional resources that teachers need in order to implement the curriculum effectively, including the programs and materials required for extended day (for example, SRA Reading Mastery, SRA Corrective Reading, iReady, Ready LAFS and Teacher Toolbox, Top Score, Go Math, Acaletics, National Geographic, Social Studies Weekly, etc.). Our school has purchased additional resources through Title I funds, such as Ready MAFS, Leveled Literacy Instruction kits, Saxon Phonics kits, etc.

The Title I Reading Coach maintains an inventory of resources that teachers can use in the classroom with their students, as well as resources for teachers' own professional development. The instructional coach collaborates with teachers about school data and provides job-embedded professional development based on each individual teacher's needs. The instructional coach also offers workshops, book study groups, and other inservice activities based on teachers' and students' needs, which are conducted before school, during planning periods, and after school. An entire classroom is reserved as a science lab to house a large array of science resources.

The Media Specialist, along with the assistance of a teacher aide, maintains the inventory of all textbooks and supplemental materials.

Each Spring, the Principal gathers input from teachers at the end of each school year about the resources that they need for the next school year. Filling these needs are prioritized by which resources support the SIP the most.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Angela Essig | Principal |
| Barbara Hunter | Teacher |
| Crystal Vargas | Parent |
| Max Cohen | Parent |
| Rosa Mendoza | Parent |
| Shannon Bigford | Parent |
| Jason Bigford | Parent |
| Mary Brown | Business/Community |
| Martha Garcia | Education Support Employee |
| Jessica Becerril | Education Support Employee |
| Monica Arreaga | Education Support Employee |
| Patricia Brunton | Parent |
| Maria Moreno | Parent |
| Viola Bell | Parent |
| Kalyn Jones | Parent |
| Bobby L. Lucas | 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

Throughout the school year, the Principal provides updates to SAC about the school's progress toward the SIP goals. At the end of the school year, the Principal reviews student achievement data with SAC and shares information from parent and teacher needs surveys. The Principal requests input from SAC parents about the effectiveness of SIP initiatives throughout the school year. In August or September of each school year, the Principal provides SAC parents with a summary of the proposed SIP goals and strategies and requests their input and ideas. The input from teachers, staff, parents and community informs the leadership team as the SIP is revised prior to final submission.

b. Development of this school improvement plan

Parent, teacher and staff surveys (climate and needs surveys) conducted each school year serve as the springboard for school improvement planning over the summer. Surveys and conversations during SAC meetings provide valuable input from parents and community members to inform SIP development.

In May and June, at least one faculty meeting focuses on SIP planning, and additional voluntary SIP writing sessions are scheduled for faculty and staff to provide input into school improvement targets, barriers, strategies, and resources.

Once the school improvement plan is drafted, a summary is brought to the entire faculty and to the School Advisory Council for further input and approval. Revisions to the SIP can be made throughout the school year. If a barrier is not eliminated, ideas continue to be brainstormed in order to identify alternative strategies that will help our school achieve the SIP goal(s).

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

The Principal prepares the budget based on input from teachers, staff, parents, and priorities set by the district. Teacher teams submit prioritized lists of their needs. The Title I budget is prepared in May after a district Title I conference and workshop, and submitted to the district for approval. The Principal maintains a prioritized list of needed resources that cannot be funded through Title I or the school budget because of limited dollars. In the Fall, the Title I budget is adjusted based on changing needs. For example, if our school budgeted for a particular program, but the district decided to purchase it for all schools, then the funds are redirected toward items on the prioritized list.

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

All funds (\$1,289) were designated for instructional materials and supplies, including printing.

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 |
|--------------------------|---------------------|
| Essig, Angela | Principal |
| Dougherty, James | Assistant Principal |
| Ammons, Karen | Instructional Coach |
| Beckett, Jeannette | Instructional Media |
| Cordero, Paulo | Teacher, K-12 |
| Pez, Patricia | Teacher, K-12 |
| Leverenz-Crawford, Debra | Teacher, K-12 |
| Keefe, Tarrah | Teacher, K-12 |
| Knuth, Wendy | Teacher, K-12 |
| Arreaga, Monica | Other |
| Hattaway, Stephanie | Teacher, K-12 |

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

The LLT or ILT meets monthly to examine available district assessment, iReady data and formative student achievement data in English Language Arts, writing, science and math and to determine progress toward our school improvement initiatives. The team brainstorms ideas for improving student achievement in all academics, with a focus on literacy, because literacy skills are critical for success in all subject areas. LLT members consider feedback provided by the district leadership team (instructional specialists, curriculum specialists, ESOL specialists, etc.), as well as school leaders (principal, assistant principal, instructional coach) from classroom visits and conversations with teachers about student work and classroom instruction. LLT members identify teachers' professional

development needs in all areas of literacy instruction and help determine learning experiences to develop deep knowledge and skills among teachers at all grade levels. After each LLT meeting, the team leaders then facilitate TCT (Teacher Collaborative Team) data meetings to analyze the student achievement data to drive instruction, determining which students need remediation or enrichment, on which standards, and how that instruction will be delivered. Teams plan FCIM (Focus) calendars to insure that all standards are taught and addressed again through spiral review prior to the FSA.

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 collaborate weekly within their grade level teams to unpack standards and align instructional practices and strategies, as well as to identify or design formative and summative assessments, aligned with learning outcomes. Additionally, in 2017-18, teachers will engage in five half-day team collaborative planning sessions, focusing on unpacking and planning from the standards. Teachers will also engage in collaborative cross grade level planning sessions (after school and during faculty meetings) to improve understanding of the learning progressions that are expected based on the Florida standards. Palm View will continue to deepen SIOP framework implementation.

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

The Principal is responsible for increasing teacher morale through strong communication, collaborative decision-making, and team building; increasing Principal presence in the classrooms, with frequent feedback and coaching; providing instructional coaches to promote continuous job-embedded professional growth; establishing a strong support system with mentoring for teachers new to the school; offering Teacher as Leader opportunities; interviewing only highly qualified teachers; and involving teachers in the interview and selection process whenever possible. The district coordinates a job fair in the Spring. We were able to recruit one highly qualified teacher through the Spring 2017 job fair. Retention of highly qualified teachers at low-performing Title I schools is a great challenge.

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

Team Leaders serve as the mentors for new teachers on their teams, because all grade level teams collaborate weekly for planning. The Instructional Coach provides new teachers top priority in mentoring, and the assistant principal is responsible for coordinating specialized new teacher training sessions and meetings. New specials area teachers are linked with teachers from other schools who teach the same subject. The district provides a mentor and structured induction program for teachers in their very first year of teaching.

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 provides each grade level with Curriculum Maps and Unit Overviews that are aligned with the Florida Standards (MFAS - Mathematics and LAFS - ELA). Each teacher is provided access to

Florida standards, as well as item specifications for grades 3-5. Our instructional coach and district instructional specialists guide teachers in deep analysis of the standards to reduce or eliminate gaps in instructional delivery. Teachers have also been instructed in how to examine and utilize the student learning progressions to meet the needs of our students with the Florida Standards. The District provides training and support on both the ELA and mathematics core curriculum. The principal and assistant principal closely monitor lesson plans and classroom instruction to insure that the standards are taught to the appropriate depth, and that activities, instruction, and assessment are all aligned to the standards.

b. Instructional Strategies

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

The district has established a district academic progress monitoring plan, with diagnostics and quarterly assessments. Grade level teams dig deeply into the data, utilizing the district's data base (School City) and iReady data to identify grade level academic content knowledge, learning gap trends, and individual student learning deficiencies. Teachers engage in common planning using the backwards design model and SLOP to scaffold their lessons. Teachers also collaboratively create common formative assessments to gather the evidence of incremental daily achievement. Using this data, teachers provide differentiated/scaffolded instruction, including small group and individual instruction to meet the needs of students needing either enrichment or remediation. Based on the formative and summative data, teachers alter instruction to meet the diverse needs of all our students. Additionally, we have identified as a critical need, insuring that students performing at or above grade level receive more individualized support to foster continued growth. Teachers receive professional development and modeling to support growth in design and implementation of effective small group instruction and centers, with emphasis on rigor and student engagement. Teachers and paraprofessionals have been trained in Leveled Literacy Instruction and Saxon Phonics to assist struggling readers through small group instruction. Students engage in 30 minutes of iReady ELA or math each day, and each teachers have access a variety of instructional resources to support differentiation, small group instruction, and centers. Teachers access i-Ready reports that provide a diagnostic breakdown identifying areas where teachers can support students using classroom curriculum and PDF lessons from i-Ready. The i-Ready program groups students for teachers and provides intervention suggestions and materials.

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: 1,000

When SAI funds are allocated by the District, Palm View offers after-school tutoring for students who have scored lowest on state testing in reading or math. After SAI dollars are exhausted, Title I funds are used. Students receive support in reading and writing.

Strategy Rationale

Parents request after school support for their children who are struggling, and support the after-school tutoring by providing transportation home.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Essig, Angela, essiga@manateeschools.net

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

Teachers who provide the tutoring assess student progress each week, and the data is provided to the Principal. Additionally, classroom formative assessment data and state testing results of students engaging in tutoring is collected and evaluated to determine effectiveness and make adjustments to improve the program.

Strategy: Extended School Day

Minutes added to school year: 10,080

For 2017-18, Palm View will be on Extended Day. The district is providing the leveled intervention and enrichment materials and teacher training for Extended Day.

Strategy Rationale

Palm View is in Florida's lowest performing 300 schools in reading (L300) for 2016-2017 FSA Reading, and a D school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Essig, Angela, essiga@manateeschools.net

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

District assessments, iReady assessments, ongoing unit and formative assessments

Strategy: After School Program

Minutes added to school year: 25,000

21st Century Grant Program

Strategy Rationale

To provide homework assistance, academic exploration in reading and STEM, and enrichment in art, music and PE. The program is 3 hours per day after school, Monday through Thursday.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Attendance; discipline referrals; iReady reading and math; district assessments,; FSA reading; math and science scores; students' grades.

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.

We insure that the instruction for 5th grade matches or exceeds what is expected at middle school. Students learn organizational skills that will support their transition to middle school.

We have a full-day Title I VPK class taught by one of our former Kindergarten teachers and an integrated Title I VPK classroom. The teachers know Palm view's expectations and teach students the skills they need for greater success in Kindergarten. For 2017-18, Palm View will have three ESE PK units. Having PK at Palm View has been very beneficial in better preparing some of our students for Kindergarten.

During the first two weeks of school, kindergarten teachers design activities to help students adjust to the daily structure and teach expected routines and behaviors.

All teachers utilize the Start Smart unit provided in our Wonders curriculum to introduce students to the classroom structures, learning processes and procedures they will utilize all school year.

Teachers also engage in collaborative cross grade level planning sessions (after school and during faculty meetings) to improve understanding of the learning progressions that are expected based on the Florida standards and to insure seamless and consistent implementation of SIOP across all grade levels.

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.

While third grade proficiency increased by 16% on the ELA FSA from 2016 to 2017, fourth grade proficiency decreased 10% and 5th grade ELA proficiency decreased 8%. Overall, ELA proficiency remained the same, at 29%. Learning gains overall decreased from 54% to 42%, and for the lowest quartile, from 59% to 45%. In math, achievement decreased from 35% to 33%, gains increased from 46% to 48%, and L25 gains decreased from 53% to 48%. Science achievement decreased from 38% to 26%. 4th grade scores and gains were significantly lower than the rest of the school, indicating that special attention and intervention will need to be dedicated to 5th grade for 2017-18.

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.

The first priority for 2017-18 will be the professional development and support necessary for successful implementation of extended day for the first time at Palm View. Additionally, we must sustain and deepen SIOP framework implementation. For January, we will add a SIP goal for decreasing behavior issues and discipline referrals. This will start with book studies on restorative discipline, followed by a task force to plan the transformation our Positive Behavior Support, Discipline Matrix, and classroom practices for full implementation in the 2018-19 school year.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, as well as support with small group instruction and centers during the reading block, the percentage of students meeting or exceeding grade level expectations on the 2018 ELA FSA will increase to 40% and learning gains will increase to 65%.
- G2.** When teachers are provided ongoing professional development and collaborative planning time to support the design and delivery of standards-based, differentiated instruction, as well as small group instruction and center support within the math block, the percentage of students meeting or exceeding grade level expectations on the 2018 mathematics FSA will increase to 42%, and learning gains will increase to 55%.
- G3.** When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, the percentage of students meeting or exceeding grade level expectations on the 2018 Science FSA will increase to 40%.
- G4.** When teachers and staff are provided the tools for effective interventions for students struggling with behavior and social issues, Palm View will be able to reduce discipline referral rates from 22% (87 of 345 K-5 students) of students in 2016-17 to 12% of students in 2018-19 (41 of 345 K-5 students, or 12% of total K-5 population).

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. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, as well as support with small group instruction and centers during the reading block, the percentage of students meeting or exceeding grade level expectations on the 2018 ELA FSA will increase to 40% and learning gains will increase to 65%. **1a**

 G097789

Targets Supported **1b**

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 40.0 |
| ELA/Reading Gains | 65.0 |

Targeted Barriers to Achieving the Goal **3**

- Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.
- Instructional practices to support maximum learning for ELL and struggling learners, while at the same time insuring that students who are performing at grade level are exhibiting evidence of growth and that the percentage of proficient students increases.
- Palm View teachers are not familiar with programs that are provided for extended day.
- Teachers lack a full understanding of the state writing rubrics and the time to provide adequate feedback about student writing.
- Teachers need more support with small group instruction within the classroom.
- Struggling readers need additional support outside of the school day.

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

- Reading Wonders textbook and supplemental resources (including online resources)
- iReady program for grades for remediation and enrichment
- Scholastic Storyworks, National Geographic and other on-grade-level content-related magazines
- Instructional Coach
- District curriculum overviews, roadmaps and guides
- Data team professional learning communities
- Title I funded collaborative planning sessions and six early release professional learning Wednesdays
- District Instructional Specialist
- District Director and specialists for School Improvement and Accountability
- Elementary Executive Director
- Title I funding
- A Superintendent who has a strong curriculum and instruction background and is strongly focused on supporting students and increasing student achievement
- Professional Learning Early Release Wednesdays

- Leveled Literacy Instruction (Fountas and Pinnell)
- Supplies and materials for hands-on approaches to math and science
- District support for 2017-18 (third year) in SIOP (Sheltered Instruction Observation Protocol)
- K-3 Saxon Phonics
- District SIOP Team support
- Full-time ESOL teacher
- Extended day time and resources: SRA Corrective Reading, SRA Reading Mastery, WonderWorks Foundational Skills Kit, Math Acaletics, Ready LAFS and Teacher Toolbox
- Imagine Learning for level 1 and 2 students (ACCESS) and all new LY students (including KG)

Plan to Monitor Progress Toward G1. 8

District benchmark assessments and iReady data will be utilized for monitoring academic progress. The Data Team will gather the data and analyze it as it becomes available. The data team will then select specific data to present to the Instructional Leadership Team (ILT), which meets the following week. ILT determines discussion how the results will be addressed. After the ILT meets, the Team Leaders then conduct team data meetings to dig more deeply and discuss, specifically for their grade level: How will we move lower performing students higher? What interventions will be provided for them? How will we determine the impact of the interventions? For students who are receiving specific interventions, such as tutoring, are the programs effective? If not, what adjustments need to be made? What additional instruction will we provide for students already performing at grade level in order to move them higher academically? What trends do we notice across our grade level that would guide us in additional whole group instruction? Members of the school leadership team (principal, assistant principal, reading coach) will attend the team collaborative planning sessions to lead with questions and serve as a resource.

Person Responsible

Angela Essig


Schedule

Monthly, from 9/4/2017 to 5/23/2018

Evidence of Completion

Charts and graphs of district assessments and iReady math and reading assessment data will be created for deep analysis. Teachers will be provided charts on the weakest standards across grade levels for discussion in ILT, team planning sessions and faculty meetings.

G2. When teachers are provided ongoing professional development and collaborative planning time to support the design and delivery of standards-based, differentiated instruction, as well as small group instruction and center support within the math block, the percentage of students meeting or exceeding grade level expectations on the 2018 mathematics FSA will increase to 42%, and learning gains will increase to 55%. **1a**

 G097790

Targets Supported **1b**

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 42.0 |
| Math Gains | 55.0 |

Targeted Barriers to Achieving the Goal **3**

- Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.
- Teachers' lack of knowledge and experience with Acaletics.
- Teachers need support with small group instructional support in the classroom.

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

- Acaletics
- Go Math
- CPalms
- Title I funded Instructional Coach
- Full-time ESOL teacher
- SIOP framework
- Supplies and materials for hands-on approaches
- iReady

Plan to Monitor Progress Toward G2. **8**

District assessment and iReady diagnostics data; classroom walkthroughs and observations; lesson plans

Person Responsible

Angela Essig

Schedule

On 5/30/2018

Evidence of Completion

Notes from leadership team meetings

G3. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, the percentage of students meeting or exceeding grade level expectations on the 2018 Science FSA will increase to 40%. **1a**

 G097791

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------|---------------|
| FSAA Science Achievement | 40.0 |

Targeted Barriers to Achieving the Goal **3**

- Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

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

- National Geographic and online science resources
- A room dedicated as a science lab, with cabinets filled with science equipment and supplies
- Allocation for a STEM teacher unit for a Specials rotation
- District resources and support
- STEM conferences and online resources
- Title I funding
- District curriculum overviews, road maps and guides
- Instructional Coach
- C Palms

Plan to Monitor Progress Toward G3. **8**

District science assessment data; data gathered in classroom walk throughs and observations; lesson plans.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/14/2017 to 4/25/2018

Evidence of Completion

Notes from data analysis discussions

G4. When teachers and staff are provided the tools for effective interventions for students struggling with behavior and social issues, Palm View will be able to reduce discipline referral rates from 22% (87 of 345 K-5 students) of students in 2016-17 to 12% of students in 2018-19 (41 of 345 K-5 students, or 12% of total K-5 population). 1a

G097792

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Discipline incidents | 41.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher and staff knowledge and skills in effective responses to behavior issues and appropriate behavior interventions and support.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Graduation Enhancement Technician
- Guidance Counselor
- Books, articles and online resources about restorative discipline and access to online book study delivery
- Title I funding for professional development support
- District behavior specialists

Plan to Monitor Progress Toward G4. 8

Quarterly discipline referral data by grade level and demographics

Person Responsible

James Dougherty

Schedule

Quarterly, from 10/31/2018 to 5/31/2019

Evidence of Completion

Agenda and minutes from the PBS/Safety Committee

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. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, as well as support with small group instruction and centers during the reading block, the percentage of students meeting or exceeding grade level expectations on the 2018 ELA FSA will increase to 40% and learning gains will increase to 65%. **1**

 G097789

G1.B1 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement. **2**

 B262862

G1.B1.S1 Teachers will engage in professional development and collaboration to analyze data and engage in backwards planning from the state standards and expected outcomes. **4**

 S278339

Strategy Rationale

Reading proficiency on the 2017 ELA FSA was 29%, and learning gains were 42%. In order to fully align instruction with the standards, teachers must have a deep understanding of the instructional outcomes embedded within the standards. Collaboration promotes a common understanding of the depth of the standards and the expected outcomes, which will drive teachers' selection of instructional resources, materials and strategies.

Action Step 1 **5**

The leadership team will meet with team leaders to provide expectations and guidance about leading their teams in data analysis and collaborative planning.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/4/2017 to 5/31/2018

Evidence of Completion

Meeting agendas & Sign in sheets

Action Step 2 5

The Principal will provide school improvement plan inservice sessions for teachers, reviewing the SIP goals and strategies and how implementation will be monitored; the structure for the reading block; expectations for small group instruction and centers; collaborative structures; and lesson planning expectations.

Person Responsible

Angela Essig

Schedule

On 8/9/2017

Evidence of Completion

Agenda and sign-in sheet

Action Step 3 5

The leadership team will meet with teachers to share the ELA standards across grade levels in which students performed the lowest in 2016-17, to help guide instructional planning.

Person Responsible

Karen Ammons

Schedule

Quarterly, from 9/18/2017 to 5/16/2018

Evidence of Completion

Agendas, sign-in sheets and lesson plans.

Action Step 4 5

The leadership team will plan professional learning early release Wednesdays to align with the district initiative of utilizing text structures to build comprehension and writing skills. October 4 and March 7 will focus on Using Reading Comprehension and Text Structures in All Content Areas; November 3 and April 13 will focus on Writing to Raise Achievement; December 6 will focus on “Using Text Evidence to Support Answers” (K-2) and “Extended Passages and Test Fluency” (3-5).

Person Responsible

Angela Essig

Schedule

Monthly, from 9/6/2017 to 4/13/2018

Evidence of Completion

Agendas, sign-in sheets, lesson plans

Action Step 5 5

After each district assessment and iReady diagnostic, the leadership team will meet with grade level teams to collaborate about which standards to reteach in order to insure that all standards are taught with depth prior to the next assessment.

Person Responsible

Angela Essig

Schedule

Quarterly, from 9/27/2017 to 4/25/2018

Evidence of Completion

Record of dates that leadership team members met with teams; team meeting minutes

Action Step 6 5

Teachers will engage in half-day collaborative planning sessions focused on analyzing the depth of the standards and on backwards planning from the ELA standards/expected outcomes. Teams may request additional days of compensated collaborative planning after school hours.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/22/2017 to 2/6/2018

Evidence of Completion

Lesson plans, classroom walkthroughs, formal observations

Action Step 7 5

Fund a district instructional specialist for two days per week to assist with monitoring the implementation of the extended hour and to provide support for teachers through coaching and modeling.

Person Responsible

Angela Essig

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

The district specialist will provide her supervisor, Dr. Pamela Craig, with documentation of assistance for our school two days per week for the entire school year.

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

The principal, assistant principal, instructional coach and/or district instructional specialist will: help facilitate and/or participate in all collaborative planning sessions; engage in weekly team collaborative planning sessions; and deliver the PD for or engage in professional learning Wednesdays. Records (agenda and sign-in sheets) will be maintained for all sessions.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Calendar of collaborative planning dates; sign-in sheets and agendas for planning and PD sessions; lesson plans created as a result of planning sessions.

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

Quarterly district assessment data and iReady diagnostic data will determine the effectiveness of collaborative planning and professional development. The principal and assistant principal will also monitor lesson plans and the "planning to practice" implementation through classroom walk-throughs and observations.

Person Responsible

Angela Essig


Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Lesson plans, classroom walk-through and observation data, district assessment and iReady data by teacher and grade level teams.

G1.B4 Instructional practices to support maximum learning for ELL and struggling learners, while at the same time insuring that students who are performing at grade level are exhibiting evidence of growth and that the percentage of proficient students increases. **2**

 B262865

G1.B4.S1 Sustain and deepen implementation of the SIOP framework. **4**

 S278342

Strategy Rationale

The first year of SIOP implementation (2015-16) resulted in improved instructional practices and increased student performance as evidenced by classroom walkthroughs data, 2015-2016 district assessments, and FSA student gains. Data from classroom 2016-17 walkthroughs and FSA indicated that teachers in the second year of implementation sustained and deepened SIOP practices.

Action Step 1 **5**

Teachers new to Palm View will engage in SIOP professional development.

Person Responsible

Angela Essig

Schedule

Quarterly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets

Action Step 2 **5**

Teachers will engage in collaborative planning to incorporate SIOP strategies into their lesson plans and instructional delivery.

Person Responsible

Karen Ammons

Schedule

Weekly, from 9/13/2017 to 5/31/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The ELL district instructional specialist / SIOP trainer and expert, along with our reading coach, Karen Ammons, will utilize the Sheltered Instruction Observation Protocol tool to collect data on fidelity of implementation, and utilize the data to plan subsequent SIOP PD and collaborative planning sessions, as well as to provide feedback to individual teachers and teams on how they are doing with implementation. Additionally, the principal and assistant principal will monitor lesson plans for evidence of SIOP implementation.

Person Responsible

Angela Essig

Schedule

Quarterly, from 9/12/2018 to 9/12/2018

Evidence of Completion

Along with agendas and sign-in sheets for the training and collaborative planning sessions, lesson plans, and copies of the "Caught Ya' Being Great Forms," the SIOP monitoring tool will provide evidence of PD to practice.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The reading coach will meet with the district ESOL instructional specialist quarterly to examine data from the protocol reviews, and determine what further professional development and support teachers or entire teams may need to deepen implementation. Teachers will receive reinforcement of their effective implementation of SIOP strategies through a "Caught ya' Being Great!" form. The reading coach and the district specialist will check off what they observe and write comments, and then leave the form for the teacher, and keep a copy for our records.

Person Responsible

Karen Ammons

Schedule

Quarterly, from 10/18/2017 to 5/16/2018

Evidence of Completion

Evidence will be the data from the SIOP implementation monitoring tool and "Caught ya'" forms. Further evidence of effectiveness will be gleaned from FSA results. We will specially hone in on the data for ELL students to determine the impact on their achievement in FSA reading and math.

G1.B10 Palm View teachers are not familiar with programs that are provided for extended day. **2**

 B262871

G1.B10.S1 After teachers engage in district training on new programs related to extended day, provide additional professional development and support based on needs. **4**

 S278345

Strategy Rationale

Ongoing training and support will insure fidelity to the extended day programs.

Action Step 1 **5**

To insure fidelity, engage teachers in collaborative planning, as well as additional training as needed, around the new programs to be implemented in relation to extended day.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/14/2017 to 3/16/2018

Evidence of Completion

Classroom walkthroughs during extended day and Acaletics; lesson plans; district assessment and iReady data.

Action Step 2 **5**

Administrators will monitor implementation through classroom walk throughs and observations, and the reading coach will provide modeling and coaching for teachers and paraprofessionals who need additional support.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Classroom walk through data, observation data, anecdotal notes, coaching log.

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

District Instructional Specialists, Karen Ammons, Principal Essig and Assistant Principal Dougherty will observe small group program implementation and provide feedback to teachers and paraprofessionals on fidelity.

Person Responsible

Angela Essig

Schedule

Weekly, from 8/23/2017 to 3/28/2018

Evidence of Completion

Records or logs will be maintained on the feedback provided to teachers, and whether they responded appropriately to the corrective feedback by adjusting their instruction. Records will also be maintained on additional training provided to different individuals and groups.

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Monitor the progress of instructional groups to insure that students are making progress as a result of the interventions.

Person Responsible

Angela Essig


Schedule

Monthly, from 9/4/2017 to 5/23/2018

Evidence of Completion

Student progress within each instructional group will be monitored through iReady diagnostic and district assessment data.

G1.B11 Teachers lack a full understanding of the state writing rubrics and the time to provide adequate feedback about student writing. **2**

 B262872

G1.B11.S1 Provide professional development and collaboration opportunities in order to support teachers with a school-wide emphasis on text-based writing. **4**

 S278346

Strategy Rationale

Palm View's 2016-17 FSA text-based writing achievement was 4.29 for 4th grade and 5.25 for 5th grade. Effective implementation of text-based writing on a daily basis in all subject areas is essential for improving both reading and writing proficiency.

Action Step 1 **5**

Incorporate professional development about writing into each inservice and collaborative planning session: ideas and strategies about how to incorporate effective peer editing and one-on-one conferences so that students can receive effective, meaningful feedback about their writing; deep understanding of the state writing rubric and how to teach it to students; teaching students the differences between social media/texting/oral language and formal writing; providing students more practice on word processing their writing; providing students a rubric/checklist for peer editing for everything they write; organizing word walls to support student writing; and implementing Top Score.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/9/2017 to 5/23/2018

Evidence of Completion

Lesson plans, student work samples

Action Step 2 **5**

Incorporate opportunities for cross grade level conversations around grade level writing expectations and student writing samples in faculty meetings.

Person Responsible

Karen Ammons

Schedule

Semiannually, from 10/4/2017 to 4/25/2018

Evidence of Completion

Agendas, minutes, sign-in sheets

Action Step 3 5

Teachers will engage in professional development and collaboration about how to teach students how to choose and utilize the appropriate graphic organizers when reading about text, and how to use the graphic organizers for their text-based writing responses.

Person Responsible

Angela Essig

Schedule

Monthly, from 9/6/2017 to 4/25/2018

Evidence of Completion

Lesson plans, walk throughs, observations; agendas and minutes

Action Step 4 5

Insure that students are taught how to choose and utilize the appropriate graphic organizers when reading about text, and how to use the graphic organizers for daily text-based writing responses. Administrators will monitor closely and insure that coaching, modeling and support are provided to teachers as needed.

Person Responsible

Angela Essig

Schedule

Weekly, from 8/23/2017 to 5/31/2018

Evidence of Completion

Observation and classroom walkthrough data, lesson plans, anecdotal notes.

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Planning sessions with the leadership team to develop the professional development and collaborative sessions, and to review lesson plans.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/9/2017 to 4/25/2018

Evidence of Completion

Minutes of faculty meetings and professional development sessions; lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Administrators and the reading coach will engage in team collaborative planning sessions and pose carefully constructed questions to engage teachers in conversations about the writing strategies and their effectiveness. They will engage teachers in discussions about student writing samples and what to do next to take students to the next level. They will also plan with teachers using resources such as Top Score. Implementation will be monitored through classroom walk throughs, observations, and posted student work.

Person Responsible

Angela Essig

Schedule

Weekly, from 8/16/2017 to 4/25/2018

Evidence of Completion

Student work samples, lesson plans, data from classroom walk throughs and observations.
District writing assessment data.

G1.B13 Teachers need more support with small group instruction within the classroom. 2

 B262874

G1.B13.S1 Hire and train an additional six paraprofessionals to support teachers in the classroom with small group instruction. 4

 S278347

Strategy Rationale

With the extended hour, the time of our paraprofessionals is allocated mostly to supporting teachers with the extended hour programs. This leaves little or no time for the paraprofessionals to provide small group instruction and center support during the reading block. Teachers are struggling with implementing the differentiated instruction that our students need in order to improve their reading achievement.

Action Step 1 5

Six paraprofessionals will provide classroom support with differentiated instruction (small group instruction and center support), grades K-5.

Person Responsible

Angela Essig

Schedule

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

Evidence of Completion

Paraprofessional schedule; agenda and sign-in sheets for training sessions; iReady diagnostics; district ELA assessments; FSA ELA scores.

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

The principal, assistant principal, reading coach and district school improvement instructional specialist will monitor for fidelity.

Person Responsible

Angela Essig

Schedule

Weekly, from 10/11/2017 to 5/30/2018

Evidence of Completion

Evidence will be gathered through classroom walkthroughs to monitor effective implementation of paraprofessional support. Further training will be provided based on results of the monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

The principal, assistant principal, and reading coach will visit each classroom each week to insure high quality ELA differentiated instruction with the support of paraprofessionals.

Person Responsible

Angela Essig

Schedule

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

Evidence of Completion

Impact will be monitored through district assessment and iReady diagnostic scores. Classroom walkthrough data will be collected and analyzed to determine effectiveness of small group instruction and centers. Additional training and professional will be provided to teachers and paraprofessionals to insure effective implementation.

G1.B14 Struggling readers need additional support outside of the school day. 2

 B262875

G1.B14.S1 Provide after-school tutoring for struggling readers. 4

 S278348

Strategy Rationale

Our 21st Century Program has limited seats. Therefore, many struggling readers who could benefit from the program were not able to participate. To provide the reading support that they need, free after school tutoring should be offered.

Action Step 1 5

Offer after-school tutoring in reading and writing for struggling readers (two days per week).

Person Responsible

Angela Essig

Schedule

Weekly, from 11/6/2017 to 4/12/2018

Evidence of Completion

District ELA assessment data; iReady diagnostic assessment data; attendance in tutoring; student writing samples.

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Monitor effective tutoring implementation through classroom walkthroughs.

Person Responsible

Angela Essig

Schedule

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

Evidence of Completion

Documentation of visits during tutoring; anecdotal notes.

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

Analyze progress monitoring data, and adjust instruction and interventions based on student needs.

Person Responsible

Angela Essig


Schedule

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

Evidence of Completion

Review iReady and district assessments to determine whether tutoring is having a positive impact on the reading achievement of participants; adjust the interventions as needed based on the data.

G2. When teachers are provided ongoing professional development and collaborative planning time to support the design and delivery of standards-based, differentiated instruction, as well as small group instruction and center support within the math block, the percentage of students meeting or exceeding grade level expectations on the 2018 mathematics FSA will increase to 42%, and learning gains will increase to 55%. **1**

 G097790

G2.B1 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement. **2**

 B262876

G2.B1.S1 Teachers will engage in professional development to improve instructional strategies and collaboration to analyze student achievement data, understand the depth and complexity of state standards, and engage in backwards planning. **4**

 S278349

Strategy Rationale

Math proficiency on the 2017 FSA was 33%. In order to fully align instruction with the standards, teachers must have a deep understanding of the instructional outcomes embedded within the standards. Collaboration promotes a common understanding of the depth of the standards and the expected outcomes, which will drive teachers' selection of instructional resources, materials and strategies.

Action Step 1 **5**

The leadership team will meet with teachers to share the math standards across grade levels in which students performed the lowest in 2016-17, to help guide instructional planning.

Person Responsible

Angela Essig

Schedule

Quarterly, from 10/11/2017 to 4/25/2018

Evidence of Completion

Sign-in sheets, agendas, minutes

Action Step 2 5

After each district assessment and iReady diagnostic, the leadership team will meet with grade level teams to collaborate about which standards to reteach in order to insure that all standards are taught with depth prior to the next assessment.

Person Responsible

Karen Ammons

Schedule

Quarterly, from 10/4/2017 to 4/25/2018

Evidence of Completion

FCIM calendars

Action Step 3 5

Professional development will be offered to support teachers with the following areas of need: teaching number sense; incorporating more practice to support skills retention; supporting struggling readers with word problem strategies; explicit teaching of academic math vocabulary; incorporating text structures into math (cause/effect, compare/contrast, sequencing, etc.); supporting students with multiplication; and focusing on the math item specifications.

Person Responsible

Karen Ammons

Schedule

Monthly, from 10/4/2017 to 4/25/2018

Evidence of Completion

Sign-in sheets, agendas, notes, coaches' logs

Action Step 4 5

Teachers will engage in a half-day collaborative planning session focused on analyzing the depth of the standards and on backwards planning from the mathematics standards/expected outcomes. Teams may request additional days of compensated collaborative planning after school hours.

Person Responsible

Karen Ammons

Schedule

On 12/20/2017

Evidence of Completion

Agenda, sign-in sheet, lesson plans

Action Step 5 5

Monitor implementation through classroom walkthroughs and observations, and provide modeling and coaching for teachers who need additional support.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Classroom walkthrough data, observational data and anecdotal notes, lesson plans

Action Step 6 5

The district school improvement instructional specialist will assist the leadership team with monitoring implementation of programs; providing coaching and modeling; facilitating collaborative standards-based team planning; and providing resources for teachers to improve teaching and learning.

Person Responsible

Angela Essig

Schedule

Weekly, from 8/9/2017 to 6/6/2018

Evidence of Completion

On a weekly basis, the district specialist will provide to her supervisor documentation of time and services provided to our faculty.

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

Leadership team members will participate in collaborative planning and professional development sessions to monitor implementation of the action plan.

Person Responsible

Angela Essig

Schedule

Monthly, from 9/27/2017 to 4/25/2018

Evidence of Completion

Agendas, minutes, sign-in sheets, lesson plans

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

The principal and assistant principal will monitor implementation and effectiveness through classroom walk throughs and observations, and by monitoring iReady and district assessment data.

Person Responsible

Angela Essig

Schedule

Monthly, from 10/4/2017 to 4/25/2018

Evidence of Completion

Demonstrated increases in effective practices as observed through walk throughs and observations. Increased achievement and growth on district assessments and iReady diagnostics.

G2.B10 Teachers' lack of knowledge and experience with Acaletics. 2

 B262885

G2.B10.S1 Provide training and support for grades 3-5 teachers in the implementation of Acaletics. 4

 S278350

Strategy Rationale

Implementation of Math Acaletics is a district requirement for all Title I Extended Day Schools.

Action Step 1 5

Insure that grades 3-5 teachers engage in Math Acaletics training and receive followup professional development and support.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/9/2017 to 5/2/2018

Evidence of Completion

Agendas, sign-in sheets, notes

Plan to Monitor Fidelity of Implementation of G2.B10.S1 6

The leadership team will engage in the Acaletics training so that they can adequately monitor and support fidelity of implementation.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/23/2017 to 5/2/2018

Evidence of Completion

Effective implementation will be monitored through classroom walk throughs and observations so that the leadership team can target areas needing additional professional development, collaboration and support needed.

Plan to Monitor Effectiveness of Implementation of G2.B10.S1 7

Monitoring of student assessment data.

Person Responsible

Angela Essig

Schedule

Monthly, from 9/6/2017 to 4/25/2018

Evidence of Completion

If Acaletics is implemented with fidelity, student iReady diagnostic and district assessment proficiency will increase.

G2.B12 Teachers need support with small group instructional support in the classroom. 2

 B262887

G2.B12.S1 Hire six additional teacher aides out of the UniSIG grant to support teachers with small group instruction. 4

 S278351

Strategy Rationale

With the extended hour, the time of our paraprofessionals is allocated mostly to supporting teachers with the extended hour programs. This leaves little or no time for the paraprofessionals to provide small group instruction and center support during the mathematics block. Teachers are struggling with implementing the differentiated instruction that our students need in order to improve their math achievement.

Action Step 1 5

Hire and train six paraprofessionals to support teachers in the classroom with differentiation through small group and center instructional support.

Person Responsible

Angela Essig

Schedule

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

Evidence of Completion

Paraprofessional schedule; agenda and sign-in sheets from training.

Plan to Monitor Fidelity of Implementation of G2.B12.S1 6

Through classroom walkthroughs, monitor implementation of effective paraprofessional support with small group instruction and center work during the math block.

Person Responsible

Angela Essig

Schedule

Weekly, from 10/11/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough documentation and anecdotal notes.

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

The principal, assistant principal, and reading coach will closely monitor effective implementation of small group instruction and center work in the math block, as well as ongoing math assessment data, and provide additional support and training as needed, indicated by the data collected.

Person Responsible

Angela Essig

Schedule

Weekly, from 10/18/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough data and anecdotal notes; iReady diagnostic data; district assessment data.

G3. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, the percentage of students meeting or exceeding grade level expectations on the 2018 Science FSA will increase to 40%. 1

G097791

G3.B3 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement. 2

B262890

G3.B3.S1 Teachers will engage in professional development and collaboration to analyze student achievement data, understand the depth and complexity of state standards, and engage in backwards planning. 4

S278352

Strategy Rationale

Science proficiency on the 2017 SSA was 26%. In order to fully align instruction with the standards, teachers must have a deep understanding of the instructional outcomes embedded within the standards. Collaboration promotes a common understanding of the depth of the standards and the expected outcomes, which will drive teachers' selection of instructional resources, materials and strategies.

Action Step 1 5

Support teachers with incorporating science text into the reading block; selecting science power standards to emphasize on Science Alive! days; and organizing their materials for Science Alive! hands-on experiments and activities.

Person Responsible

Angela Essig

Schedule

Monthly, from 9/6/2017 to 5/16/2018

Evidence of Completion

Lesson plans

Action Step 2 5

Teachers will engage in a half-day science collaborative planning session (October/November) in addition to designating at least one weekly collaborative planning session each month to science.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/23/2017 to 4/25/2018

Evidence of Completion

Agendas, sign-in sheets, notes, lesson plans

Action Step 3 5

Monitor implementation through classroom walkthroughs and observations, and provide modeling and coaching for teachers who need additional support.

Person Responsible

Angela Essig

Schedule

Monthly, from 8/23/2017 to 4/25/2018

Evidence of Completion

Classroom walkthrough data, observation data, anecdotal notes, lesson plans

Action Step 4 5

The district school improvement instructional specialist will assist the leadership team with monitoring implementation of programs; providing coaching and modeling; collaborative standards-based team planning; and providing resources for teachers to improve teaching and learning.

Person Responsible

Angela Essig

Schedule

Weekly, from 8/9/2017 to 6/1/2018

Evidence of Completion

On a weekly basis, the district specialist will provide to her supervisor documentation of time and services provided to our faculty.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Engage in team planning sessions and monitor lesson plans

Person Responsible

Angela Essig

Schedule

Monthly, from 8/30/2017 to 4/25/2018

Evidence of Completion

Lesson plans will indicate at least 60% informational text, including centers and small group instruction. Science Alive! lessons on power standards will be implemented on every early release day, K-5 as evidenced by lesson plans and classroom walk throughs / observations.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The leadership team will monitor lesson plans. Implementation in the classroom will be monitored through classroom walk throughs and observations.

Person Responsible

Angela Essig

Schedule

Monthly, from 9/4/2017 to 4/25/2018

Evidence of Completion

Lesson plans; walk through and observation data; science district assessment data.

G4. When teachers and staff are provided the tools for effective interventions for students struggling with behavior and social issues, Palm View will be able to reduce discipline referral rates from 22% (87 of 345 K-5 students) of students in 2016-17 to 12% of students in 2018-19 (41 of 345 K-5 students, or 12% of total K-5 population). 1

G097792

G4.B1 Teacher and staff knowledge and skills in effective responses to behavior issues and appropriate behavior interventions and support. 2

B262897

G4.B1.S1 By the 2018-19 school year, begin implementation of restorative discipline. 4

S278353

Strategy Rationale

From "Better than Carrots or Sticks," by Smith, Fisher and Frey, ASCD, 2015: "Restorative practices are predicated on the positive relationships that students and adults have with one another.... In the restorative approach, when relationships in the school become damaged, the parties involved are encouraged to engage in reflective conversations that help offenders understand the harm that their actions caused and provide them with opportunities to make amends."

Action Step 1 5

Starting in May 2018, engage teachers and staff in two different online book studies: "Better than Carrots or Sticks" (Smith, Fisher, Frey) and "Discipline that Restores" (Claassen).

Person Responsible

James Dougherty

Schedule

Biweekly, from 5/1/2018 to 9/28/2018

Evidence of Completion

The assistant principal will set up the online book studies online. Teacher/Staff will have questions to answer online on a weekly or biweekly basis, and will be required to respond to two posts from other teacher/staff members. Upon completion of the two online courses, teachers will be able to earn inservice credit.

Action Step 2 5

Establish a task force to plan and monitor the implementation of restorative discipline for 2018-19.

Person Responsible

James Dougherty

Schedule

Monthly, from 3/7/2018 to 5/31/2019

Evidence of Completion

Meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teacher/Staff participation in the book study and task force.

Person Responsible

James Dougherty

Schedule

Weekly, from 5/1/2018 to 9/28/2018

Evidence of Completion

Online monitoring of book study responses and completion of course. Minutes and agendas from task force meetings.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teacher approaches to classroom management starting to shift more to restorative practices. Serious end-of-year referrals will start to decrease.

Person Responsible

James Dougherty

Schedule

Weekly, from 10/1/2018 to 5/30/2019

Evidence of Completion

Anecdotal data collected through informal classroom walkthroughs and the number of May 2018 referrals compared to May 2017.

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.A2 A374951 | The Principal will provide school improvement plan inservice sessions for teachers, reviewing the... | Essig, Angela | 8/4/2017 | Agenda and sign-in sheet | 8/9/2017 one-time |
| G2.B1.S1.A4 A374976 | Teachers will engage in a half-day collaborative planning session focused on analyzing the depth of... | Ammons, Karen | 11/1/2017 | Agenda, sign-in sheet, lesson plans | 12/20/2017 one-time |
| G1.B1.S1.A6 A374955 | Teachers will engage in half-day collaborative planning sessions focused on analyzing the depth of... | Essig, Angela | 8/22/2017 | Lesson plans, classroom walkthroughs, formal observations | 2/6/2018 monthly |
| G1.B10.S1.A1 A374965 | To insure fidelity, engage teachers in collaborative planning, as well as additional training as... | Essig, Angela | 8/14/2017 | Classroom walkthroughs during extended day and Acaletics; lesson plans; district assessment and iReady data. | 3/16/2018 monthly |
| G1.B10.S1.MA1 M404879 | District Instructional Specialists, Karen Ammons, Principal Essig and Assistant Principal Dougherty... | Essig, Angela | 8/23/2017 | Records or logs will be maintained on the feedback provided to teachers, and whether they responded appropriately to the corrective feedback by adjusting their instruction. Records will also be maintained on additional training provided to different individuals and groups. | 3/28/2018 weekly |
| G1.B14.S1.A1 A374972 | Offer after-school tutoring in reading and writing for struggling readers (two days per week). | Essig, Angela | 11/6/2017 | District ELA assessment data; iReady diagnostic assessment data; attendance in tutoring; student writing samples. | 4/12/2018 weekly |
| G1.B1.S1.A4 A374953 | The leadership team will plan professional learning early release Wednesdays to align with the... | Essig, Angela | 9/6/2017 | Agendas, sign-in sheets, lesson plans | 4/13/2018 monthly |
| G1.B14.S1.MA1 M404884 | Analyze progress monitoring data, and adjust instruction and interventions based on student needs. | Essig, Angela | 11/6/2017 | Review iReady and district assessments to determine whether tutoring is having a positive impact on the reading achievement of participants; adjust the interventions as needed based on the data. | 4/13/2018 monthly |
| G1.B14.S1.MA1 M404885 | Monitor effective tutoring implementation through classroom walkthroughs. | Essig, Angela | 11/6/2017 | Documentation of visits during tutoring; anecdotal notes. | 4/13/2018 monthly |
| G3.MA1 M404896 | District science assessment data; data gathered in classroom walk throughs and observations; lesson... | Essig, Angela | 8/14/2017 | Notes from data analysis discussions | 4/25/2018 monthly |
| G1.B1.S1.A5 A374954 | After each district assessment and iReady diagnostic, the leadership team will meet with grade... | Essig, Angela | 9/27/2017 | Record of dates that leadership team members met with teams; team meeting minutes | 4/25/2018 quarterly |
| G1.B11.S1.MA1 M404880 | Administrators and the reading coach will engage in team collaborative planning sessions and pose... | Essig, Angela | 8/16/2017 | Student work samples, lesson plans, data from classroom walk throughs and observations. District writing assessment data. | 4/25/2018 weekly |
| G1.B11.S1.MA1 M404881 | Planning sessions with the leadership team to develop the professional development and... | Essig, Angela | 8/9/2017 | Minutes of faculty meetings and professional development sessions; lesson plans. | 4/25/2018 monthly |
| G1.B11.S1.A2 A374968 | Incorporate opportunities for cross grade level conversations around grade level writing... | Ammons, Karen | 10/4/2017 | Agendas, minutes, sign-in sheets | 4/25/2018 semiannually |
| G1.B11.S1.A3 A374969 | Teachers will engage in professional development and collaboration about how to teach students how... | Essig, Angela | 9/6/2017 | Lesson plans, walk throughs, observations; agendas and minutes | 4/25/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|--|---------------|-------------------------------|--|---------------------|
| G2.B1.S1.MA1  M404887 | The principal and assistant principal will monitor implementation and effectiveness through... | Essig, Angela | 10/4/2017 | Demonstrated increases in effective practices as observed through walk throughs and observations. Increased achievement and growth on district assessments and iReady diagnostics. | 4/25/2018 monthly |
| G2.B1.S1.MA1  M404888 | Leadership team members will participate in collaborative planning and professional development... | Essig, Angela | 9/27/2017 | Agendas, minutes, sign-in sheets, lesson plans | 4/25/2018 monthly |
| G2.B1.S1.A1  A374973 | The leadership team will meet with teachers to share the math standards across grade levels in... | Essig, Angela | 10/11/2017 | Sign-in sheets, agendas, minutes | 4/25/2018 quarterly |
| G2.B1.S1.A2  A374974 | After each district assessment and iReady diagnostic, the leadership team will meet with grade... | Ammons, Karen | 10/4/2017 | FCIM calendars | 4/25/2018 quarterly |
| G2.B1.S1.A3  A374975 | Professional development will be offered to support teachers with the following areas of need:... | Ammons, Karen | 10/4/2017 | Sign-in sheets, agendas, notes, coaches' logs | 4/25/2018 monthly |
| G2.B10.S1.MA1  M404889 | Monitoring of student assessment data. | Essig, Angela | 9/6/2017 | If Acaletics is implemented with fidelity, student iReady diagnostic and district assessment proficiency will increase. | 4/25/2018 monthly |
| G3.B3.S1.MA1  M404894 | The leadership team will monitor lesson plans. Implementation in the classroom will be monitored... | Essig, Angela | 9/4/2017 | Lesson plans; walk through and observation data; science district assessment data. | 4/25/2018 monthly |
| G3.B3.S1.MA1  M404895 | Engage in team planning sessions and monitor lesson plans | Essig, Angela | 8/30/2017 | Lesson plans will indicate at least 60% informational text, including centers and small group instruction. Science Alive! lessons on power standards will be implemented on every early release day, K-5 as evidenced by lesson plans and classroom walk throughs / observations. | 4/25/2018 monthly |
| G3.B3.S1.A2  A374982 | Teachers will engage in a half-day science collaborative planning session (October/November) in... | Essig, Angela | 8/23/2017 | Agendas, sign-in sheets, notes, lesson plans | 4/25/2018 monthly |
| G3.B3.S1.A3  A374983 | Monitor implementation through classroom walkthroughs and observations, and provide modeling and... | Essig, Angela | 8/23/2017 | Classroom walkthrough data, observation data, anecdotal notes, lesson plans | 4/25/2018 monthly |
| G2.B10.S1.MA1  M404890 | The leadership team will engage in the Acaletics training so that they can adequately monitor and... | Essig, Angela | 8/23/2017 | Effective implementation will be monitored through classroom walk throughs and observations so that the leadership team can target areas needing additional professional development, collaboration and support needed. | 5/2/2018 monthly |
| G2.B10.S1.A1  A374979 | Insure that grades 3-5 teachers engage in Math Acaletics training and receive followup professional... | Essig, Angela | 8/9/2017 | Agendas, sign-in sheets, notes | 5/2/2018 monthly |
| G1.B1.S1.A3  A374952 | The leadership team will meet with teachers to share the ELA standards across grade levels in which... | Ammons, Karen | 9/18/2017 | Agendas, sign-in sheets and lesson plans. | 5/16/2018 quarterly |
| G1.B4.S1.MA1  M404873 | The reading coach will meet with the district ESOL instructional specialist quarterly to examine... | Ammons, Karen | 10/18/2017 | Evidence will be the data from the SIOP implementation monitoring tool and "Caught ya" forms. Further evidence of effectiveness will be gleaned from FSA results. We will specially hone in on the data for ELL students to determine the impact on their achievement in FSA reading and math. | 5/16/2018 quarterly |
| G3.B3.S1.A1  A374981 | Support teachers with incorporating science text into the reading block; selecting science power... | Essig, Angela | 9/6/2017 | Lesson plans | 5/16/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------------------|--|---------------|-------------------------------|--|---------------------|
| G1.MA1 M404886 | District benchmark assessments and iReady data will be utilized for monitoring academic progress.... | Essig, Angela | 9/4/2017 | Charts and graphs of district assessments and iReady math and reading assessment data will be created for deep analysis. Teachers will be provided charts on the weakest standards across grade levels for discussion in ILT, team planning sessions and faculty meetings. | 5/23/2018 monthly |
| G1.B1.S1.MA1 M404869 | Quarterly district assessment data and iReady diagnostic data will determine the effectiveness of... | Essig, Angela | 8/23/2017 | Lesson plans, classroom walk-through and observation data, district assessment and iReady data by teacher and grade level teams. | 5/23/2018 weekly |
| G1.B1.S1.MA1 M404870 | The principal, assistant principal, instructional coach and/or district instructional specialist... | Essig, Angela | 8/21/2017 | Calendar of collaborative planning dates; sign-in sheets and agendas for planning and PD sessions; lesson plans created as a result of planning sessions. | 5/23/2018 monthly |
| G1.B10.S1.MA1 M404878 | Monitor the progress of instructional groups to insure that students are making progress as a... | Essig, Angela | 9/4/2017 | Student progress within each instructional group will be monitored through iReady diagnostic and district assessment data. | 5/23/2018 monthly |
| G1.B11.S1.A1 A374967 | Incorporate professional development about writing into each inservice and collaborative planning... | Essig, Angela | 8/9/2017 | Lesson plans, student work samples | 5/23/2018 monthly |
| G2.MA1 M404893 | District assessment and iReady diagnostics data; classroom walkthroughs and observations; lesson... | Essig, Angela | 8/9/2017 | Notes from leadership team meetings | 5/30/2018 one-time |
| G1.B4.S1.A1 A374958 | Teachers new to Palm View will engage in SIOP professional development. | Essig, Angela | 9/13/2017 | Sign-in sheets | 5/30/2018 quarterly |
| G1.B10.S1.A2 A374966 | Administrators will monitor implementation through classroom walk throughs and observations, and... | Essig, Angela | 8/16/2017 | Classroom walk through data, observation data, anecdotal notes, coaching log. | 5/30/2018 monthly |
| G1.B13.S1.MA1 M404883 | The principal, assistant principal, reading coach and district school improvement instructional... | Essig, Angela | 10/11/2017 | Evidence will be gathered through classroom walkthroughs to monitor effective implementation of paraprofessional support. Further training will be provided based on results of the monitoring. | 5/30/2018 weekly |
| G2.B1.S1.A5 A374977 | Monitor implementation through classroom walkthroughs and observations, and provide modeling and... | Essig, Angela | 8/16/2017 | Classroom walkthrough data, observational data and anecdotal notes, lesson plans | 5/30/2018 monthly |
| G1.B1.S1.A1 A374950 | The leadership team will meet with team leaders to provide expectations and guidance about leading... | Essig, Angela | 8/4/2017 | Meeting agendas & Sign in sheets | 5/31/2018 monthly |
| G1.B4.S1.A2 A374959 | Teachers will engage in collaborative planning to incorporate SIOP strategies into their lesson... | Ammons, Karen | 9/13/2017 | Lesson plans | 5/31/2018 weekly |
| G1.B11.S1.A4 A374970 | Insure that students are taught how to choose and utilize the appropriate graphic organizers when... | Essig, Angela | 8/23/2017 | Observation and classroom walkthrough data, lesson plans, anecdotal notes. | 5/31/2018 weekly |
| G1.B1.S1.A7 A374956 | Fund a district instructional specialist for two days per week to assist with monitoring the... | Essig, Angela | 8/10/2017 | The district specialist will provide her supervisor, Dr. Pamela Craig, with documentation of assistance for our school two days per week for the entire school year. | 6/1/2018 daily |
| G1.B13.S1.MA1 M404882 | The principal, assistant principal, and reading coach will visit each classroom each week to insure... | Essig, Angela | 10/2/2017 | Impact will be monitored through district assessment and iReady diagnostic scores. Classroom walkthrough data will be collected and analyzed to | 6/1/2018 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|------------------|-------------------------------|--|---------------------|
| | | | | determine effectiveness of small group instruction and centers. Additional training and professional will be provided to teachers and paraprofessionals to insure effective implementation. | |
| G1.B13.S1.A1  A374971 | Six paraprofessionals will provide classroom support with differentiated instruction (small group... | Essig, Angela | 10/2/2017 | Paraprofessional schedule; agenda and sign-in sheets for training sessions; iReady diagnostics; district ELA assessments; FSA ELA scores. | 6/1/2018 daily |
| G2.B12.S1.MA1  M404891 | The principal, assistant principal, and reading coach will closely monitor effective implementation... | Essig, Angela | 10/18/2017 | Classroom walkthrough data and anecdotal notes; iReady diagnostic data; district assessment data. | 6/1/2018 weekly |
| G2.B12.S1.MA1  M404892 | Through classroom walkthroughs, monitor implementation of effective paraprofessional support with... | Essig, Angela | 10/11/2017 | Classroom walkthrough documentation and anecdotal notes. | 6/1/2018 weekly |
| G2.B12.S1.A1  A374980 | Hire and train six paraprofessionals to support teachers in the classroom with differentiation... | Essig, Angela | 10/2/2017 | Paraprofessional schedule; agenda and sign-in sheets from training. | 6/1/2018 daily |
| G3.B3.S1.A4  A374984 | The district school improvement instructional specialist will assist the leadership team with... | Essig, Angela | 8/9/2017 | On a weekly basis, the district specialist will provide to her supervisor documentation of time and services provided to our faculty. | 6/1/2018 weekly |
| G2.B1.S1.A6  A374978 | The district school improvement instructional specialist will assist the leadership team with... | Essig, Angela | 8/9/2017 | On a weekly basis, the district specialist will provide to her supervisor documentation of time and services provided to our faculty. | 6/6/2018 weekly |
| G1.B4.S1.MA1  M404874 | The ELL district instructional specialist / SIOP trainer and expert, along with our reading coach,... | Essig, Angela | 9/12/2018 | Along with agendas and sign-in sheets for the training and collaborative planning sessions, lesson plans, and copies of the "Caught Ya' Being Great Forms," the SIOP monitoring tool will provide evidence of PD to practice. | 9/12/2018 quarterly |
| G4.B1.S1.MA1  M404898 | Teacher/Staff participation in the book study and task force. | Dougherty, James | 5/1/2018 | Online monitoring of book study responses and completion of course. Minutes and agendas from task force meetings. | 9/28/2018 weekly |
| G4.B1.S1.A1  A374985 | Starting in May 2018, engage teachers and staff in two different online book studies: "Better than... | Dougherty, James | 5/1/2018 | The assistant principal will set up the online book studies online. Teacher/ Staff will have questions to answer online on a weekly or biweekly basis, and will be required to respond to two posts from other teacher/staff members. Upon completion of the two online courses, teachers will be able to earn inservice credit. | 9/28/2018 biweekly |
| G4.B1.S1.MA1  M404897 | Teacher approaches to classroom management starting to shift more to restorative practices.... | Dougherty, James | 10/1/2018 | Anecdotal data collected through informal classroom walkthroughs and the number of May 2018 referrals compared to May 2017. | 5/30/2019 weekly |
| G4.MA1  M404899 | Quarterly discipline referral data by grade level and demographics | Dougherty, James | 10/31/2018 | Agenda and minutes from the PBS/ Safety Committee | 5/31/2019 quarterly |
| G4.B1.S1.A2  A374986 | Establish a task force to plan and monitor the implementation of restorative discipline for 2018-19. | Dougherty, James | 3/7/2018 | Meeting agendas and minutes | 5/31/2019 monthly |

V. Professional Development Opportunities

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

G1. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, as well as support with small group instruction and centers during the reading block, the percentage of students meeting or exceeding grade level expectations on the 2018 ELA FSA will increase to 40% and learning gains will increase to 65%.

G1.B1 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

G1.B1.S1 Teachers will engage in professional development and collaboration to analyze data and engage in backwards planning from the state standards and expected outcomes.

PD Opportunity 1

The leadership team will meet with team leaders to provide expectations and guidance about leading their teams in data analysis and collaborative planning.

Facilitator

Angela Essig

Participants

PK-5 Team Leaders, Administrators, Reading Coach

Schedule

Monthly, from 8/4/2017 to 5/31/2018

PD Opportunity 2

The Principal will provide school improvement plan inservice sessions for teachers, reviewing the SIP goals and strategies and how implementation will be monitored; the structure for the reading block; expectations for small group instruction and centers; collaborative structures; and lesson planning expectations.

Facilitator

Angela Essig

Participants

K-5 Teachers

Schedule

On 8/9/2017

PD Opportunity 3

The leadership team will meet with teachers to share the ELA standards across grade levels in which students performed the lowest in 2016-17, to help guide instructional planning.

Facilitator

Karen Ammons, Reading Coach

Participants

K-5 Teachers

Schedule

Quarterly, from 9/18/2017 to 5/16/2018

PD Opportunity 4

The leadership team will plan professional learning early release Wednesdays to align with the district initiative of utilizing text structures to build comprehension and writing skills. October 4 and March 7 will focus on Using Reading Comprehension and Text Structures in All Content Areas; November 3 and April 13 will focus on Writing to Raise Achievement; December 6 will focus on "Using Text Evidence to Support Answers" (K-2) and "Extended Passages and Test Fluency" (3-5).

Facilitator

Angela Essig, James Dougherty and Karen Ammons

Participants

Teachers

Schedule

Monthly, from 9/6/2017 to 4/13/2018

PD Opportunity 5

After each district assessment and iReady diagnostic, the leadership team will meet with grade level teams to collaborate about which standards to reteach in order to insure that all standards are taught with depth prior to the next assessment.

Facilitator

Angela Essig, James Dougherty, and Karen Ammons

Participants

Grade level teams

Schedule

Quarterly, from 9/27/2017 to 4/25/2018

PD Opportunity 6

Teachers will engage in half-day collaborative planning sessions focused on analyzing the depth of the standards and on backwards planning from the ELA standards/expected outcomes. Teams may request additional days of compensated collaborative planning after school hours.

Facilitator

Principal, Assistant Principal, Reading Coach, and/or District Instructional Specialist

Participants

K-5 Teachers; Specials teachers for one session; STEM teacher for the science collaborative planning

Schedule

Monthly, from 8/22/2017 to 2/6/2018

G1.B4 Instructional practices to support maximum learning for ELL and struggling learners, while at the same time insuring that students who are performing at grade level are exhibiting evidence of growth and that the percentage of proficient students increases.

G1.B4.S1 Sustain and deepen implementation of the SIOP framework.

PD Opportunity 1

Teachers new to Palm View will engage in SIOP professional development.

Facilitator

Karen Ammons and/or District Instructional Specialist

Participants

K-5 Teachers new to Palm View

Schedule

Quarterly, from 9/13/2017 to 5/30/2018

PD Opportunity 2

Teachers will engage in collaborative planning to incorporate SIOP strategies into their lesson plans and instructional delivery.

Facilitator

Karen Ammons, District Instructional Specialist

Participants

K-5 Teachers

Schedule

Weekly, from 9/13/2017 to 5/31/2018

G1.B11 Teachers lack a full understanding of the state writing rubrics and the time to provide adequate feedback about student writing.

G1.B11.S1 Provide professional development and collaboration opportunities in order to support teachers with a school-wide emphasis on text-based writing.

PD Opportunity 1

Incorporate professional development about writing into each inservice and collaborative planning session: ideas and strategies about how to incorporate effective peer editing and one-on-one conferences so that students can receive effective, meaningful feedback about their writing; deep understanding of the state writing rubric and how to teach it to students; teaching students the differences between social media/texting/oral language and formal writing; providing students more practice on word processing their writing; providing students a rubric/checklist for peer editing for everything they write; organizing word walls to support student writing; and implementing Top Score.

Facilitator

Angela Essig, James Dougherty, and Karen Ammons

Participants

Teachers

Schedule

Monthly, from 8/9/2017 to 5/23/2018

PD Opportunity 2

Incorporate opportunities for cross grade level conversations around grade level writing expectations and student writing samples in faculty meetings.

Facilitator

Karen Ammons

Participants

K-5 Teachers

Schedule

Semiannually, from 10/4/2017 to 4/25/2018

PD Opportunity 3

Teachers will engage in professional development and collaboration about how to teach students how to choose and utilize the appropriate graphic organizers when reading about text, and how to use the graphic organizers for their text-based writing responses.

Facilitator

Angela Essig, James Dougherty, Karen Ammons, District Instructional Specialist

Participants

K-5 Teachers

Schedule

Monthly, from 9/6/2017 to 4/25/2018

PD Opportunity 4

Insure that students are taught how to choose and utilize the appropriate graphic organizers when reading about text, and how to use the graphic organizers for daily text-based writing responses. Administrators will monitor closely and insure that coaching, modeling and support are provided to teachers as needed.

Facilitator

Angela Essig, James Dougherty, Karen Ammons, district instructional specialists

Participants

K-5 teachers

Schedule

Weekly, from 8/23/2017 to 5/31/2018

G1.B13 Teachers need more support with small group instruction within the classroom.

G1.B13.S1 Hire and train an additional six paraprofessionals to support teachers in the classroom with small group instruction.

PD Opportunity 1

Six paraprofessionals will provide classroom support with differentiated instruction (small group instruction and center support), grades K-5.

Facilitator

Karen Ammons, Reading Coach, in collaboration with Angela Essig (Principal), James Dougherty (Assistant Principal), and the district school improvement instructional specialist.

Participants

Newly hired paraprofessionals

Schedule

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

G2. When teachers are provided ongoing professional development and collaborative planning time to support the design and delivery of standards-based, differentiated instruction, as well as small group instruction and center support within the math block, the percentage of students meeting or exceeding grade level expectations on the 2018 mathematics FSA will increase to 42%, and learning gains will increase to 55%.

G2.B1 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

G2.B1.S1 Teachers will engage in professional development to improve instructional strategies and collaboration to analyze student achievement data, understand the depth and complexity of state standards, and engage in backwards planning.

PD Opportunity 1

Professional development will be offered to support teachers with the following areas of need: teaching number sense; incorporating more practice to support skills retention; supporting struggling readers with word problem strategies; explicit teaching of academic math vocabulary; incorporating text structures into math (cause/effect, compare/contrast, sequencing, etc.); supporting students with multiplication; and focusing on the math item specifications.

Facilitator

Karen Ammons, with assistance from district instructional specialists

Participants

K-5 Teachers

Schedule

Monthly, from 10/4/2017 to 4/25/2018

PD Opportunity 2

Teachers will engage in a half-day collaborative planning session focused on analyzing the depth of the standards and on backwards planning from the mathematics standards/expected outcomes. Teams may request additional days of compensated collaborative planning after school hours.

Facilitator

Karen Ammons, with assistance of district instructional specialist

Participants

K-5 teachers

Schedule

On 12/20/2017

G2.B10 Teachers' lack of knowledge and experience with Acaletics.

G2.B10.S1 Provide training and support for grades 3-5 teachers in the implementation of Acaletics.

PD Opportunity 1

Insure that grades 3-5 teachers engage in Math Acaletics training and receive followup professional development and support.

Facilitator

The district will provide the trainer and instructional specialist support. Palm View's leadership team will help support implementation in the classroom.

Participants

Grades 3-5 teachers

Schedule

Monthly, from 8/9/2017 to 5/2/2018

G2.B12 Teachers need support with small group instructional support in the classroom.

G2.B12.S1 Hire six additional teacher aides out of the UniSIG grant to support teachers with small group instruction.

PD Opportunity 1

Hire and train six paraprofessionals to support teachers in the classroom with differentiation through small group and center instructional support.

Facilitator

Karen Ammons

Participants

Paraprofessionals

Schedule

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

G3. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, the percentage of students meeting or exceeding grade level expectations on the 2018 Science FSA will increase to 40%.

G3.B3 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

G3.B3.S1 Teachers will engage in professional development and collaboration to analyze student achievement data, understand the depth and complexity of state standards, and engage in backwards planning.

PD Opportunity 1

Teachers will engage in a half-day science collaborative planning session (October/November) in addition to designating at least one weekly collaborative planning session each month to science.

Facilitator

Angela Essig, James Dougherty, Karen Ammons, District instructional Specialist

Participants

K-5 Teachers

Schedule

Monthly, from 8/23/2017 to 4/25/2018

G4. When teachers and staff are provided the tools for effective interventions for students struggling with behavior and social issues, Palm View will be able to reduce discipline referral rates from 22% (87 of 345 K-5 students) of students in 2016-17 to 12% of students in 2018-19 (41 of 345 K-5 students, or 12% of total K-5 population).

G4.B1 Teacher and staff knowledge and skills in effective responses to behavior issues and appropriate behavior interventions and support.

G4.B1.S1 By the 2018-19 school year, begin implementation of restorative discipline.

PD Opportunity 1

Starting in May 2018, engage teachers and staff in two different online book studies: "Better than Carrots or Sticks" (Smith, Fisher, Frey) and "Discipline that Restores" (Claassen).

Facilitator

James Dougherty, assisted by Angela Essig and Karen Ammons

Participants

Teachers and paraprofessionals

Schedule

Biweekly, from 5/1/2018 to 9/28/2018

VI. Technical Assistance Items

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

G1. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, as well as support with small group instruction and centers during the reading block, the percentage of students meeting or exceeding grade level expectations on the 2018 ELA FSA will increase to 40% and learning gains will increase to 65%.

G1.B1 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

G1.B1.S1 Teachers will engage in professional development and collaboration to analyze data and engage in backwards planning from the state standards and expected outcomes.

TA Opportunity 1

Fund a district instructional specialist for two days per week to assist with monitoring the implementation of the extended hour and to provide support for teachers through coaching and modeling.

Facilitator

Jennifer Rosenboom, district instructional specialist, under the direction of Angela Essig, Principal, and Dr. Pamela Craig, Director of School Improvement.

Participants

All teachers and para's

Schedule

Daily, from 8/10/2017 to 6/1/2018

G1.B10 Palm View teachers are not familiar with programs that are provided for extended day.

G1.B10.S1 After teachers engage in district training on new programs related to extended day, provide additional professional development and support based on needs.

TA Opportunity 1

To insure fidelity, engage teachers in collaborative planning, as well as additional training as needed, around the new programs to be implemented in relation to extended day.

Facilitator

Angela Essig, Karen Ammons, and District Instructional Specialist

Participants

K-5 Teachers

Schedule

Monthly, from 8/14/2017 to 3/16/2018

TA Opportunity 2

Administrators will monitor implementation through classroom walk throughs and observations, and the reading coach will provide modeling and coaching for teachers and paraprofessionals who need additional support.

Facilitator

Angela Essig, James Dougherty, Karen Ammons, district instructional specialists

Participants

K-5 Teachers

Schedule

Monthly, from 8/16/2017 to 5/30/2018

G1.B14 Struggling readers need additional support outside of the school day.

G1.B14.S1 Provide after-school tutoring for struggling readers.

TA Opportunity 1

Offer after-school tutoring in reading and writing for struggling readers (two days per week).

Facilitator

Angela Essig and Karen Ammons

Participants

Teachers who serve as tutors.

Schedule

Weekly, from 11/6/2017 to 4/12/2018

G2. When teachers are provided ongoing professional development and collaborative planning time to support the design and delivery of standards-based, differentiated instruction, as well as small group instruction and center support within the math block, the percentage of students meeting or exceeding grade level expectations on the 2018 mathematics FSA will increase to 42%, and learning gains will increase to 55%.

G2.B1 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

G2.B1.S1 Teachers will engage in professional development to improve instructional strategies and collaboration to analyze student achievement data, understand the depth and complexity of state standards, and engage in backwards planning.

TA Opportunity 1

The leadership team will meet with teachers to share the math standards across grade levels in which students performed the lowest in 2016-17, to help guide instructional planning.

Facilitator

Angela Essig, James Dougherty, Karen Ammons

Participants

K-5 Teachers

Schedule

Quarterly, from 10/11/2017 to 4/25/2018

TA Opportunity 2

After each district assessment and iReady diagnostic, the leadership team will meet with grade level teams to collaborate about which standards to reteach in order to insure that all standards are taught with depth prior to the next assessment.

Facilitator

Karen Ammons

Participants

K-5 Teachers

Schedule

Quarterly, from 10/4/2017 to 4/25/2018

TA Opportunity 3

Monitor implementation through classroom walkthroughs and observations, and provide modeling and coaching for teachers who need additional support.

Facilitator

Angela Essig, James Dougherty, Karen Ammons and district instructional specialists

Participants

K-5 Teachers

Schedule

Monthly, from 8/16/2017 to 5/30/2018

TA Opportunity 4

The district school improvement instructional specialist will assist the leadership team with monitoring implementation of programs; providing coaching and modeling; facilitating collaborative standards-based team planning; and providing resources for teachers to improve teaching and learning.

Facilitator

Angela Essig, Principal, will coordinate with the school improvement district specialist and the school improvement director, to deliver services and support to teachers.

Participants

Teachers and paraprofessionals

Schedule

Weekly, from 8/9/2017 to 6/6/2018

G3. When teachers are provided ongoing professional development and collaborative planning time to support the design of standards-based, differentiated instruction, the percentage of students meeting or exceeding grade level expectations on the 2018 Science FSA will increase to 40%.

G3.B3 Time set aside, with facilitation and support, for teachers to deepen their understanding of the standards and expected outcomes in order to fully align their instruction and assessment with the standards; analyze and utilize data to inform instruction; collaboratively plan highly effective lessons; and collaboratively plan small group instruction and centers with appropriate levels of rigor and high levels of student engagement.

G3.B3.S1 Teachers will engage in professional development and collaboration to analyze student achievement data, understand the depth and complexity of state standards, and engage in backwards planning.

TA Opportunity 1

Support teachers with incorporating science text into the reading block; selecting science power standards to emphasize on Science Alive! days; and organizing their materials for Science Alive! hands-on experiments and activities.

Facilitator

Angela Essig, Karen Ammons, James Dougherty, and/or District Instructional Specialist

Participants

K-5 Teachers

Schedule

Monthly, from 9/6/2017 to 5/16/2018

TA Opportunity 2

Monitor implementation through classroom walkthroughs and observations, and provide modeling and coaching for teachers who need additional support.

Facilitator

Angela Essig, James Dougherty, Karen Ammons, District Instructional Specialists

Participants

K-5 Teachers

Schedule

Monthly, from 8/23/2017 to 4/25/2018

TA Opportunity 3

The district school improvement instructional specialist will assist the leadership team with monitoring implementation of programs; providing coaching and modeling; collaborative standards-based team planning; and providing resources for teachers to improve teaching and learning.

Facilitator

The district specialist will coordinate services and support through Principal Angela Essig and the district Director of School Improvement.

Participants

Teachers and paraprofessionals

Schedule

Weekly, from 8/9/2017 to 6/1/2018

G4. When teachers and staff are provided the tools for effective interventions for students struggling with behavior and social issues, Palm View will be able to reduce discipline referral rates from 22% (87 of 345 K-5 students) of students in 2016-17 to 12% of students in 2018-19 (41 of 345 K-5 students, or 12% of total K-5 population).

G4.B1 Teacher and staff knowledge and skills in effective responses to behavior issues and appropriate behavior interventions and support.

G4.B1.S1 By the 2018-19 school year, begin implementation of restorative discipline.

TA Opportunity 1

Establish a task force to plan and monitor the implementation of restorative discipline for 2018-19.

Facilitator

James Dougherty

Participants

Volunteer teacher and staff leaders

Schedule

Monthly, from 3/7/2018 to 5/31/2019

VII. Budget

| | | | |
|---|-------------|--|--------|
| 1 | G1.B1.S1.A1 | The leadership team will meet with team leaders to provide expectations and guidance about leading their teams in data analysis and collaborative planning. | \$0.00 |
| 2 | G1.B1.S1.A2 | The Principal will provide school improvement plan inservice sessions for teachers, reviewing the SIP goals and strategies and how implementation will be monitored; the structure for the reading block; expectations for small | \$0.00 |

| | | | | | | |
|----|--------------|---|-----------------------------|-----------------|-----|-------------|
| | | group instruction and centers; collaborative structures; and lesson planning expectations. | | | | |
| 3 | G1.B1.S1.A3 | The leadership team will meet with teachers to share the ELA standards across grade levels in which students performed the lowest in 2016-17, to help guide instructional planning. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | The leadership team will plan professional learning early release Wednesdays to align with the district initiative of utilizing text structures to build comprehension and writing skills. October 4 and March 7 will focus on Using Reading Comprehension and Text Structures in All Content Areas; November 3 and April 13 will focus on Writing to Raise Achievement; December 6 will focus on "Using Text Evidence to Support Answers" (K-2) and "Extended Passages and Test Fluency" (3-5). | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | | | \$0.00 |
| 5 | G1.B1.S1.A5 | After each district assessment and iReady diagnostic, the leadership team will meet with grade level teams to collaborate about which standards to reteach in order to insure that all standards are taught with depth prior to the next assessment. | | | | \$0.00 |
| 6 | G1.B1.S1.A6 | Teachers will engage in half-day collaborative planning sessions focused on analyzing the depth of the standards and on backwards planning from the ELA standards/expected outcomes. Teams may request additional days of compensated collaborative planning after school hours. | | | | \$10,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | Title, I Part A | | \$10,000.00 |
| 7 | G1.B1.S1.A7 | Fund a district instructional specialist for two days per week to assist with monitoring the implementation of the extended hour and to provide support for teachers through coaching and modeling. | | | | \$35,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | UniSIG | 0.4 | \$35,000.00 |
| 8 | G1.B10.S1.A1 | To insure fidelity, engage teachers in collaborative planning, as well as additional training as needed, around the new programs to be implemented in relation to extended day. | | | | \$0.00 |
| 9 | G1.B10.S1.A2 | Administrators will monitor implementation through classroom walk throughs and observations, and the reading coach will provide modeling and coaching for teachers and paraprofessionals who need additional support. | | | | \$0.00 |
| 10 | G1.B11.S1.A1 | Incorporate professional development about writing into each inservice and collaborative planning session: ideas and strategies about how to incorporate effective peer editing and one-on-one conferences so that students can receive effective, meaningful feedback about their writing; deep understanding of the state writing rubric and how to teach it to students; teaching students the differences between social media/texting/oral language and formal writing; providing students more practice on word | | | | \$0.00 |

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| | | processing their writing; providing students a rubric/checklist for peer editing for everything they write; organizing word walls to support student writing; and implementing Top Score. | | | | |
| 11 | G1.B11.S1.A2 | Incorporate opportunities for cross grade level conversations around grade level writing expectations and student writing samples in faculty meetings. | | | | \$0.00 |
| 12 | G1.B11.S1.A3 | Teachers will engage in professional development and collaboration about how to teach students how to choose and utilize the appropriate graphic organizers when reading about text, and how to use the graphic organizers for their text-based writing responses. | | | | \$0.00 |
| 13 | G1.B11.S1.A4 | Insure that students are taught how to choose and utilize the appropriate graphic organizers when reading about text, and how to use the graphic organizers for daily text-based writing responses. Administrators will monitor closely and insure that coaching, modeling and support are provided to teachers as needed. | | | | \$0.00 |
| 14 | G1.B13.S1.A1 | Six paraprofessionals will provide classroom support with differentiated instruction (small group instruction and center support), grades K-5. | | | | \$110,284.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | UniSIG | 6.0 | \$110,284.00 |
| 15 | G1.B14.S1.A1 | Offer after-school tutoring in reading and writing for struggling readers (two days per week). | | | | \$7,857.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | UniSIG | | \$7,857.00 |
| 16 | G1.B4.S1.A1 | Teachers new to Palm View will engage in SIOP professional development. | | | | \$0.00 |
| 17 | G1.B4.S1.A2 | Teachers will engage in collaborative planning to incorporate SIOP strategies into their lesson plans and instructional delivery. | | | | \$0.00 |
| 18 | G2.B1.S1.A1 | The leadership team will meet with teachers to share the math standards across grade levels in which students performed the lowest in 2016-17, to help guide instructional planning. | | | | \$0.00 |
| 19 | G2.B1.S1.A2 | After each district assessment and iReady diagnostic, the leadership team will meet with grade level teams to collaborate about which standards to reteach in order to insure that all standards are taught with depth prior to the next assessment. | | | | \$0.00 |
| 20 | G2.B1.S1.A3 | Professional development will be offered to support teachers with the following areas of need: teaching number sense; incorporating more practice to support skills retention; supporting struggling readers with word problem strategies; explicit teaching of academic math vocabulary; incorporating text structures into math (cause/effect, compare/contrast, sequencing, etc.); supporting students with multiplication; and focusing on the math item specifications. | | | | \$0.00 |
| 21 | G2.B1.S1.A4 | Teachers will engage in a half-day collaborative planning session focused on analyzing the depth of the standards and on backwards planning from the mathematics standards/expected outcomes. Teams may request additional days of compensated collaborative planning after school hours. | | | | \$0.00 |

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| 22 | G2.B1.S1.A5 | Monitor implementation through classroom walkthroughs and observations, and provide modeling and coaching for teachers who need additional support. | | | | \$0.00 |
| 23 | G2.B1.S1.A6 | The district school improvement instructional specialist will assist the leadership team with monitoring implementation of programs; providing coaching and modeling; facilitating collaborative standards-based team planning; and providing resources for teachers to improve teaching and learning. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | UniSIG | | \$0.00 |
| 24 | G2.B10.S1.A1 | Insure that grades 3-5 teachers engage in Math Acaletics training and receive followup professional development and support. | | | | \$0.00 |
| 25 | G2.B12.S1.A1 | Hire and train six paraprofessionals to support teachers in the classroom with differentiation through small group and center instructional support. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | UniSIG | | \$0.00 |
| 26 | G3.B3.S1.A1 | Support teachers with incorporating science text into the reading block; selecting science power standards to emphasize on Science Alive! days; and organizing their materials for Science Alive! hands-on experiments and activities. | | | | \$0.00 |
| 27 | G3.B3.S1.A2 | Teachers will engage in a half-day science collaborative planning session (October/November) in addition to designating at least one weekly collaborative planning session each month to science. | | | | \$0.00 |
| 28 | G3.B3.S1.A3 | Monitor implementation through classroom walkthroughs and observations, and provide modeling and coaching for teachers who need additional support. | | | | \$0.00 |
| 29 | G3.B3.S1.A4 | The district school improvement instructional specialist will assist the leadership team with monitoring implementation of programs; providing coaching and modeling; collaborative standards-based team planning; and providing resources for teachers to improve teaching and learning. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0281 - Palm View K 8 School | UniSIG | | \$0.00 |
| 30 | G4.B1.S1.A1 | Starting in May 2018, engage teachers and staff in two different online book studies: "Better than Carrots or Sticks" (Smith, Fisher, Frey) and "Discipline that Restores" (Claassen). | | | | \$0.00 |
| 31 | G4.B1.S1.A2 | Establish a task force to plan and monitor the implementation of restorative discipline for 2018-19. | | | | \$0.00 |
| Total: | | | | | | \$163,141.00 |