

Martin County School District

Palm City Elementary School



2017-18 Schoolwide Improvement Plan

Palm City Elementary School

1951 SW 34TH ST, Palm City, FL 34990

martinschools.org/o/pces

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	24%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Martin County School Board on 12/1/2017.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Palm City Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Palm City Elementary School shares that of the Martin County School District: Educate all students for success.

b. Provide the school's vision statement.

The vision of Palm City Elementary School shares that of the Martin County School District: A dynamic educational system of excellence.

2. School Environment

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

Palm City Elementary is home to a diverse population and as a school family, we are striving to be a reflection of our students. "When a student walks into your classroom at the beginning of a school year, he is expected to live and work with some twenty to thirty other human beings, in a space that is a little larger than the average living room, for the better part of a year." (Fountas and Pinnell, 2016) We believe that schools not only serve as a means to grow students academically, but socially and emotionally as well. To do that, Palm City Elementary has begun to implement Conscious Discipline along with Mindset teaching in an effort to help students develop skills such as self-regulation, conflict resolution, character development, personal goal-setting, resilience, flexibility, empathy, and perseverance to name a few. We live in a world that is rapidly changing and we need our students to be able to adapt, accept, and problem-solve. We believe that Conscious Discipline and Mindset combined with cultural content such as African American History, Hispanic History, History of the Holocaust, Daughters of the American Revolution, Famous Floridians, Veteran's Day, Constitution Week, Literacy Week, and our daily core curriculum will help our students become well-rounded, tolerant, empathetic, and successful citizens.

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

Classrooms not only support academic growth, but a great deal of social and emotional growth as well. Many students are living their lives in a constant state of stress- their classrooms change, their teachers change, and they need to meet new expectations. Some move several times during their schooling, while others are new to our country. (Fountas and Pinnell 2016) Across a student's academic career they must do a great deal of social and emotional learning. Through the implementation of Positive Interventions and Behavioral Supports (PBIS), Conscious Discipline, Growth Mindset, and our core curriculum, Palm City Elementary is creating a safe school environment that values and respects each and every student's feelings and perspective. Through our core curriculum we strive to create opportunities for social interaction and believe that learning is a social activity. We teach our students to be empathetic and learn self-regulation. Furthermore, class meetings and teaching occurs in a central meeting area created in the classroom to help each and every classroom develop a sense of community.

This year, Palm City Elementary will begin to host its first ever Spirit Day Assembly, which will occur once a month as yet another way to bring our school family together. The Spirit Assembly will

celebrate our whole school family through PBIS Paw Print rewards for the school. We will learn about the stances we can take in our lives to develop a growth mindset and provide language to students to develop positive self-talk, and language for conflict resolution. A school song is being created which will be sung by all the students during the Spirit Assembly. Finally, we will celebrate students in many different ways, such as having students lead the Pledge of Allegiance and National Anthem, take the lead on singing the school song, sharing classroom successes, and role playing to name a few.

Professional development on social-emotional learning and its relationship to creating a positive, caring and supportive school community will be provided for teachers in a variety of ways throughout this year and years to come.

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 City Elementary staff and students follow the PBIS model as its schoolwide behavioral system. On a school-wide level, PBIS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions, reward the students exhibiting expected behaviors, and communicate findings to the staff, students, and families. The PBIS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines. PBIS provides a positive and effective alternative to the traditional methods of discipline. Attention is focused on creating and sustaining universal (Tier 1), supplemental (small group, Tier 2), and intensive (very small group/individual Tier 3) systems of support that improve lifestyle results (personal, health, social, family, work, recreation).

PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBIS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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.

Palm City Elementary utilizes the Multi-Tiered Systems of Supports (MTSS/RtI) approach for problem-solving both academic and behavioral needs in students. MTSS integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

PBIS, Conscious Discipline, Mindset, and MTSS give us evidence-based, data supported interventions to support the behavior and optimal learning for all students. It is our goal to have a positive and effective working relationship between parent, teacher, and student. The Palm City Parent Communication/Student Behavior Tracking Form is used to facilitate communication by notifying parents promptly when student behaviors need to be brought to the attention of the parents. This form has recently been revised this school year to reflect the integration of PBIS, Conscious Discipline, Mindset, and MTSS. The staff member who is supervising the student at the time will complete the form and send it home. The student reflection piece helps students and staff to determine the antecedent for the behavior (what the student wanted) and what can be done next time

the problem arises (replacement behavior). This is not done solely by an adult, but with the student present so that the student is an active part of the problem solving. The form is sent home and returned to school. An administrator will follow up when the form has not been signed and returned to school. If the disciplinary infraction demands immediate or heightened attention including but not limited to the Zero Tolerance Policy, the staff member will complete the Martin County School District Office Discipline Referral (ODR) Form #361 and send the child to the office for disciplinary action. A copy of the discipline referral is then sent home with the student to be signed by the parent/guardian and returned to the office the following school day. Parental support is expected and very much appreciated. The information collected from Behavior Tracking Forms and Office Discipline Referrals is used to develop core lessons (if the problem is wide-spread), small group interventions (supplemental), or individual (intensive). When the school-based team feels the need, a referral for counseling may be made as well.

Additionally, the purpose of guidance services is to address the total needs of each student (educational, personal, social, and vocational) and to encourage maximum growth in areas of self understanding, self-discipline, and self-direction. The guidance counselor is available to assist parents and teachers by providing suggestions to increase student potential, assisting teachers and parents in child management techniques; assisting with a child's school adjustment and providing parents with information about school policies, programs, and procedures. The counselor provides explanations of Multi-Tiered System of Support, Exceptional Student Education programs, test preparation and interpretation, and referral to other sources of help outside the school system.

Students, parents and staff are encouraged to seek the services of our guidance counselor. Support groups are available for student needing support for dealing with divorce, loss, anger management, friendships, and those needing assistance in social skills and work habits. Students are recommended for these groups by parents, teachers, and the guidance counselor.

Additionally Palm City Elementary Guidance provides:

Wildcat Welcomers (for new students)
Banana Splits (for students of divorce)
Friendship Groups
Problem Solving Strategies
Individual counseling provided by Tykes and Teens
Cool Cats Care - Totally Likeable Child

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.

Palm City Elementary utilizes data regularly to determine student needs. The Early Warning Systems put into place will help us to more closely monitor our students in grades K-5, in need of additional support to improve academic performance and stay engaged in school. The Early Warning System includes:

- Attendance below 90 %
- One or more suspensions
- A Level 1 on the statewide assessment in ELA or Math, or, a substantial reading deficiency under section 1008.25(5)(a), F.S.

The data will be monitored as part of the school's data digs, where we work to identify students in need of Intensive and/or Supplemental interventions, as well as students who would benefit from

enrichment.

If a student is identified by two of the three indicators above, and is already in intensive intervention, the intervention will be monitored to determine next steps. If the student is not in an intensive intervention, the problem-solving team will convene to determine the proper intensive intervention for the student. Any time a student is recommended for a Supplemental or Intensive intervention, parents will be notified and invited to be a part of the problem-solving team.

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	5	7	4	6	10	8	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	11	18	0	0	0	0	0	0	0	35

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	0	0	0	1	0	0	0	0	0	0	0	0	1

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

Students identified by the Early Warning System and other data have been monitored by developing a Progress

Monitoring Plan and have been discussed with the Multi-Tiered Systems of Support problem-solving team. Additionally, the Individual Education Plan team has met to assess learning goals and specialized instruction.

Interventions include but are not limited to:

Mondo Oral Language

Interventions for All (Phonological Awareness)

Shared Reading + Phonological Awareness or Phonics

Guided Reading

Strategy Lessons (to address areas in comprehension or fluency at a variety of text complexities)

LLI

F & P Phonics Lessons

Comprehension Toolkit

Wilson Reading System

Ready LAFS (Curriculum Associates)

Ready MAFS (Curriculum Associates)

Number Talks

Check-In/Check-Out

ESE/BPIE:

- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Parental Involvement at Palm City Elementary School is exceptionally high as indicated by the "5 Star Award"

that the school has received for fourteen years. Our business partners work with us to support the needs of the school whether it be supporting us financially, or volunteering services. Family involvement is very important to our school and so we work hard to be sure that we are communicating with families and creating opportunities to build relationships. Our school newsletter, "The Wildcat Chat" is emailed directly to parents who sign up to receive it and our school App is available as well. Blackboard Connect calls also serve as a means to communicate with parents. Classroom teachers communicate with parents regularly through e-mail, telephone, planners or take-home folders, conferences, or even Apps such as Remind.

Volunteering is extremely important at Palm City Elementary School. Not only do we boast adult volunteers, but we are proud to have regularly scheduled middle school and high school volunteers at the school. Our volunteers do everything from putting together projects for teachers through the Parent Workshop, to organizing school-wide events, such as Movie Night, Book Fair, Fall Fest, Literacy Beach Party, All-Pro Dads, Parent-Child Dances and Junior Achievement. Each of our classrooms has a room-parent, as well.

Additionally, parents are encouraged to maintain open communication with teachers and are able to arrange for conferences when needed, beyond the two district-wide scheduled Parent-Teacher Conference Nights. Communication will take place in the following ways: parent/teacher conferences, PCE App, Wildcat Chat Newsletter, district and school web site, SAC meetings, PTA meetings, Blackboard Connect 5, curriculum nights, Science Night, and Literacy Night. Furthermore, parents will be invited to the school to build community and culture in the following ways: Fun Run Movie Night, Fall Fest, Mother-Son & Father -Daughter Dance, Book Fairs, Dads Take Your Kids to School Day, and Boosterthon Fun Run. Each grade level plans opportunities for families to come in and celebrate learning success through creative events tied to curriculum across content areas.

ESE/BPIE

- Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.
- BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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 City Elementary not only has high community and parent involvement, but high teacher involvement, as well. At the end of each year, an action plan is developed based off of student data, climate surveys, and instructional walks, to develop a plan for the next school year that will ultimately impact student achievement. The school works cooperatively with the Martin County Education Foundation, PTA, and business partners to raise funds to support the goals of school. Grants and Adopt-a-Class are another way that the school partners with the local community in an effort to increase student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Monte, Robyn	Principal
Pike, Leigh Anne	Teacher, K-12
Svoboda, Kim	Instructional Coach
Rabener, Lauren	Assistant Principal
Conley, Tara	Instructional Coach
Breakey, Kathleen	School Counselor
McGraw, Alissa	
Heather, Swindler	Teacher, K-12
Hagen, Susan	Teacher, K-12

b. Duties

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

The Leadership Team's role in the School Improvement Plan is identifying which students and groups of students are achieving outcomes and which need support and are not adequately progressing toward mastery of the grade level standards. The core curriculum should be meeting the needs of 80% of students in every subgroup. The team leads data team meetings, progress monitoring meetings, participates in MTSS meetings and conferences with parents, presents to SAC and SIP, and all community stakeholders, as well as reporting to the district and state as required. Additionally, the leadership team designs data informed professional development and guides the learning of teachers, which positively impacts student growth. The leadership team collaborates with other leadership teams with like-schools across the district and compares data to like-schools outside of Martin County, as well.

Collaborative Learning Teams are the avenue in which we make decisions about student learning. With student learning the primary focus, four essential questions will guide our CLT's : 1. What do we want students to learn? 2. How will we know when they have learned it? 3. What will we do when they haven't learned it? 4. What will we do when they already know it?

Providing curriculum and professional development to determine 'What do we want students to learn?' is part of the responsibility of the team. Teachers need to not only be provided the resources but the support to implement high impact teaching strategies. Instructional coaching is available for all teachers through our literacy coach and our media specialist. When student struggle to learn, the entire team is available through the MTSS process to analyze student data, determine strengths and next steps, develop and progress monitor interventions, and when needed, provide Individual Education Plans. Critical members of the MTSS team include but are not limited to, administration, instructional coaches (Intervention-Problem Solving and Literacy), Guidance, teachers, parents, Speech and Language Pathologists, and the school psychologist.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team will dis-aggregate school and student data and provide teachers with information identifying students who are underachieving according to grade level benchmarks in mathematics, literacy, and in 5th grade, science. The team will also meet with teachers to review data and interventions for those students continuing with supplemental and/or intensive interventions. The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom observations. SIP goals and strategies will be created based on school, student, and staff needs, as identified through data collected through student assessment and school-wide learning walks. Resources will be allocated to support SIP goals and strategies. SIP committees will be formed to monitor the implementation and progress of the SIP plan. CLTs are scheduled weekly, which allows for teachers to move through the four step cycle and make data-based decisions about instruction. If teachers have concerns about individual student achievement, they meet with the MTSS team to discuss the academic and behavioral concerns of their students. Additionally, the leadership team will guide staff through reverse data-digs to identify students in the lowest quartile in need of intervention. The IPS Coach and Guidance Counselor serves as the chair and does classroom observations, along with the Literacy Coach. Plans for interventions are developed and implemented in the classroom by teachers and needed staff. Progress monitoring of students is done by the classroom teacher and MTSS team.

School Improvement Plan (SIP) goals and strategies will be created based on school data and teacher needs. Resources will be allocated to support SIP goals and strategies. The School Advisory Council (SAC) will be formed to monitor the implementation and progress of the SIP plan. Members of the leadership team will also serve on the SAC.

The leadership team serves as the facilitator and offers strategies and support to improve student outcomes. Furthermore, the leadership team supports teachers in promoting academic excellence through Professional Learning Communities, Collaborative Learning Teams, Data Team Meetings, and Professional Development.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robyn Monte	Principal
Debbie Greenbaum	Teacher
Lori McNicholas	Teacher
Lana Barros	Parent
Caroline Belding	Parent
Candi Keene	Parent
Melanie Purres	Parent
Rosana Mero	Parent
Lisa Woodruff	Teacher
Tonya Signore	Parent
Arati Hammond	Business/Community
Rachel Wolowitz	Parent
Shannon Hert	Parent
Clinton Bradley	Parent
Lauren Rabener	Principal
Tara Conley	Teacher
Leigh Anne Pike	Teacher
Laura Peterson	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

SAC members are provided the opportunity to make suggestions for the new school year's goals and strategies. Meeting monthly, members review school assessment data and participate in the Continuous Improvement Cycle. SIP chairs report on progress toward goals and strategies and instructional cycles. Professional development needs are determined and teacher learning is shared. SAC works closely with all stakeholders including PTA, community organizations and administration to support the vision and mission; which are aligned to the school district.

b. Development of this school improvement plan

The SIP was designed based on student data. Teachers and administrators meet after students have finished assessments in the spring and review student data to identify areas of strength and weakness for all student Annual Measurable Objective groups. The data was used in conjunction with District level initiatives to identify needed supports and resources for teachers and students. Palm City Elementary continues to make higher learning gains in ELA (70%) than in mathematics (78%). This trend is reflected with our lowest quartile, as well with 52% of students in the lowest quartile making learning gains in ELA, as compared to 59% in mathematics. Overall, Text-Based Writing, which is included in the ELA score resulted in 50% of our students earning 6/10 possible points or higher, indicating that writing is an area in need of improvement.

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

The annual SIP budget for 2017- 2018, is dedicated for professional development and resources needed to support teachers and students based on the school's needs in literacy and STEM. The SIP budget is \$18,021, and will be used to support classroom libraries and text sets to support the newly adopted reading curriculum. Inclusive in ELA is writing, where overall 50% of our students are at least half of the possible points available. The SIP plan will also include a plan for developing a guaranteed and viable writing curriculum for grades K-5, which works together with the newly adopted reading curriculum. In STEM areas, teachers are in need of professional development, materials to support Number Talks and experiments, and intervention.

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

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a School Improvement Plan.

Monies may be expended only on programs or projects approved by the SAC.

Neither School District staff nor principals may override the recommendations of the SAC.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a SAC may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

According to SAC Minutes from the 16-17 school year, SAC monies were expended on the following:

The SAC account has \$5012 for professional development.

A+ money is \$6,477.9, which can be used for enrichment, supplies and subscriptions totaling \$11,489.97. We want to be inclusive for each grade level. We need to make sure that all teachers/grade levels know that funds can be requested. Teacher unused lead card money goes back to the school.

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
Rabener, Lauren	Assistant Principal
Conley, Tara	Instructional Coach
Monte, Robyn	Principal
Svoboda, Kim	Instructional Coach
Pike, Leigh Anne	Instructional Media
Heather, Swindler	Teacher, K-12
Hagen, Susan	Teacher, K-12
Breakey, Kathleen	Teacher, K-12
McGraw, Alissa	Teacher, K-12

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a literacy coach, a representative from ELL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets quarterly, (more often, if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways.

Our goals support:

- standards and data-based instruction
- increasing student achievement for all students
- developing and maintaining students' love of reading
- increasing the students' stamina and strategies for reading
- sharing effective literacy strategies for students, teachers, and parents
- identifying appropriate interventions for struggling students
- identifying ways to enrich students
- integrate standards in science, technology, engineering, art, math, literacy, inquiry, navigation, and exploration (-S.T.E.A.M.L.I.N.E.) lessons

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.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLC)/Collaborative Learning Teams (CLT). The master schedule has been designed to provide consistent time for teachers to meet by grade level to discuss common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Follow the district's PLC Toolkit 2.0 protocol includes a focus on learning objectives, intentional lesson planning, creating formative assessments, and formulating instruction interventions and enrichment based on student data trends. Established norms and building a shared consensus has been part of the CLT process.

ESE/BPIE

- Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.
- Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

1. Evaluate needs of the school and review resumes, principal and assistant principal.
2. Create interview questions based on district initiatives and school culture being implemented and to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
3. Conduct interviews, as needed, principal, assistant principal, teachers, and parents.
4. Assign mentors for all new teachers to the school, principal and assistant principal.
5. Provide opportunities for professional growth through professional development and instructional coaching
6. Through the teacher evaluation system, set up opportunities to grow through administrative observation to inform feedback for teachers.
7. Recognize teachers and staff in a variety of ways and celebrate their successes.
8. Conduct data chats with individual teachers to develop next steps.

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

One lead mentor has been selected who will collaborate and work with teachers in implementation and monitoring district and school based initiatives.

The new teachers are paired with highly effective teachers on their grade level team.

The focus of the mentoring program at Palm City Elementary will be on grade level orientation meetings, curriculum planning and materials, school's procedures and policies, and data analysis. The assistant principal is hosting quarterly new teacher meetings.

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 core instructional programs are Florida Standards aligned and delivered through Curricular Frameworks.

Our school creates ongoing opportunities for teachers to unwrap the Florida Standards and to plan and discuss district ELA, Math, and Science Frameworks that align to the standards. This supports a deeper level of understanding of the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, assessment, and a deeper understanding of the standards. We focus on what students need to know and are able to do, how will we know if they understand it, and what we will do if they don't. Aligning learning progressions and rubrics from the core curriculum to

our standards, and creating learning goals and scales from the state standards is part of the work of our Collaborative Learning Teams.

b. Instructional Strategies

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

Palm City Elementary utilizes the Multi-Tiered Systems and Supports to meet the diverse needs of its students. The MTSS process has consistently been defined in Florida as the practice of providing high-quality instruction and intervention to aid in closing the achievement gap. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Through reverse data digs, grade level teams are able to identify students in need of modified or supplemental instruction. Through CLT's and MTSS meetings, teams are meeting regularly to make decisions about literacy and math instruction. 3-5th grade will be able to look at progress monitoring assessments in science, as well.

Teachers also look at their class data across subject areas and use the data to inform their teaching at the core level. Teaching is differentiated by intentional planning and being prepared for students who may not get the content through the core lesson alone. Guided math groups are one way of differentiating. Teachers also utilize small group instruction in ELA in the form of guided reading or strategy lessons, which are informed by formative assessments such as running records, conferring notes, or responses to reading. Finally, teachers confer with students to provide precise feedback based on the students' needs.

Other ways the Palm City Elementary meets the diverse needs of students include, but are not limited to:

- 90 minute uninterrupted Literacy Block
- extra 30 minutes of ELA
- 30 minute intervention block
- common planning time for teachers
- Media Specialist supports grade level intervention/enrichment groups
- participating in district assessments (parallel writes, science progress monitoring, iReady Diagnostic, Fountas and Pinnell Running Record) to compare data
- providing resources to support instruction (texts to support units of study, leveled books for small group instruction)
- administering formative and summative assessments which measure instructed standards
- Grades 2-5 will check progress using iReady Standards Mastery

ESE/BPIE

- Strategic Instructional Model is used in Learning Strategy classrooms
- Integrating accommodations into Lesson Plans
- Universal Design for Learning
- Provide collaborative teaching/support facilitation services for ESE.

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: Summer Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

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

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.

Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

The school provides campus tours to local preschools, Kindergarten screenings, and a Kindergarten orientation for parents. The school also houses two VPK classrooms and a Pre-K ESE unit that are included in the major functions of the school.

Fifth grade students with an IEP, EP, or 504 plan receive transition meetings with their feeder middle school to provide support and services at the middle school level.

All fifth grade students participate in "Middle School Shuffle" to emulate a smooth transition.

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.

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of 5th grade students scoring Proficient (Level 3), from 73% to 78% in science.
- G2.** Increase the percent of learning gains in ELA from 70% to 75%.
- G3.** Increase the percent of student learning gains in the lowest quartile from 52% to 57%, in ELA.
- G4.** Increase the level of proficiency (Level 3) in ELA from 72% to 75%.
- G5.** Increase proficiency (Level 3) in Math from 76% to 79%. Learning gains for all students will increase from 78% to 81%, and the lowest quartile from 59% to 63%.

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. Increase the percentage of 5th grade students scoring Proficient (Level 3), from 73% to 78% in science.

1a

G098506

Targets Supported 1b

Indicator	Annual Target
FSAA ELA Level 3	78.0

Targeted Barriers to Achieving the Goal 3

- Materials and professional development to support hands-on instruction in STEM areas for teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- LMC & Media Specialist, PTA, Extended Day, Science Lab Teacher, Makers Space, Fusion Science Series, STEM Days built into calendar year, The Happy Scientist, STEMScopes, BrainPop Jr., Safari Montage, SIP Committee, SAC, & PTA Funds

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Science Data

Person Responsible

Lauren Rabener


Schedule

On 3/30/2018

Evidence of Completion

Science Progress Monitoring Assessment Scores

G2. Increase the percent of learning gains in ELA from 70% to 75%. 1a

 G098507

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
FSA ELA Achievement - Hispanic	71.0
FSA ELA Achievement - SWD	64.0

Targeted Barriers to Achieving the Goal 3

- While we are building our libraries through our PTA, we still lack engaging texts that students have access to read independently are lacking in classrooms. The bookroom at PCE is in need of more high quality text sets from a variety of publishers to support differentiated instruction.
- Teachers need a common guaranteed and viable writing curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTA, SIP, Education Foundation, Units of Study for Teaching Reading, Units of Study in Teaching Opinion, Informational, and Narrative Writing, Martin County Junior League, Education Foundation Grants

Plan to Monitor Progress Toward G2. 8

Lesson Plans, CLT Notes, Student Writing

Person Responsible

Lauren Rabener

Schedule

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

Evidence of Completion

Lesson plans reflect in depth teaching of writing and writing samples are shared

G3. Increase the percent of student learning gains in the lowest quartile from 52% to 57%, in ELA. 1a

G098508

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Pedagogical shifts in instruction, misconceptions about student growth, time focused on other areas, attendance, motivation of L25 students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS/CD Team, PTA, SIP Funds, Education Foundation

Plan to Monitor Progress Toward G3. 8

iReady, F & P, Word Study, SPIRE, Writing Samples

Person Responsible

Tara Conley


Schedule

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

Evidence of Completion

iReady, F & P, Word Study, SPIRE, Writing Samples

G4. Increase the level of proficiency (Level 3) in ELA from 72% to 75%. 1a

 G098509

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Lowest 25% Gains	52.0
ELA/Reading Gains	70.0
FSA ELA Achievement - Hispanic	59.0

Targeted Barriers to Achieving the Goal 3

- Lack of authentic text for students to engage with and practice new strategies for reading, inconsistent instructional materials (specifically writing and shared reading), and a lack of professional resources for teachers. A common writing curriculum would provide support to teachers and consistency for students as they progress through grade levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The PTA has funded some classroom libraries. The Martin County Education Foundation provides opportunities for teachers to be adopted by the community, Fund-a-Projects, and grants that could be used if awarded the funds.

Plan to Monitor Progress Toward G4. 8

FSA, iReady and F & P Data will be collected to measure the impact of professional development on student learning.

Person Responsible

Robyn Monte

Schedule

Triannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

iReady data, F & P Data, FSA(including Writing) Data

G5. Increase proficiency (Level 3) in Math from 76% to 79%. Learning gains for all students will increase from 78% to 81%, and the lowest quartile from 59% to 63%. 1a

G098510

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	78.0
AMO Math - Hispanic	85.0
AMO Math - SWD	70.0
AMO Math - White	90.0

Targeted Barriers to Achieving the Goal 3

- The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Content and pacing is rigorous. Teachers are becoming familiar with diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PTA, SIP, District Instructional Coaches, Education Foundation

Plan to Monitor Progress Toward G5. 8

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Lauren Rabener

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms, PLC Toolkit 2.0 Evidence Packets

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. Increase the percentage of 5th grade students scoring Proficient (Level 3), from 73% to 78% in science.

1

 G098506

G1.B1 Materials and professional development to support hands-on instruction in STEM areas for teachers

2

 B265005

G1.B1.S1 Work with the Media Specialist who created the Maker's Space and with the STEM Lab Teacher to provide learning opportunities and time for innovation during intervention/resource time for grades 3-5, in the morning for the 25 minutes before students go to class, and finally, providing time for STEM related play/innovation time during Unstructured Play. 4

 S280905

Strategy Rationale

Students will have more time to explore STEM areas and receive enrichment in these areas. Through play, students are essentially experimenting with concepts such as coding, augmented reality, and circuits.

Action Step 1 5

Create time for the Media Specialist to meet with groups of students for STEM enrichment in the LMC (Library Media Center) and the Maker's Space.

Person Responsible

Robyn Monte

Schedule

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

Evidence of Completion

Action Step 2 5

Purchase materials for students to use in the morning before school and during Unstructured Play.

Person Responsible

Lauren Rabener

Schedule

On 12/22/2017

Evidence of Completion

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

Updated Small Group Lists for Grades 3-5

Person Responsible

Leigh Anne Pike

Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Small group lists for each grade level by quarter.

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

CLTs and Observations

Person Responsible

Lauren Rabener


Schedule

Triannually, from 9/1/2017 to 3/30/2018

Evidence of Completion

Lesson Plans and Observation Data


G2. Increase the percent of learning gains in ELA from 70% to 75%. 1

 G098507

G2.B1 While we are building our libraries through our PTA, we still lack engaging texts that students have access to read independently are lacking in classrooms. The bookroom at PCE is in need of more high quality text sets from a variety of publishers to support differentiated instruction. 2

 B265007

G2.B1.S1 Provide classrooms with abundant classroom libraries of leveled texts representative of learners' needs that have a variety of genres and topics for students to read independently to increase stamina, fluency, and comprehension. Provide text sets from a variety of publishers to support small group instruction and book clubs. 4

 S280907

Strategy Rationale

The time students spend independently reading texts that they can access with 95% accuracy and appropriate comprehension impacts their growth as readers. If students can read for long stretches of time, they will increase stamina, fluency, and vocabulary. In particular, grades K-2, need larger amounts of leveled texts to keep up with the amount of books students read within the grade levels. Grades 3-5, need libraries that support the units of study they are teaching and the standards. Through Mystery, High Interest Non-Fiction, Interpretation Book Clubs, and even Fantasy Book Clubs, students will deepen their knowledge of how to process more complex texts.

Action Step 1 5

Purchase classroom libraries that support the Units of Study in Teaching Reading at a variety of levels.

Person Responsible

Lauren Rabener

Schedule

Semiannually, from 8/21/2017 to 3/30/2018

Evidence of Completion

Purchase orders, pictures of classroom libraries, and growth data (FSA, iReady, F & P)

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

Classroom library materials and bookroom materials will be bar-coded and labeled.

Person Responsible

Lauren Rabener

Schedule

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

Evidence of Completion

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

Student engagement through classroom observations and Learning Walks

Person Responsible

Lauren Rabener

Schedule

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

Evidence of Completion

Measured increase in student engagement during independent reading and small group instruction.

G2.B2 Teachers need a common guaranteed and viable writing curriculum. **2**

 B265008

G2.B2.S1 In order for students to understand and analyze text, it helps for them to see it through the eyes of a writer. Teachers are utilizing workshop style teaching in reading and see how it would be beneficial for our students in writing, too. **4**

 S280908

Strategy Rationale

Purchasing the Units of Study in Teaching Opinion, Informational, and Narrative Writing, would bolster our student's writing abilities and strengthen them as readers. It would also provide a guaranteed and viable curriculum for the entire school, as currently, so grade levels are using the curriculum and some do not have the same.

Action Step 1 **5**

Purchase the writing units of study for grade levels that do not have it yet. Provide coaching and professional development on the implementation.

Person Responsible

Tara Conley

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Classroom walk-throughs, CLTs and Lesson Plans

Person Responsible

Robyn Monte

Schedule

Semiannually, from 11/1/2017 to 6/1/2018

Evidence of Completion

Lesson plans and CLT notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teacher feedback, writing samples

Person Responsible

Lauren Rabener

Schedule

Semiannually, from 11/1/2017 to 6/1/2018

Evidence of Completion

writing samples, lesson plans, CLT notes, observations

G3. Increase the percent of student learning gains in the lowest quartile from 52% to 57%, in ELA. 1

 G098508

G3.B1 Pedagogical shifts in instruction, misconceptions about student growth, time focused on other areas, attendance, motivation of L25 students. 2

 B265009

G3.B1.S1 Through the PBIS/CD Team, provide professional development throughout the year on Growth Mindset. Initiate Spirit Days to celebrate successes and teach students about mindset. Provide parents information about fostering a growth mindset at home. 4

 S280909

Strategy Rationale

Often times students who struggle give up and believe that they simply cannot perform like the students around them can. Teaching students to take the stances that Growth Mindset sets forth, such as resilience, perseverance, and flexibility, helps students to understand that if they set goals and change their inner dialogue, they can have successes as well.

Action Step 1 5

Purchase Growth Mindset Coach and Mindset for Learning

Person Responsible

Lauren Rabener

Schedule

Semiannually, from 8/21/2017 to 3/30/2018

Evidence of Completion

Purchase orders, agendas,

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom library materials and bookroom materials will be bar-coded and labeled.

Person Responsible

Lauren Rabener

Schedule

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

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student engagement through classroom observations and Learning Walks

Person Responsible

Lauren Rabener

Schedule

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

Evidence of Completion

Measured increase in student engagement during independent reading and small group instruction.

G3.B1.S2 Provide professional development and opportunities for CLTs to engage in reverse data digs to identify their lowest quartiles and design interventions to support these students. Invite parents to MTSS meetings to be part of the problem solving team. 4

S280910

Strategy Rationale

When schools utilize their data to determine which students need support beyond what is being provided in the core, they can make informed decisions that could result in increased student achievement, specifically, for the lowest quartile.

Action Step 1 5

Meet with CLTs to engage in reverse data digs.

Person Responsible

Lauren Rabener

Schedule

Triannually, from 10/1/2017 to 6/1/2018

Evidence of Completion

iReady Data and Intervention Groups

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Walk-throughs and progress monitoring meetings of intervention groups

Person Responsible

Lauren Rabener

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Fidelity Logs, student data, walk-through observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Walk-throughs and progress monitoring meetings of intervention groups

Person Responsible

Robyn Monte


Schedule

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


Evidence of Completion

Fidelity Logs, Walk-through observations, student data

G4. Increase the level of proficiency (Level 3) in ELA from 72% to 75%. **1**

 G098509

G4.B1 Lack of authentic text for students to engage with and practice new strategies for reading, inconsistent instructional materials (specifically writing and shared reading), and a lack of professional resources for teachers. A common writing curriculum would provide support to teachers and consistency for students as they progress through grade levels. **2**

 B265010

G4.B1.S1 Students need engaging texts that they can read with high accuracy and comprehend to strengthen the strategies they are learning in the classroom and become proficient readers. A guaranteed and viable curriculum in all ELA areas , including writing, would bolster student outcomes.

4

 S280911

Strategy Rationale

Classroom libraries and school-wide resource rooms provide engaging authentic texts to meet the needs and interests of diverse students. Common curriculum supports teachers and students in meeting rigorous standards.

Action Step 1 **5**

Create classroom libraries in K-5 classrooms and a bookroom to support the needs of diverse learners. Obtain Units of Study in Opinion, Narrative, and Informational Writing for all K-5 teachers.

Person Responsible

Tara Conley

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

classroom library inventories and engagement surveys

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

Classroom Learning Walk data can inform engagement, students being matched to authentic texts, and writing instruction.

Person Responsible

Robyn Monte

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom Learning Walk Data and student data

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

Classroom Learning Walks

Person Responsible

Robyn Monte

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Learning Walk Data on engagement, parallel writes data, iReady data, F & P data

G5. Increase proficiency (Level 3) in Math from 76% to 79%. Learning gains for all students will increase from 78% to 81%, and the lowest quartile from 59% to 63%. 1

G098510

G5.B1 The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Content and pacing is rigorous. Teachers are becoming familiar with diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student. 2

B265011

G5.B1.S1 Teachers will engage in Collaborative Learning Teams which focus on how to analyze data and form instructional groups. Through Number Talks and Ready MAFS materials, they will plan for core instruction. Cognitive-Based Assessments will help to inform instruction along with other supplemental materials.. 4

S280913

Strategy Rationale

When teachers have a deep understanding of the rigor involved in implementing the Florida Standards, how to collect and interpret data, and differentiate for small group math instruction they are able to provide targeted instruction to students that will result in increased student achievement.

Action Step 1 5

Collaborative Learning Teams will meet to look at data and plan instruction. The school will purchase Cognitive-Based Assessments and Practice Math to support supplemental and intensive intervention.

Person Responsible

Lauren Rabener

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Lauren Rabener

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

ERO sign-ins, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Lauren Rabener

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Increased student achievement, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet, as well as the iReady Standards Mastery assessment

G5.B1.S2 The ongoing process of the PLC Toolkit 2.0 is implemented as a guiding tool for curriculum, instruction, and assessment. This includes the unwrapping of standards, lesson plan development with the scales of progression in mind, and creating formative assessments. **4**

 S280914

Strategy Rationale

By implementing a guaranteed and viable curriculum where skills and knowledge are evident from classroom to classroom, we give students the instruction necessary to achieve proficiency.

Action Step 1 **5**

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Lauren Rabener

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0
Evidence Packet

Plan to Monitor Fidelity of Implementation of G5.B1.S2 **6**

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Lauren Rabener

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0
Evidence Packet

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Collaborative Learning Teams, Data Team Meetings, PD

Person Responsible

Lauren Rabener

Schedule

Monthly, from 8/15/2016 to 5/26/2017













Evidence of Completion

Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0
Evidence Packet

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					
G4.MA1 M410522	FSA, iReady and F & P Data will be collected to measure the impact of professional development on...	Monte, Robyn	8/15/2016	iReady data, F & P Data, FSA(including Writing) Data	5/26/2017 triannually
G5.MA1 M410527	Collaborative Learning Teams, Data Team Meetings, PD	Rabener, Lauren	8/15/2016	formative and summative assessments, ERO sign-ins, lesson plans, PD feedback forms, PLC Toolkit 2.0 Evidence Packets	5/26/2017 annually
G4.B1.S1.MA1 M410518	Classroom Learning Walks	Monte, Robyn	8/15/2016	Learning Walk Data on engagement, parallel writes data, iReady data, F & P data	5/26/2017 quarterly
G4.B1.S1.MA1 M410519	Classroom Learning Walk data can inform engagement, students being matched to authentic texts, and...	Monte, Robyn	8/15/2016	Classroom Learning Walk Data and student data	5/26/2017 semiannually
G4.B1.S1.A1 A378709	Create classroom libraries in K-5 classrooms and a bookroom to support the needs of diverse...	Conley, Tara	8/15/2016	classroom library inventories and engagement surveys	5/26/2017 semiannually
G5.B1.S1.MA1 M410523	Collaborative Learning Teams, Data Team Meetings, PD	Rabener, Lauren	8/15/2016	Increased student achievement, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet, as well as the iReady Standards Mastery assessment	5/26/2017 quarterly
G5.B1.S1.MA1 M410524	Collaborative Learning Teams, Data Team Meetings, PD	Rabener, Lauren	8/15/2016	ERO sign-ins, lesson plans, classroom observations, teacher feedback, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G5.B1.S1.A1 A378711	Collaborative Learning Teams will meet to look at data and plan instruction. The school will...	Rabener, Lauren	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 quarterly
G5.B1.S2.MA1 M410525	Collaborative Learning Teams, Data Team Meetings, PD	Rabener, Lauren	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G5.B1.S2.MA1 M410526	Collaborative Learning Teams, Data Team Meetings, PD	Rabener, Lauren	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G5.B1.S2.A1 A378712	Collaborative Learning Teams, Data Team Meetings, PD	Rabener, Lauren	8/15/2016	Lesson plans, ERO sign-ins, formative and summative assessments, PLC Toolkit 2.0 Evidence Packet	5/26/2017 monthly
G1.B1.S1.A2 A378704	Purchase materials for students to use in the morning before school and during Unstructured Play.	Rabener, Lauren	8/14/2017		12/22/2017 one-time
G1.MA1 M410507	Progress Monitoring Science Data	Rabener, Lauren	9/1/2017	Science Progress Monitoring Assessment Scores	3/30/2018 one-time
G1.B1.S1.MA1 M410505	CLTs and Observations	Rabener, Lauren	9/1/2017	Lesson Plans and Observation Data	3/30/2018 triannually
G2.B1.S1.A1 A378705	Purchase classroom libraries that support the Units of Study in Teaching Reading at a variety of...	Rabener, Lauren	8/21/2017	Purchase orders, pictures of classroom libraries, and growth data (FSA, iReady, F & P)	3/30/2018 semiannually
G3.B1.S1.A1 A378707	Purchase Growth Mindset Coach and Mindset for Learning	Rabener, Lauren	8/21/2017	Purchase orders, agendas,	3/30/2018 semiannually
G2.MA1 M410512	Lesson Plans, CLT Notes, Student Writing	Rabener, Lauren	10/2/2017	Lesson plans reflect in depth teaching of writing and writing samples are shared	6/1/2018 triannually
G3.MA1 M410517	iReady, F & P, Word Study, SPIRE, Writing Samples	Conley, Tara	8/14/2017	iReady, F & P, Word Study, SPIRE, Writing Samples	6/1/2018 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M410506	Updated Small Group Lists for Grades 3-5	Pike, Leigh Anne	10/16/2017	Small group lists for each grade level by quarter.	6/1/2018 quarterly
G1.B1.S1.A1  A378703	Create time for the Media Specialist to meet with groups of students for STEM enrichment in the LMC...	Monte, Robyn	8/14/2017		6/1/2018 semiannually
G2.B1.S1.MA1  M410508	Student engagement through classroom observations and Learning Walks	Rabener, Lauren	8/14/2017	Measured increase in student engagement during independent reading and small group instruction.	6/1/2018 semiannually
G2.B1.S1.MA1  M410509	Classroom library materials and bookroom materials will be bar-coded and labeled.	Rabener, Lauren	8/14/2017		6/1/2018 semiannually
G2.B2.S1.MA1  M410510	Teacher feedback, writing samples	Rabener, Lauren	11/1/2017	writing samples, lesson plans, CLT notes, observations	6/1/2018 semiannually
G2.B2.S1.MA1  M410511	Classroom walk-throughs, CLTs and Lesson Plans	Monte, Robyn	11/1/2017	Lesson plans and CLT notes	6/1/2018 semiannually
G2.B2.S1.A1  A378706	Purchase the writing units of study for grade levels that do not have it yet. Provide coaching and...	Conley, Tara	8/14/2017		6/1/2018 one-time
G3.B1.S1.MA1  M410513	Student engagement through classroom observations and Learning Walks	Rabener, Lauren	8/14/2017	Measured increase in student engagement during independent reading and small group instruction.	6/1/2018 semiannually
G3.B1.S1.MA1  M410514	Classroom library materials and bookroom materials will be bar-coded and labeled.	Rabener, Lauren	8/14/2017		6/1/2018 semiannually
G3.B1.S2.MA1  M410515	Walk-throughs and progress monitoring meetings of intervention groups	Monte, Robyn	8/14/2017	Fidelity Logs, Walk-through observations, student data	6/1/2018 quarterly
G3.B1.S2.MA1  M410516	Walk-throughs and progress monitoring meetings of intervention groups	Rabener, Lauren	8/14/2017	Fidelity Logs, student data, walk-through observations	6/1/2018 every-2-months
G3.B1.S2.A1  A378708	Meet with CLTs to engage in reverse data digs.	Rabener, Lauren	10/1/2017	iReady Data and Intervention Groups	6/1/2018 triannually

V. Professional Development Opportunities

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

G2. Increase the percent of learning gains in ELA from 70% to 75%.

G2.B1 While we are building our libraries through our PTA, we still lack engaging texts that students have access to read independently are lacking in classrooms. The bookroom at PCE is in need of more high quality text sets from a variety of publishers to support differentiated instruction.

G2.B1.S1 Provide classrooms with abundant classroom libraries of leveled texts representative of learners' needs that have a variety of genres and topics for students to read independently to increase stamina, fluency, and comprehension. Provide text sets from a variety of publishers to support small group instruction and book clubs.

PD Opportunity 1

Purchase classroom libraries that support the Units of Study in Teaching Reading at a variety of levels.

Facilitator

Tara Conley

Participants

All K-5 Teachers

Schedule

Semiannually, from 8/21/2017 to 3/30/2018

G2.B2 Teachers need a common guaranteed and viable writing curriculum.

G2.B2.S1 In order for students to understand and analyze text, it helps for them to see it through the eyes of a writer. Teachers are utilizing workshop style teaching in reading and see how it would be beneficial for our students in writing, too.

PD Opportunity 1

Purchase the writing units of study for grade levels that do not have it yet. Provide coaching and professional development on the implementation.

Facilitator

Tara Conley

Participants

All K-5 Teachers

Schedule

On 6/1/2018

G3. Increase the percent of student learning gains in the lowest quartile from 52% to 57%, in ELA.

G3.B1 Pedagogical shifts in instruction, misconceptions about student growth, time focused on other areas, attendance, motivation of L25 students.

G3.B1.S1 Through the PBIS/CD Team, provide professional development throughout the year on Growth Mindset. Initiate Spirit Days to celebrate successes and teach students about mindset. Provide parents information about fostering a growth mindset at home.

PD Opportunity 1

Purchase Growth Mindset Coach and Mindset for Learning

Facilitator

Beth Nassar

Participants

All K-5 Teachers

Schedule

Semiannually, from 8/21/2017 to 3/30/2018

G4. Increase the level of proficiency (Level 3) in ELA from 72% to 75%.

G4.B1 Lack of authentic text for students to engage with and practice new strategies for reading, inconsistent instructional materials (specifically writing and shared reading), and a lack of professional resources for teachers. A common writing curriculum would provide support to teachers and consistency for students as they progress through grade levels.

G4.B1.S1 Students need engaging texts that they can read with high accuracy and comprehend to strengthen the strategies they are learning in the classroom and become proficient readers. A guaranteed and viable curriculum in all ELA areas , including writing, would bolster student outcomes.

PD Opportunity 1

Create classroom libraries in K-5 classrooms and a bookroom to support the needs of diverse learners. Obtain Units of Study in Opinion, Narrative, and Informational Writing for all K-5 teachers.

Facilitator

Lauren Rabener/ Tara Conley/ District PD Initiative

Participants

Instructional Staff and School Leadership Team

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

G5. Increase proficiency (Level 3) in Math from 76% to 79%. Learning gains for all students will increase from 78% to 81%, and the lowest quartile from 59% to 63%.

G5.B1 The pedagogical shifts demanded by the Florida Standards and traditional algorithm teaching strategies is a barrier. Making sense of or problems and perseverance in solving them, reasoning abstractly and quantitatively, constructing viable arguments with justifications for problem solving and modeling mathematics is necessary for students to progress from concrete understanding to abstract reasoning with math strands and standards. Content and pacing is rigorous. Teachers are becoming familiar with diagnostic assessments and the implementation of common formative and summative assessments to guide them through the continual process of small group instruction and differentiated learning for each student.

G5.B1.S1 Teachers will engage in Collaborative Learning Teams which focus on how to analyze data and form instructional groups. Through Number Talks and Ready MAFS materials, they will plan for core instruction. Cognitive-Based Assessments will help to inform instruction along with other supplemental materials..

PD Opportunity 1

Collaborative Learning Teams will meet to look at data and plan instruction. The school will purchase Cognitive-Based Assessments and Practice Math to support supplemental and intensive intervention.

Facilitator

Steve Layson/Courtney O'Neal

Participants

Instructional Staff and School Leadership Team

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

G5.B1.S2 The ongoing process of the PLC Toolkit 2.0 is implemented as a guiding tool for curriculum, instruction, and assessment. This includes the unwrapping of standards, lesson plan development with the scales of progression in mind, and creating formative assessments.

PD Opportunity 1

Collaborative Learning Teams, Data Team Meetings, PD

Facilitator

Heather Padgett

Participants

Instructional Staff and School Leadership Team

Schedule

Monthly, from 8/15/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Create time for the Media Specialist to meet with groups of students for STEM enrichment in the LMC (Library Media Center) and the Maker's Space.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - Palm City Elementary School	General Fund		\$1,400.00
			Notes: Brain Pop Jr.			
2	G1.B1.S1.A2	Purchase materials for students to use in the morning before school and during Unstructured Play.				\$0.00
3	G2.B1.S1.A1	Purchase classroom libraries that support the Units of Study in Teaching Reading at a variety of levels.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - Palm City Elementary School	General Fund		\$6,000.00
4	G2.B2.S1.A1	Purchase the writing units of study for grade levels that do not have it yet. Provide coaching and professional development on the implementation.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - Palm City Elementary School	General Fund		\$3,000.00
5	G3.B1.S1.A1	Purchase Growth Mindset Coach and Mindset for Learning				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - Palm City Elementary School	General Fund		\$300.00
6	G3.B1.S2.A1	Meet with CLTs to engage in reverse data digs.				\$0.00
7	G4.B1.S1.A1	Create classroom libraries in K-5 classrooms and a bookroom to support the needs of diverse learners. Obtain Units of Study in Opinion, Narrative, and Informational Writing for all K-5 teachers.				\$0.00
8	G5.B1.S1.A1	Collaborative Learning Teams will meet to look at data and plan instruction. The school will purchase Cognitive-Based Assessments and Practice Math to support supplemental and intensive intervention.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0061 - Palm City Elementary School	General Fund		\$300.00
9	G5.B1.S2.A1	Collaborative Learning Teams, Data Team Meetings, PD				\$0.00
Total:						\$11,000.00