Palmview Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Palmview Elementary School

2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

Demographics

Principal: Robert Gibson

Start Date for this Principal: 7/1/2007

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (53%) 2016-17: B (54%) 2015-16: C (46%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Palmview Elementary School

2601 NE 1ST AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	97%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

We at Palmview Elementary Environmental Science Magnet School are dedicated to providing a meaningful, quality education where each individual student will achieve to his or her full potential. As positive role models, we will provide a safe, respectful and nurturing environment. We will create increasingly higher expectations, teach academic skills and model socially responsible behavior so that our students will develop and succeed.

Provide the school's vision statement.

Palmview Elementary School's vision is to provide a quality education through high academic standards in a safe environment.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Gibson, Robert	Principal	Establish and monitor the school's mission and goals that are aligned with the District's mission and goals through active participation on stakeholders' involvement in the school in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). Demonstrate that student learning is a top priority through leadership actions that build and support school-based learning systems focused on school success. Work collaborative to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessment. Manage the school operations and facilities in a way that maximizes the use of resources to promote a safe, efficient, legal and effective learning environment. Lead and manage organization processes for school operations including, but not limited to student discipline, student attendance, school finance and financial reporting and maintenance of the physical plant. In addition the principal role include recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. Establish and coordinate procedures for student teacher, parent and community evaluation of curriculum. Implement and monitor procedures to ensure that the rights of all children and their parents are protected.
Allen, Junoisier	Assistant Principal	The Assistant Principal conducts classroom observations and assists grade levels with planning and executing standards-aligned instruction. She also works with teachers to develop, implement, and analyze results of common assessments. She supports students' success through communication of high expectations, analysis of data and monitoring of progress. The assistant principal also attends to the discipline in the school and works with teachers, students, and families to address concerns. The assistant principal facilitates the efforts of the School Advisory Council and helps to manage the facilities. The Assistant Principal is an active participant in the MTSS school wide plan and makes school improvement recommendations regarding the data.
Duverneau, Emmanuel	Instructional Coach	The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice.The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc..). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Instructional Coach models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Instructional coaches work with

Name	Title	Job Duties and Responsibilities
		the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.
Adderley, Renea	Instructional Coach	The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice.The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc..). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Instructional Coach models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Instructional coaches work with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.
Perez, Linda	Instructional Coach	The Instructional Coach helps reflect on instruction and collaborate with teachers, encourage positive change in the school culture and promote the use of data analysis to inform teaching practice.The Instructional Coach facilitates family night academic events such as Literacy and Science nights. The Instructional Coach coordinates Student Recognition programs (AR, i-Ready, etc..). He/she creates systems of intervention to provide students with additional time and support for learning (pull out, push in). In addition to creating a schedule and coordinating student interventions and enrichment. Instructional Coach models reading or mathematical strategies in classrooms, evaluate academic needs within various subject areas and collaborate with teachers and administrators. He/she uses assessment data to improve instruction, and problem solve. Instructional coaches work with the school's Leadership Team and other constituent groups to determine the school's strengths and needs for improvement in the area of ELA and math in order to improve students' reading, writing, and math skills.
Green, Joline	Other	As the Exceptional Student Education (ESE) Specialists is responsible for providing support to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. The ESE Specialist facilitates school-wide training on and support for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementation of MTSS-related interventions. The ESE Specialist also facilitates enrollment and transition of new ESE students and assures appropriate placement and support for ESE students. She monitors academic progress of ESE students and conferences with students as needed. The ESE Specialist makes sure that students' IEP

Name	Title	Job Duties and Responsibilities
		accommodations are followed, and she also provides services to our Gifted students.
Standifer, Shayla	School Counselor	Palmview Elementary school counselor provide academic support, help students begin the career exploration process, educate students about self-awareness and self-esteem, teach problem-solving and conflict resolution skills, provide individual and small group counseling services and make referrals to outside services. Our school counselor also meet with parents or consult with external parties, such as child protective services or other social services agencies. As well as implements and coordinator school-wide initiatives such as student of the month breakfast, student of the week, quarterly award assemblies, Kids of Character Program, Anti-Bullying Program, Red Ribbon Week, After-School Clubs Program and the Panda Credit School-Wide Positive Behavior Reinforcement Program.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	98	94	97	91	94	106	0	0	0	0	0	0	0	580
Attendance below 90 percent	10	14	12	12	12	16	0	0	0	0	0	0	0	76
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	4	27	25	0	0	0	0	0	0	0	56

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	1	2	15	6	10	10	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
32

Date this data was collected or last updated
Wednesday 8/28/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	59%	57%	41%	55%	55%
ELA Learning Gains	54%	60%	58%	52%	58%	57%
ELA Lowest 25th Percentile	52%	54%	53%	52%	53%	52%
Math Achievement	59%	65%	63%	60%	61%	61%
Math Learning Gains	57%	66%	62%	71%	63%	61%
Math Lowest 25th Percentile	65%	53%	51%	63%	52%	51%
Science Achievement	25%	46%	53%	36%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	98 (0)	94 (0)	97 (0)	91 (0)	94 (0)	106 (0)	580 (0)
Attendance below 90 percent	10 ()	14 ()	12 ()	12 ()	12 ()	16 ()	76 (0)
One or more suspensions	0 ()	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	1 (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)	0 (0)	4 (0)	27 (0)	25 (0)	56 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	50%	60%	-10%	58%	-8%	
	2018	58%	59%	-1%	57%	1%	
Same Grade Comparison		-8%					
Cohort Comparison							
04	2019	54%	62%	-8%	58%	-4%	
	2018	38%	58%	-20%	56%	-18%	
Same Grade Comparison		16%					
Cohort Comparison		-4%					
05	2019	43%	59%	-16%	56%	-13%	
	2018	51%	56%	-5%	55%	-4%	
Same Grade Comparison		-8%					
Cohort Comparison		5%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	59%	65%	-6%	62%	-3%	
	2018	66%	63%	3%	62%	4%	
Same Grade Comparison		-7%					
Cohort Comparison							
04	2019	62%	67%	-5%	64%	-2%	
	2018	63%	63%	0%	62%	1%	
Same Grade Comparison		-1%					
Cohort Comparison		-4%					
05	2019	49%	64%	-15%	60%	-11%	
	2018	54%	62%	-8%	61%	-7%	
Same Grade Comparison		-5%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	59	56	25	48	50					
ELL	45	47	58	55	59	78	16				
BLK	54	58	53	56	57	63	26				
HSP	45	40		66	52	64	17				
FRL	53	54	51	59	57	62	26				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	24		30	24						
ELL	45	43	38	64	55	41	17				
BLK	52	55	49	61	53	34	45				
HSP	61	60	50	78	71	64	57				
FRL	53	53	49	65	56	40	46				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	42		35	58		17				
ELL	29	43	43	57	71	64	33				
BLK	42	54	51	57	68	61	43				
HSP	37	47	45	69	82		13				
FRL	40	52	52	59	71	63	34				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on last year's data, our school's lowest performance was science. This may be attributed to lack of professional learning development for teachers and students unable to read and comprehend text complexity. The professional development include: balanced literacy, small group instruction, anchor charts, science centers made simple and teaching science to support literacy.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science dropped significantly from 48% in 2017-18 to 25% in 2018-19. Student's lack of academic vocabulary was a major contributor to this decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our school scored 25% in science compared to 53% state average. Insufficient science resources such as test sample questions from the state and district played a role to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Math lowest 25% percentile showed the most improvement based on last year's data. We employed multiple strategies (Scaffolding, flexible groups) and programs (Morning and afternoon tutorials, Monitoring iready usage etc.) last year to improve this subgroup.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to our EWS data for the 2019 - 2020 school year our percentage of level 1's is a potential area of concern. In order to address this concern, Palmview Elementary employs various intervention strategies to improve the academic performance of students identified by the early warning system. The Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the leadership team determines whether the intervention(s) the students receive is effectively closing the gap. If it is determined that the intervention is not closing gap, the team adjusts the intensity, the frequency, the duration or the intervention. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data, iReady, BAS, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used:
Journeys Write in Reader
Journeys Toolkit
Phonics for Reading
Fundations
Quick Reads
Levled Readers
iReady
Touch Math
Go Math Intervention

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD students
2. ELL students
3. ELA profiency
4. Math proficiency
5. Science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA proficiency
Rationale	Based on the FSA scores, ELA will be our main focus to increase student achievement. We will utilize high effect size strategies during instruction, including, but not limited to graphic organizers, reciprocal teaching, and cooperative learning. We will also provide ongoing professional development to improve teachers' instructional practice, teacher ability to implement Balanced Literacy, increase teachers' knowledge of Florida Standards, enhance their ability to use data to drive instruction in order to prepare students to be college and career ready. Doing so, teachers will be able to teach students strategies in the areas of needs specifically oral language, fluency, phonics, phonemic awareness, vocabulary, and comprehension.
State the measurable outcome the school plans to achieve	For the 2019 - 2020 school year we would like to see our lowest 25th percentile to move from 52% to 65% in ELA. We would also like to see our SWD students to move from 38% to 60% in the areas of ELA and Math.
Person responsible for monitoring outcome	Robert Gibson (robert.gibson@browardschools.com)
Evidence-based Strategy	Instructional practices that will be used to provide targeted learning to help increase ELA goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Fundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Fundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Journeys Toolkit, Phonics for Reading, and Fundations.
Rationale for Evidence-based Strategy	Palmview Elementary School ensures that Tier 1 Standards-Based classroom instruction is being implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with Florida Standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with Florida Standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.
Action Step	

Description	1.Biweekly data chats with teachers to ensure student growth 2. Push-ins /pull outs during ELA and math instruction (Specific students based on data will be targeted) 3. Small group (Groups will be flexible to address weak standards or skills 4. ESE students being pulled out by ESE teachers (One for ELA and one for math) 5. Morning tutorial provided to ELA and math lowest 25th percentile.
Person Responsible	Junoisier Allen (jurea.allen@browardschools.com)

#2
Title	Student with Disabilities (SWD) Proficiency
Rationale	According to data, 38% of our students with disabilities made learning gains on the FSA English Language Arts assessment. This 2019-2020 school year we would like to see an increase of 12% in ELA for this subgroup. We will utilize the high-yield strategies and resources in inclusion classrooms as well as pull out support by the ESE Facilitator. The expected impact on student's learning and success will be evident with the upward growth on summative and formative assessments.

State the measurable outcome the school plans to achieve	For the 2019-2020 school year we would like to see 50% of the SWD students make adequate learning gains in this year's FSA ELA assessment.
Person responsible for monitoring outcome	Robert Gibson (robert.gibson@browardschools.com)
Evidence-based Strategy	Instructional practices that will be used to provide targeted learning to help increase the SWD goal will include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. The instructional practice and resources include small group instruction facilitated by the homeroom teacher and ESE Facilitator daily using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Fundations, and Leveled Readers.
Rationale for Evidence-based Strategy	Palmview Elementary School ensures that classroom instruction for SWD are implemented properly and effectively by use of our school-wide instructional focused calendars aligned with Florida Standards, which are collaboratively created by staff and coaches across each grade level. In addition, the lesson plan must align with the students' annual IEP. The students' progress with each standard is monitored and data is collected through bi-weekly formative assessments and monthly checkpoints. The data is analyzed and discussed in reference to instruction and instructional strategies.

Action Step
Description	1 Biweekly data chats with teachers to ensure student growth 2. Push-ins /pull outs during ELA block 3. Small flexible group with ESE Facilitator to address weak standards or skills 4. Morning ELA tutorial provided to SWD students in the lowest 25th percentile.
Person Responsible	Robert Gibson (robert.gibson@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Palmview Elementary School staff works diligently to invite parent participation in a variety of activities at the school such as PTA, SAC, Open House, Science Night, Literacy Nights, Gentlemen Game Night, the Ladies Soiree, Family Movie Nights and annual Talent Showcase. Palmview Elementary School's mission and vision are shared with parents through the School Advisory Council meetings and at various family night events. Parents are kept up-to-date about their child's progress through ongoing communication between the parent and teacher including agenda books, phone calls, emails, written notices, robot calls and conferences. Additionally, parents learn important information regarding expectations and standards for student learning through our Literacy and Science Nights.

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

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.

At Palmview Elementary School, Social Emotional Learning is explicitly taught and/or integrated school-wide and in classrooms as follows:

• School-Wide Positive Behavior Plan – emphasizes school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.
• School-Wide Incentive Programs – Panda Credits Reward System, Student of the Month Breakfast, Student of the Week, Award Assemblies and Principal's "A" All Star Luncheon.
• Power of Three – embeds explicit social and emotional expectations in the classroom culture.
• Quality instruction - supporting all learning as a social and emotional endeavor.
• Literature studies – ensuring that all literature includes social and emotional content.
• Active Supervision – engaging with students in a range of contexts.
• Class Meetings – engaging collaboratively around social and emotional matters.
• Themes & Topics - structured learning sequences focusing on chosen social and emotional matters.
• Counseling – therapy and other support services.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Palmview has one full time VPK class. To ensure school readiness, the VPK program provides literacy, math and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to

succeed in Kindergarten. An end of the year Creative Curriculum Continuum report detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the VPK students' progress in the program.

Palmview Elementary school provides a school calendar of events and flyers to local pre-schools. Students who are scheduled to enter the school starting at the Kindergarten level are invited to the Kindergarten Round Up at the end of the previous school year. This event is held at the end of every year, and welcomes new parents and students. They are able to tour the school, meet the Kindergarten teachers, and ask questions to get ready for the next school year. Then parents have the summer to put into place strategies learned to ready students for the upcoming school year. Prior to students starting Kindergarten they attend an Orientation the day before school starts. This event allows parents and students to see their new classroom, meet the teacher, and learn kindergarten expectations and procedures.

After the school year is in full swing, the Kindergarten Team hosts a Family night. This event covers strategies to help students and parents succeed! Teachers also conference with parents individually to meet individual need. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

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.

At Palmview Elementary School instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. All school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. The school personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

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

In order to create a college and career readiness awareness at Palmview Elementary School, several business and community organization partnerships have been established through our Partners in Education program. Through this partnership, businesses and organizations are invited to participate in our annual Career Day event. During this time, several professionals visit our classrooms and educate our students about their chosen career path. Professionals share their skills and the necessary steps taken to obtain their desired career. Palmview Elementary school has created a career readiness and college awareness culture by celebrating "College Week" each school year. During "College Week" students and teachers participate in college related activities, contests and projects. Throughout the week, students and school staff are encouraged to wear college shirts and college colors.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: ELA proficiency**				**$17,360.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	1131 - Palmview Elementary School	General Fund	583.0	$3,500.00
		Notes: Teachers and Support Staff will participate in District and School-Based professional development in Balance Literacy, Small Group Instruction,Shared Reading, Intentional Read Aloud, Guided Reading, Shared Writing and Level Literacy Intervention (LLI).				
	3350	120-Classroom Teachers	1131 - Palmview Elementary School	Title, I Part A	300.0	$10,000.00
		Notes: Students in grade 3-5 will participate in small group, Extended Learning Opportunities (ELO) in the after school tutoring camps two time weekly. The camps will be facilitated by classroom teachers.				
	3350	120-Classroom Teachers	1131 - Palmview Elementary School	School Improvement Funds	300.0	$3,860.00
		Notes: Students in grade 3-5 will participate in small group, Extended Learning Opportunities (ELO) in the after school tutoring camps two time weekly. The camps will be facilitated by classroom teachers.				
2	III.A.	**Areas of Focus: Student with Disabilities (SWD) Proficiency**				**$0.00**
					Total:	**$17,360.00**