2013-2014 SCHOOL IMPROVEMENT PLAN

Palmetto Elementary School

5801 PARKER AVE

West Palm Beach, FL 33405

561-202-0400

www.edline.net/pages/palmetto_elementary_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	95%

Alternative/ESE Center	Charter School	Minority Rate
No	No	92%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	C

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Palmetto Elementary School

Principal
Gladys Harris

School Advisory Council chair
Carol Pumpian

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michelle Mohl	Teacher
Susan Easley	ESE Coordinator
Licea-Hoffman	Guidance Counselor
Gladys Harris	Principal
Danny Moya	Assistant Principal
	Psychologist

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Representing our SAC are the Principal, SAC Chair, 3 teachers, and 13 parents and 1 business partner. The Principal oversees all SAC activities including approval of SAC agenda and voting of members. The chair person creates the SAC agenda, facilitates the update and review of the By-Laws, introduces the focus of the agenda and concludes the meeting with a survey. There is a secretary taking the minutes during the meeting. These minutes are typed and addressed and approved at the beginning of every SAC meeting. The Principal, 3 teachers, 13 parents and 1 business partner are the voting members of SAC.

Involvement of the SAC in the development of the SIP

The SAC will be reviewing the SIP on our October SAC meeting. The Principal will review all the goals, strategies and barriers with all the members. The members will have the opportunity to comment, make

suggestions and ask any questions for any of the parts of the SIP. As always, Community Language Facilitators will be present for translation of the presentation of the SIP. The voting members will then vote on approval of the SIP.

Activities of the SAC for the upcoming school year

The SAC meets on a monthly basis to discuss pertinent information specifically related to Palmetto Elementary School. Data is presented to the members of SAC i.e. End-year FCAT 2.0 results, September and December Fall and Winter Diagnostic results. Any data affecting student achievement is brought before the members so the community works with the school to problem solve. Topics for the upcoming school year are as follow but not limited to: Students Attendance, Number of Tardy, Homework Importance, "What makes Palmetto a Title 1 School?" & Tutorial to extend the minutes of the school day.

Projected use of school improvement funds, including the amount allocated to each project

Staff Development to address student achievement in Math, Reading & Writing.
Tutorial for students in grades 3, 4 & 5 beginning in September - April for Reading, Math & Writing
Tutorial to support second grade students repeating the 2nd grade beginning in January for Reading.
Materials to support Professional Development and Tutorial needs., i.e. but not limited to: copy paper, chart paper, ink cartridges to run EDW reports, funds to pay tutorial staff,

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Gladys Harris		
Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Bachelors Elementary Education, Florida Atlantic University Masters in Foundations of Education - Cultural Diversity , Florida Atlantic University Certifications Elementary Education; Ed. Leadership, ESOL Endorsed
Performance Record	2012-2013 - Palmetto Elementary - Grade "B" 68% Proficiency in Reading 73% Proficiency in Math 67% Proficiency in Writing 53%Proficiency in Science Learning Gains: Reading 66%, Math 51%, Lowest 25% Learning Gains: 66% Reading, 51% Math Points Earned: 495 2011 - 2012 - Palmetto Elementary - Grade "A" 46% Meeting High Standards in Reading 55% Meeting High Standards in Math 59% Meeting High Standards in Science 78% Meeting High Standards in Writing Learning Gains: Reading 74%, Math 79%, Lowest 25% Learning Gains: Reading 86%, Math 84%, Points Earned:104 2010-2011: West Gate Elementary - Grade B Met 82% of AYP Criteria. None of the subgroups made AYP in Reading and all but the Black subgroup made Safe Harbor in Math. Points Earned: 517 2009-2010: West Gate Elementary - Grade B Met 69% of AYP Criteria. No subgroup made AYP levels of proficiency or safe harbor. Points Earned: 514

Danny Moya		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	BA - Psychology, State University of New York at Stony Brook; MS - Educational Leadership; Nova University; Educational Leadership, Elementary Education, ESOL and PE Certification
Performance Record	2012-2013 - Palmetto Elementary - Grade B 68% Proficiency in Reading 73% Proficiency in Math 67% Proficiency in Writing 53%Proficiency in Science Learning Gains: Reading 66%, Math 51%, Lowest 25% Learning Gains: 66% Reading, 51% Math Points Earned: 495 2011-2012 Assistant Principal of Barton Elementary 2010-2011 Grade D, Reading Mastery: 49%, Math mastery: 54%, Science Mastery: 47% Lowest 25% making learning gains in reading: 58%, Lowest 25% making learning gains in math: 65%, AYP:Total Black, Hispanic FRL, ELL and SWD did not make AYP in Reading or Math 2009-2010- Grade C - Reading Mastery: 50%, Math mastery: 53%, Science Mastery 29%, Lowest 25% making learning gains in reading: 63%, lowest 25% making learning gains in math: 59%; AYP 74% Black, FRL, ELL and SWD did not make AYP in Reading or math.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Alice Harper		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Certified: ESOL Elementary Education, Elementary Education Pre-K - 6, ESE K-12, Masters Reading K-12
Performance Record	2012-2013 Palmetto Elementary - Grade B 68% Proficiency in Reading 73% Proficiency in Math 67% Proficiency in Writing 53%Proficiency in Science Learning Gains: Reading 66%, Math 51%, Lowest 25% Learning Gains: 66% Reading, 51% Math Points Earned: 495 2011 - 2012 - Palmetto Elementary Grade "A" 46% Meeting High Standards in Reading 55% Meeting High Standards in Math 59% Meeting High Standards in Science 78% Meeting High Standards in Writing Learning Gains: Reading 74%, Math 79%, Lowest 25% Learning Gains: Reading 86%, Math 84%, Points Earned: 104Palmetto Elementary 2010 - 2011 - Palm Beach County District Office 2009-2010 - Galaxy Elementary - Grace C - Reading Mastery 50%, Math Mastery 54%, Science Mastery - 17%, Writing Mastery, 70%, AYP: NO, 2008-2009 - Galaxy Elementary - Grade "C" Reading Mastery 48%, Math Mastery 49%, Science Mastery - 33%, Writing 78%, AYP: NO

Luisa Banks		
Full-time / District-based	Years as Coach: 2	Years at Current School: 3

Areas	Mathematics
Credentials	Bachelor's degree in Elementary Ed K-6 ESOL Endorsement - Elementary Education K-6
Performance Record	2012-2013 - Palmetto Elementary - Grade B 68% Proficiency in Reading 73% Proficiency in Math 67% Proficiency in Writing 53%Proficiency in Science Learning Gains: Reading 66%, Math 51%, Lowest 25% Learning Gains: 66% Reading, 51% Math Points Earned: 495 2011 - 2012 - Palmetto Elementary Grade "A" 46% Meeting High Standards in Reading 55% Meeting High Standards in Math 59% Meeting High Standards in Science 78% Meeting High Standards in Writing Learning Gains: Reading 74%, Math 79%, Lowest 25% Learning Gains: Reading 86%, Math 84%, Points Earned: 104 2010 - 2011 Palmetto Elementary - Grade "C" Reading Mastery: 65% , Math Mastery 65%, Science Mastery: 54%, Writing Mastery 85%, AYP: No Starlight Cove Elementary 2009-2010 - C 72% 2008-2009 - B 85% 2007 - 2008 - B 85%

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
32, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 100%

 # ESOL endorsed
31, 97%

 # reading endorsed
3, 9%

 # with advanced degrees
23, 72%

 # National Board Certified
3, 9%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
3, 9%

 # with 6-14 years of experience
7, 22%

 # with 15 or more years of experience
22, 69%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
16

 # receiving effective rating or higher
16, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Open door policy by the Principal and Assistant Principal for all Staff.
Offer high quality professional development opportunities.
Hire only highly qualified instructional and non-instructional staff.
Teachers coaching teachers providing a share leadership environment

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor will participate in the district's ESP mentoring program and complete all the required activities. These activities include effective strategies for lesson planning, creating a successful classroom management system, self-evaluation of a recorded lesson, identifying viable resources to use as assessment, as well as observing a veteran teacher during a lesson. The plan includes on-

going collegiality and collaboration practices to promote a positive working relationship and interaction between the mentor and new educator.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based RTI Leadership Team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not meeting identified academic targets. Once identified students are referred to the school-based RtI Leadership Team.
The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI resource teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.
*Problem Solving Model -
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of student's response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

School Based Team Chair - conducts and leads all meetings, collects pertinent data from teachers on students, organizes files, keep student confidential records.
ESE Coordinator - Monitors progress of RtI cases to determine when a student needs further testing by analyzing data of Tier 3 or possible Child Study Case.
Principal - Oversees all stakeholders, monitors student progress by conducting data chats with team
Teachers - Conducts monitoring assessments of student progress, refers student to SBT team for intervention recommendations.
Psychologists - Analyzes case files data for accuracy and determination of Tier 3 or Child Study Case.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Using of previous year's data, information on Tier 1, Tier 2, and Tier 3 targets to determine deficient areas and instructional materials needed for intervention.

Administration will conduct meetings with SBT to monitor teacher professional development needs. Administration will also conduct data chats with teachers to monitor Tier 1, Tier 2, and Tier 3 student progress.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

BASELINE DATA:
Florida Comprehensive Assessment (FCAT 2.0)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes / Literacy Performance Assessments
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
MIDYEAR DATA:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes / Literacy Performance Assessments
Progress Monitoring and Reporting Network (PMRN)
K-4 Literacy Assessment System
FAIR
END-YEAR DATA:
Florida Assessment for Instruction (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Members of the school-based team (SBT) will provide in-service to the faculty on designated faculty meeting days. These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model consensus building
Positive Behavioral School Wide Intervention and Support (PBSWIS)
Data-Based decision-making to drive instruction
Progress Monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading
Individual professional development will be provided to classroom teachers as needed

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 6,000

Reading intervention program will be provided before and after school during the week for students that exhibit non-proficient reading behaviors.
Writing tutorial will be provided to fourth grade students after school during the week and on Saturdays to provide more time on task using a combination of effective strategies from various writing programs. Science tutorial will be provided to fifth grade students before school to increase time on science task. Teachers will meet, plan, and analyze data to plan future instruction based on data results. Teachers will receive professional development at the District level as well as the School Center to increase knowledge of subject area.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Running Reading Record results will be used as the final indicator to determine if student tutorial participation resulted in success by increased Reading level. Running Reading Record will be used as Baseline data and end of tutorial program data. Formative assessments will be used to monitor weekly progress.
Frequent Prompt Writing will be required of all students to include all the components and genre of writing required of fourth graders - planning, narrative and expository writing, etc... Prompts will be doubled scored by two scorers for validity. Students will confer with teachers to revise writing pieces. Students will receive a base line benchmark test before program starts to use as baseline and to determine gap in learning. Data results will drive instruction.

Who is responsible for monitoring implementation of this strategy?

Principal and Teachers will monitor implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dawna Poirier	1st GradeTeacher
Shereen Richards	3rd Grade Teacher
Cynthia White	2nd Grade Teacher
Cheryl Geller	5th Grade Teacher
Gail Regotti	ESOL Teacher
Alice Harper	Reading Coach
Chelsea Williams	Teacher On Assignment
Gladys Harris	Principal

Name	Title
Denise Green	.5 Literacy Resource/.5 Gifted

How the school-based LLT functions

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building focusing on areas of literacy concerns across the school. The principal, reading coaches, reading teachers, content area teachers, and other members serve on the team. The goal is to meet once a month. Agenda topics include formulation of a goal for the year. Data is analyzed to come with the primary focus for the year. Progress toward the goal is monitored. Identification of new strategies and activities to implement are discussed. As additional Literacy needs and concerns arise, the LLT investigates the concerns, studies and plans a course of action, implements the action, analyzes the effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

Major initiatives of the LLT

The LLT plays an integral role is fostering a rich literacy environment at the school for all students and staff.
The team builds professional relationship, collaboration, and a literacy culture. Initiative are based on literacy-related data and needs assessments related to school, including literacy achievement, motivation and building a community of readers. This is a continuous process throughout the school year.
School classroom libraries are up and maintained by students under teacher supervision.
Students increase their reading time and grow a love for reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Palmetto will hold its Kindergarten "Meet the Teachers" preschool week. This gives the students and parents an opportunity to meet their teacher, visit the classroom and learn valuable information about the upcoming new year.
Palmetto has a yearly Kindergarten Round-Up for incoming students, which has been very successful in registering in-coming students for the new school year. Through the use of a Power Point Presentation our teachers inform parents of grade level standards,. procedures related to our school and discuss readiness for entering Kindergarten.
Palmetto will target preschool programs and child-care centers where our students are coming from and set up opportunities to visit these schools and develop a dialogue back and forth to discuss the needs of the students from a standpoint of what skills these students should be exposed to before entering Kindergarten. In addition, information will be provided to parent in their home language regarding the Universal Pre-K programs so that these parents are able to take advantage of this opportunity and give their children the experience of preschool preparation.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	45%	No	58%
American Indian				
Asian				
Black/African American	23%	37%	Yes	31%
Hispanic	55%	43%	No	60%
White	53%	56%	Yes	58%
English language learners	46%	31%	No	51%
Students with disabilities	30%	27%	No	37%
Economically disadvantaged	51%	43%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	29%	51%
Students scoring at or above Achievement Level 4	42	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	174	66%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	41	66%	86%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	111	43%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	18%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	39	15%	20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	35	42%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	50%	Yes	55%
American Indian				
Asian				
Black/African American	30%	21%	No	37%
Hispanic	51%	52%	Yes	56%
White	58%	56%	No	63%
English language learners	44%	42%	No	50%
Students with disabilities	30%	26%	No	37%
Economically disadvantaged	48%	49%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	31%	40%
Students scoring at or above Achievement Level 4	49	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	134	51%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	51%	65%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	40%	45%
Students scoring at or above Achievement Level 4	12	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		1%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	543	90%	95%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	19	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	29	5%	2%
Students who are not proficient in reading by third grade	72	66%	45%
Students who receive two or more behavior referrals	6	6%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Provide Literacy Night with Tips for Reading and Writing.
Parent Conferences conducted with all parents for first report card. Also every six weeks for struggling students.
Implementing Arts Integration strategies to provide multiple ways of learning.
Provide Math Night to equip parents with Math strategies to use at home with students
Invite parents to School Based Team Meetings when their child is being discussed
Standard Based Report Card parent training
Parents invited to Celebration of Learning in the K-2 classrooms
Parents invited to student Trimester Awards for 3rd, 4th and 5th grade students.
Parents considered part of the IEP team for students enrolled in the ESE program and are decision makers for their child individual education plan.
Parents will be invited to attend Monthly School Advisory Council by numerous ways; marquee, parent link, flyers, word of mouth.
Parent will be invited to attend Monthly Parent University by numerous ways: marquee, parent link, flyers, word of mouth.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC increased attendance	40	50%	55%

Area 10: Additional Targets

Additional targets for the school

Palmetto Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
History of Holocaust
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
K- 5			100%

Goals Summary

G1. 65% of students in grades 3-5 will score level 3 or higher on Math FCAT 2.0

G2. 60% of our student population in grades 3-5 will score a 3 or above on the 2014 Reading Annual Measurable Objectives (AMO's) in Reading FCAT 2.0

G3. 81% of fourth grade students will score at achievement level 3.5 or higher in Writing FCAT 2.0

G4. Teachers will implement a school-wide journal writing system across all content areas

Goals Detail

G1. 65% of students in grades 3-5 will score level 3 or higher on Math FCAT 2.0

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Coach to provide in classroom support to teachers and students. Math Coach supports teachers by modeling lessons. The coach also helps gather resources to assist teachers in planning instruction and evaluating instruction. Supports subgroups by assisting in evaluating students data. Works with low 25% as needed.

- Area 5 Support Math Specialist to provide in classroom support to teachers and students.

- Math Focus Calendar Lessons provided for teachers to follow a rigorous and focused plan.

- Learning Team Facilitator and Math Coach provide grade level assistance to analyze various students data: fall and winter diagnostic, Think Central Assessments, formative assessments

- On going staff development provided on a monthly basis - topics: differentiated instruction, usage of item specs to bring up rigor and level of instruction

- Focus calendar lessons are aligned to FCAT 2.0 Benchmark Assessments and New Standards - blended curriculum available and must be used by all teachers of Math

- Purchase chart paper, training materials, ink for EDW reports, professional books, chart paper

- Travel in-county /out-county workshops to include registration fee and travel expenses

Targeted Barriers to Achieving the Goal

- Time Constraints due to schedules - more time on task needed

- Using individual student data to implement appropriate differentiated instruction through Guided Math groups & manipulative tools.

Plan to Monitor Progress Toward the Goal

Monitor Bi-Weekly charted data on individual struggling students and conduct data chat with teachers to determine growth towards goal.

Person or Persons Responsible
Principal, Assistant Principal

Target Dates or Schedule:
Bi-Weekly beginning in September - April

Evidence of Completion:
Continue, intensify, modify or terminate based on data results -successful response (65% or higher), Questionable response (64% - 45%) , Low response (below 45%)

G2. 60% of our student population in grades 3-5 will score a 3 or above on the 2014 Reading Annual Measurable Objectives (AMO's) in Reading FCAT 2.0

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Classroom libraries organized by Fountas & Pinell levels, by lexile for reading counts, or by genre. These resources will ease student access to "just right books" (independent reading level books available to all students)

- Time for teachers to organize level libraries.

- Teachers providing guided reading to student groups based on student instructional level to help student move up levels. Guided Reading techniques and modeling will be delivered during Learning Team Meetings and Professional Development

- Area 5 Support and Coaches will model to teachers as well as work with student groups consisting of 5 - 6 students on similar instructional level. Providing Benchmark Focus Calendar lessons and Core-K-12 assessments will be available to analyze and monitor student progress on targeted Benchmark.

- Rigorous Stem Questions for students to independently write in response to any reading in their reading notebooks. Students must site evidence from the text to support their responses.

- All classrooms to display Daily 5 behaviors as framework for the 90-minute block. Daily 5 structure is particularly needed during the guided reading part of the 90-minute block where students who are not in small group must be in activities that is rigorous work in reading, i.e. Writing to Read, Response to Reading by using rigorous stem questions. Resource not limited to any of these activities.

Targeted Barriers to Achieving the Goal
- Teacher inspecting what they expect in the quality of students responses to rigorous stem questions in reading notebooks. Making sure to confer with students and write descriptive feedback to equip students with written response strategies

- Time constraints. Not enough time to re-teach and re-assess benchmark when students do not meet proficiency.

Plan to Monitor Progress Toward the Goal

Data will be collected weekly, and twice a month to determine growth towards the goal.

Person or Persons Responsible
Teachers will collect data for their individual classes. Principal and Assistant Principal will collect data from teachers to determine school progress toward the goal.

Target Dates or Schedule:
Bi-Monthly

Evidence of Completion:
Based on data resulted in evidence of Step 7 the team will reconvene to continue, intensify modify or terminate. Re-evaluation will occur in all aspect as needed.

G3. 81% of fourth grade students will score at achievement level 3.5 or higher in Writing FCAT 2.0

Targets Supported
- Writing

Resources Available to Support the Goal
- Support from Area 5: providing focus calendar lessons, grammar bell ringers, modeling in the classroom, and working with students on specific writing skills.

- Provide tutorial to all students before, during or after school & Saturday tutorial,schedule writing for more than 60 minutes daily (increase time on writing task),

- Follow focus calendar and common language of instruction providing students with a single school culture for writing - for example all teachers teach using same form planning for students - narrative writing - use timelines to plan

- Provide time with substitute coverage for teachers to meet to discuss areas in students writing needing improvement.

- Double scoring of all prompt writing practice to ensure validity of scores,

- Travel to in-county/out-county workshops to include registration fee and travel expenses

- Purchase chart paper, training materials, markers, pencils, pens, colored copy paper and white copy paper

Targeted Barriers to Achieving the Goal
- Attendance of students to tutorial program

- Limited data analysis.

Plan to Monitor Progress Toward the Goal

Weekly look at Prompt writing from student in tutoring to determine progress towards the goal.

Person or Persons Responsible
Principal, Tutorial Coordinator

Target Dates or Schedule:
Every Friday of the week

Evidence of Completion:
Based on data results (individual student growth) the team will plan to address each type of progress. i.e. successful, questionable, and poor progress. We will then revisit targeted barriers as conditions change throughout the school year to re-evaluate order and impact of barriers.

G4. Teachers will implement a school-wide journal writing system across all content areas

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Journal Notebook, Interactive Notebook, Professional Development, Reading Coach, (two) .5 reading resource teachers, materials and facilitators for parent training.

- .5 Reading Coach, (two) .5 Reading Resource teachers

Targeted Barriers to Achieving the Goal

- Teachers who currently use a different journal writing approach.

Plan to Monitor Progress Toward the Goal

Continuous conversation with teachers and students regarding journal writing across all content areas. Use data to determine students level of understanding on grade level content benchmark.

Person or Persons Responsible
Teachers, Reading Coach, Assistant Principal, Principal

Target Dates or Schedule:
Mid-Term Report Card (every 6 weeks)

Evidence of Completion:
Student notebooks will be collected and analyzed by teachers, coach, A.P. and Principal. It will be displayed to use for student discussion.

Action Plan for Improvement

Problem Solving Key

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

G1. 65% of students in grades 3-5 will score level 3 or higher on Math FCAT 2.0

G1.B1 Time Constraints due to schedules - more time on task needed

G1.B1.S1 Match coach, ESE teachers, Area 5 Support Math Specialist and Tutorial teachers to work with small groups of students during Math Block and during after school and Saturday tutorial

Action Step 1

Analyze data to determine struggling students needing support Meet with all stakeholders to create Focus Calendar that addresses the students Math Academic needs Hire teachers to run after school tutorial The plan must contain a re-teach and re-assess component

Person or Persons Responsible

Math Coach, Area 5 Math Specialist, Principal, Assistant Principal

Target Dates or Schedule

September - April

Evidence of Completion

Weekly Progress Monitoring Data

Facilitator:

Math Coach, Area 5 Math Specialist, Learning Team Facilitator

Participants:

Math Teachers in Grades 3-5

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

Staff Development on data analysis, grade level item specs, monitoring strategies and techniques will be provided to teachers

Person or Persons Responsible

Math Coach, Area 5 Math Specialist, Learning Team Facilitator

Target Dates or Schedule

Weekly during the months of September through April

Evidence of Completion

Student weekly data results will reflect growth towards the goal

Plan to Monitor Effectiveness of G1.B1.S1

Fall and Winter Diagnostic, Think Central Assessments Results, Formative Assessments

Person or Persons Responsible

Math Coach, Learning Team Facilitator

Target Dates or Schedule

Bi-Weekly - September through April

Evidence of Completion

Successful Response: 65% or higher on assessments Questionable Response: 64% - 45% Low Response: Below 45%

G1.B4 Using individual student data to implement appropriate differentiated instruction through Guided Math groups & manipulative tools.

G1.B4.S1 Provide Staff Development so teachers learn how to use specific data to determine differentiated small group instruction for all students to include the low 25%. i.e. struggling students and high 25% student enrichment

Action Step 1

Substitutes teachers available to work with students while teachers attend PDD. Provide EDW Staff Development for teachers in grade 3-5 using Fall Diagnostic Results. Analyze data and determine differentiated ways to support students math learning needs. Create target lessons and assessments to use as instruction for students in the low 25%. Create target lessons and assessments to use as instruction for students in the high 25%.

Person or Persons Responsible

Area 5 EDW Specialist, Math Coach, Learning Team Facilitator

Target Dates or Schedule

October 18 for Fall Diagnostic Data - December's Winter Diagnostic

Evidence of Completion

Differentiated instruction lessons. Differentiated Assessments results. Students self-tracking chart.

Facilitator:

Area 5 EDW Specialist, Math Coach

Participants:

Teachers

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

Hands-On Educational Data Warehouse (EDW) training will be provided and maintained. Teachers and students will receive support in interpreting data. Students will receive instruction on how to graph and track their own progress. Differentiated lessons will be created and administer to address small group needs Differentiated assessments will be provided to monitor student progress

Person or Persons Responsible

EDW Specialist, Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Completion of EDW training Students graph of individual progress Assessments results

Plan to Monitor Effectiveness of G1.B4.S1

Tracking of Student Progress Chart Charted Assessment Results of Individual Students

Person or Persons Responsible

Math Coach, Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Successful Response: Students Tracking Charts are up-to-date Assessments Results 65% or above Teachers are equipped and able to create differentiated instructions using data Questionable Response: Students tracking charts are partially done Assessments results 64% - 49% Teachers hesitate to apply what they learned but produce some differentiated lessons using data Poor Response: Students tracking charts are not complete Assessments results below 49% Teachers not responding to training and student needs

G2. 60% of our student population in grades 3-5 will score a 3 or above on the 2014 Reading Annual Measurable Objectives (AMO's) in Reading FCAT 2.0

G2.B4 Teacher inspecting what they expect in the quality of students responses to rigorous stem questions in reading notebooks. Making sure to confer with students and write descriptive feedback to equip students with written response strategies

G2.B4.S1 Teachers to monitor students independent reading notebooks by checking responses on a weekly basis. Principal will randomly select students reading notebooks on a weekly basis to assess responses to high level rigorous stem questions.

Action Step 1

Teachers instruct students on how to respond in notebooks by modeling some rigorous stem questions during interactive read aloud or guided reading block. Principal and Assistant Principal randomly selects notebooks during classroom observations. to assess responses in students' notebooks.

Person or Persons Responsible

Teachers, Principal, Assistant Principal, Reading Coach, Area 5 Reading Support

Target Dates or Schedule

Daily for teachers Weekly for Principal and Assistant Principal

Evidence of Completion

Progress monitoring will be measured by quality of students response to rigorous stem questions and sited evidence. Response must contain the high quality of a sentence structure, conventions, and appropriate response to the question. Students should continuously show progress towards proficiency of grade level expectations when expressing response to questions.

Facilitator:

Reading Area Support Specialist, Learning Team Facilitator, Reading Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Teachers will receive support when attending Learning Team Meetings, during Professional Development. They will also receive guidance in classroom as coach and specialists model working with student groups to provide on-hand experience for teachers.

Person or Persons Responsible

Reading Area Support Specialist, Reading Coach

Target Dates or Schedule

Daily in classroom coaching and guidance. By-Monthly Learning Team Meetings Monthly Professional Development Training

Evidence of Completion

Analyze results of Bi-Monthly Multiple Benchmark Assessments (MBA) short/long response students answers to questions.

Plan to Monitor Effectiveness of G2.B4.S1

Responses in notebook will be collected and analyzed by teachers, Principal and Assistant Principal. Analysis of responses in Multiple Benchmark Assessments.

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Successful response: Students receives proficiency level of 3 or higher in content in reading notebook and Multiple Benchmark Assessment answer to short/long response questions Questionable response: Student receives a level 2 in response to questions in reading notebook as well as in MBA Poor response: Student receive a level 1 or lower in response to questions in reading notebook as well as in MBA.

G2.B4.S2 Professional development for teachers to learn how to create high level rigorous stem questions using grade level item specs and Depth of Knowledge (DOK) Level Chart for structure, rigor and content.

Action Step 1

Teachers will participate in Learning Team Opportunities and Professional Development to obtain strategies to create rigorous stem questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-Monthly Learning Team Opportunities and Monthly Professional Development

Evidence of Completion

Series of Stem Questions reflecting rigor as compared to high level of Bloom's Taxonomy and level three of Depth of Knowledge (DOK) levels.

Facilitator:

Reading Coach, Reading Area Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Teacher will receive feedback to make adjustment necessary for student growth towards the goal.

Person or Persons Responsible

Reading Coaches, Area Reading Specialist, Learning Team Facilitator. Monitoring process will be the Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher notations in students reading notebooks reflects understanding of Dept of Knowledge level three activities.

Plan to Monitor Effectiveness of G2.B4.S2

Students notebooks will be collected to analyze data (response to rigorous questions) as compared to DOK and Bloom's Taxonomy. Multiple Benchmark answers to questions will be collected and charted to determine progress.

Person or Persons Responsible

Reading Coach, Reading Specialists, Learning Team Facilitator, Principal, Assistant Principal

Target Dates or Schedule

Weekly, Twice a month

Evidence of Completion

Team will revisit targeted barriers and address strategy to continue, intensify, modify, or terminate based on data collected in notebooks and on MBA.

G2.B8 Time constraints. Not enough time to re-teach and re-assess benchmark when students do not meet proficiency.

G2.B8.S1 Provide Reading tutorial before, after school as well as on Saturday for non-proficient students to re-teach and re-assess targeted Benchmarks.

Action Step 1

Determine students needing tutorial Hire teachers to provide tutorial to a small group of students Get necessary materials to run tutorial program. i.e. copy paper, pencils, ink cartridges for copy machines and printers, chart paper, journal notebooks, markers.

Person or Persons Responsible

Tutorial Coordinator

Target Dates or Schedule

September - April

Evidence of Completion

Progress monitoring will occur weekly by analyzing benchmark reassessment formatives.

Facilitator:

Learning Team Facilitator, Reading Coach

Participants:

Teachers, Tutorial Staff

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Teacher will instruct students on targeted benchmark needing reassessment and will evaluate students' learning using new assessment of targeted benchmark Principal will conduct classroom observations during tutorial Principal will analyze data and interview students to determine progress.

Person or Persons Responsible

Teacher, Tutorial Staff, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Targeted Benchmark Assessment results

Plan to Monitor Effectiveness of G2.B8.S1

Targeted Benchmark data results will be collected to determine effectiveness of instruction.

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Successful response: all students obtain 65% or higher on targeted benchmark assessment Questionable response: 1/2 of students obtain 65% or higher on target benchmark assessment. Poor response: 1/4 of students receive 65% or higher on target benchmark assessment.

G3. 81% of fourth grade students will score at achievement level 3.5 or higher in Writing FCAT 2.0

G3.B2 Attendance of students to tutorial program

G3.B2.S1 Provide tutorial before school hours and also after school making sure to tap the students attending the after care school program. Provide tutorial during fine arts block except days students attend PE. Provide breakfast for students attending Saturday tutorial

Action Step 1

Send invitations home as permission slips to begin after school tutorial in September. Send invitations home as permission slips to begin Saturday tutorial in October. Students that are not receiving tutoring will be tutored during Fine Arts except PE.

Person or Persons Responsible

Teachers, Area 5 support team, coaches

Target Dates or Schedule

Beginning in September 2013

Evidence of Completion

Student Attendance Record, Assessment Results, Writing Prompt analysis

Facilitator:

Area 5 Writing Support Learning Team Facilitator

Participants:

Fourth Grade Teachers, Tutorial Teachers, Tutorial Coordinator

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers will receive training on scoring and interpreting scores of writing prompts. Modeling will occur in classrooms to show teachers ways to implement lessons found in focus calendar. Teachers will be led through investigation of previous year students strengths and weaknesses in writing using previous year writing samples.

Person or Persons Responsible

Principal, Assistant Principal, Area 5 Writing Support, Learning Team Facilitator, Tutorial Coordinator

Target Dates or Schedule

Weekly beginning in September

Evidence of Completion

Student Attendance, Writing Prompt Analysis, Conferring with students

Plan to Monitor Effectiveness of G3.B2.S1

Writing Prompts data (actual scores) will be collected bi-weekly to determine students growth.

Person or Persons Responsible

Teachers will collect data on their perspective students. Principal will chart and average data to input in Google share point.

Target Dates or Schedule

Bi-Weekly. Meet with team to evaluate student progress and adjust instruction based on student needs. Conduct daily observations in classrooms to interview students and view individual growth.

Evidence of Completion

Successful progress: Students average scores increasing towards the goal of 3.5 or higher Questionable progress: Slow growth towards the goal Poor progress: Some students not moving towards the goal - WHY? Look at attendance and level of instruction

G3.B4 Limited data analysis.

G3.B4.S1 Conduct Palmetto Writes administration as formative assessment a minimum of twice a month and use assessment results to determine student growth. Remediation will be provided for individual students through conferencing with a Kiss (mention of specific strength), a Wish (mention of weakness to work on) and Next Step (mention of specific action student must take when he/she returns to revise work). All this analysis based on individual students' prompt response and score. Teachers will maintain a conferencing log on all students. Teachers will attend in-county writing workshop to enhance their conferencing skills.

Action Step 1

Students write to a prompt for at least 60 minutes twice a month. Teachers double score the prompts and analyze results. Teachers meet with students to confer and give guidance using the Kiss, Wish and Next Step form. Teachers keep a conference log showing student progress. Students revise work or apply next step to next writing prompt. Teacher makes student accountable by revisiting the next step when conferring with student. Student keeps all guidance forms as part of portfolio. Students monitor their own progress by graphing on a chart and keep in their portfolio.

Person or Persons Responsible

Teachers, Students, Principal

Target Dates or Schedule

Twice a month

Evidence of Completion

Student Portfolios Palmetto Writes Results Teacher's Conference Log Students Goal Setting tracking chart

Facilitator:

Area 5 Writing support, District Personnel, Principal

Participants:

All teachers working with 4th grade students in writing FCAT 2.0

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Data Analysis Chart Data Chats with teachers and students Results on Students Writing Prompts

Person or Persons Responsible

Principal, Assistant Principal, Writing Support

Target Dates or Schedule

Twice a month, on-going due to number of conferences to be conducted

Evidence of Completion

Student Portfolios Increase in formative assessment scores (Palmetto Writes Prompts)

Plan to Monitor Effectiveness of G3.B4.S1

Palmetto Writes Scores

Person or Persons Responsible

Teachers will collect and chart data Principal will average data and place in Google share point site

Target Dates or Schedule

Twice a month

Evidence of Completion

Expectations - Successful progress: Students are rapidly progressing towards the goal Questionable Progress: Students are slowly progressing towards the goal Poor Progress: Some students are not grasping components of writing being taught

G4. Teachers will implement a school-wide journal writing system across all content areas

G4.B1 Teachers who currently use a different journal writing approach.

G4.B1.S1 Teachers will share examplars of student journal writing during common planning.

Action Step 1

Student journal work to be shared as examples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During Weekly Common Planning.

Evidence of Completion

Administrators will visit classrooms and randomly select student samples for review.

Facilitator:

Reading Coach

Participants:

All teachers

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

Random selection of student journals to review writing across content area

Person or Persons Responsible

Administration

Target Dates or Schedule

During Formal and/or informal classroom observations

Evidence of Completion

Student Writing in journal across content area

Plan to Monitor Effectiveness of G4.B1.S1

Students notebook should contain summaries, answers to questions, problem solving solutions illustrating steps taken to solve problem. All information must relate to benchmark focus for the grade level specific content area with sited evidence.

Person or Persons Responsible

Teacher, Coaches, Assistant Principal, and Principal

Target Dates or Schedule

Weekly, every 3 weeks, every 6 weeks, every trimester

Evidence of Completion

Collected notebooks with content area sited evidence and summary.

G4.B1.S2 Literacy Leadership Team will review options and resources needed and select school wide journal writing system

Action Step 1

Research and implement an effective journal writing across all content area system. Model to teachers, students and parents what does it look like to implement journal writing across content areas. Students write in response to reading in math journal, reading journal, science/social studies journal, writing journal. Teachers inspect journals and monitor quality of writing by conferencing with students. Define what quality looks like in a piece of write in response to reading journal entry. i.e. but not limited to Depth of Knowledge (DOK) Level 3 or higher, Convention, Sited Evidence. Teachers' college ($14,504.00)

Person or Persons Responsible

Literacy Leadership Team chaired by Reading Coach

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Data Analysis of Journal Writing across content area. Teacher consistently implementing the journal writing system within all content area. Teacher will share examples of student journal writing. Attendance of Teachers' College

Facilitator:

Reading Coach

Participants:

Teachers, Students, Parents

Plan to Monitor Fidelity of Implementation of G4.B1.S2

A plan of support will be implemented using the coaching cycle. Classroom observation conducted to monitor fidelity.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student written journal entries with teacher descriptive feedback on written work. Parent University sign-in sheets.

Plan to Monitor Effectiveness of G4.B1.S2

Data will be collected from the students journal writing using a quality rubric.

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Successful Response: Student Written work contains high level depth of knowledge - DOK level 4 or 5 / Sited Evidence from text is evident. Questionable Response: Student Written work contains moderate level depth of knowledge - DOK level 2 or 3 / Site Evidence from text is limited. Poor Response: Student Written work contains low level depth of knowledge - DOK level 1 or below / no evidence sited from text.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Palmetto integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structure lessons, and implementation SwPBS programs.

We also implement "CHAMPS" strategies as a component of our school-wide positive behavior support (SwPBS) and part of our Single School Culture.

Palmetto Elementary strives to treat every student with respect and dignity, and to teach the skills and behaviors necessary for success. One of the biggest teaching tools at Palmetto is our school universal guideline. While our school mascot is the Panther, we believe that all our students must "L.E.A.P. into Success".

• L isten and learn
• E xpect your Best
• A lways be Restpectful
• P ractice Safety

Palmetto Elementary also utilizes a "Corrective Behavior Interventions Report" (PBSD 2464) prior to writing a referral for all inappropriate behavior, with the exceptions of major disturbances. This form is a key tool for all faculty and staff and can be located under the "Forms" section of the District homepage. This form has room for three separate incidents to be documented along with the interventions that were used to re-teach the appropriate behavior. Parent signature must be obtained after the second incident (remember to make a copy of the form prior to sending home for signature) and a parent/teacher conference should be held after the third incident. If inappropriate behavior persists a Discipline Referral should be completed and sent to administration with a copy of the completed "Corrective Behavior Interventions Report" (PBSD 2464).

As part of our single school culture we also use a common "come to attention" signal that is to be used whenever we want all students to stop whatever activity they may be involved in and to pay attention to the speaker. Palmetto's signal is for the speaker to raise their hand to say "May I have your attention please". Palmetto also teaches students the different voice levels and when it is appropriate to use them.

Voice Level 0: Silence
Voice Level 1: Whisper
Voice Level 2: Partner Voice
Voice Level 3: Large Group Voice
Voice Level 4: Outdoor Voice

By the consistent use of our proactive strategies we will nurture a safe environment in which all students can grow and learn successfully with appreciation for multicultural diversity.(SB Policy 2.09(8)(b)

Palmetto Elementary School uses Title 1 funds to hire (two) .5 Reading Resource Teachers, (one) .5 Reading Coach, 1.0 Math Coach. We also utilize these funds to fund tutorial services, parent involvement, supplemental instructional supplies, head sets for translation for parents use during SAC Meetings and Parent University.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 65% of students in grades 3-5 will score level 3 or higher on Math FCAT 2.0

G1.B1 Time Constraints due to schedules - more time on task needed

G1.B1.S1 Match coach, ESE teachers, Area 5 Support Math Specialist and Tutorial teachers to work with small groups of students during Math Block and during after school and Saturday tutorial

PD Opportunity 1

Analyze data to determine struggling students needing support Meet with all stakeholders to create Focus Calendar that addresses the students Math Academic needs Hire teachers to run after school tutorial The plan must contain a re-teach and re-assess component

Facilitator

Math Coach, Area 5 Math Specialist, Learning Team Facilitator

Participants

Math Teachers in Grades 3-5

Target Dates or Schedule

September - April

Evidence of Completion

Weekly Progress Monitoring Data

G1.B4 Using individual student data to implement appropriate differentiated instruction through Guided Math groups & manipulative tools.

G1.B4.S1 Provide Staff Development so teachers learn how to use specific data to determine differentiated small group instruction for all students to include the low 25%. i.e. struggling students and high 25% student enrichment

PD Opportunity 1

Substitutes teachers available to work with students while teachers attend PDD. Provide EDW Staff Development for teachers in grade 3-5 using Fall Diagnostic Results. Analyze data and determine differentiated ways to support students math learning needs. Create target lessons and assessments to use as instruction for students in the low 25%. Create target lessons and assessments to use as instruction for students in the high 25%.

Facilitator

Area 5 EDW Specialist, Math Coach

Participants

Teachers

Target Dates or Schedule

October 18 for Fall Diagnostic Data - December's Winter Diagnostic

Evidence of Completion

Differentiated instruction lessons. Differentiated Assessments results. Students self-tracking chart.

G2. 60% of our student population in grades 3-5 will score a 3 or above on the 2014 Reading Annual Measurable Objectives (AMO's) in Reading FCAT 2.0

G2.B4 Teacher inspecting what they expect in the quality of students responses to rigorous stem questions in reading notebooks. Making sure to confer with students and write descriptive feedback to equip students with written response strategies

G2.B4.S1 Teachers to monitor students independent reading notebooks by checking responses on a weekly basis. Principal will randomly select students reading notebooks on a weekly basis to assess responses to high level rigorous stem questions.

PD Opportunity 1

Teachers instruct students on how to respond in notebooks by modeling some rigorous stem questions during interactive read aloud or guided reading block. Principal and Assistant Principal randomly selects notebooks during classroom observations. to assess responses in students' notebooks.

Facilitator

Reading Area Support Specialist, Learning Team Facilitator, Reading Coach

Participants

All teachers

Target Dates or Schedule

Daily for teachers Weekly for Principal and Assistant Principal

Evidence of Completion

Progress monitoring will be measured by quality of students response to rigorous stem questions and sited evidence. Response must contain the high quality of a sentence structure, conventions, and appropriate response to the question. Students should continuously show progress towards proficiency of grade level expectations when expressing response to questions.

G2.B4.S2 Professional development for teachers to learn how to create high level rigorous stem questions using grade level item specs and Depth of Knowledge (DOK) Level Chart for structure, rigor and content.

PD Opportunity 1

Teachers will participate in Learning Team Opportunities and Professional Development to obtain strategies to create rigorous stem questions.

Facilitator

Reading Coach, Reading Area Specialist

Participants

Teachers

Target Dates or Schedule

Bi-Monthly Learning Team Opportunities and Monthly Professional Development

Evidence of Completion

Series of Stem Questions reflecting rigor as compared to high level of Bloom's Taxonomy and level three of Depth of Knowledge (DOK) levels.

G2.B8 Time constraints. Not enough time to re-teach and re-assess benchmark when students do not meet proficiency.

G2.B8.S1 Provide Reading tutorial before, after school as well as on Saturday for non-proficient students to re-teach and re-assess targeted Benchmarks.

PD Opportunity 1

Determine students needing tutorial Hire teachers to provide tutorial to a small group of students Get necessary materials to run tutorial program. i.e. copy paper, pencils, ink cartridges for copy machines and printers, chart paper, journal notebooks, markers.

Facilitator

Learning Team Facilitator, Reading Coach

Participants

Teachers, Tutorial Staff

Target Dates or Schedule

September - April

Evidence of Completion

Progress monitoring will occur weekly by analyzing benchmark reassessment formatives.

G3. 81% of fourth grade students will score at achievement level 3.5 or higher in Writing FCAT 2.0

G3.B2 Attendance of students to tutorial program

G3.B2.S1 Provide tutorial before school hours and also after school making sure to tap the students attending the after care school program. Provide tutorial during fine arts block except days students attend PE. Provide breakfast for students attending Saturday tutorial

PD Opportunity 1

Send invitations home as permission slips to begin after school tutorial in September. Send invitations home as permission slips to begin Saturday tutorial in October. Students that are not receiving tutoring will be tutored during Fine Arts except PE.

Facilitator

Area 5 Writing Support Learning Team Facilitator

Participants

Fourth Grade Teachers, Tutorial Teachers, Tutorial Coordinator

Target Dates or Schedule

Beginning in September 2013

Evidence of Completion

Student Attendance Record, Assessment Results, Writing Prompt analysis

G3.B4 Limited data analysis.

G3.B4.S1 Conduct Palmetto Writes administration as formative assessment a minimum of twice a month and use assessment results to determine student growth. Remediation will be provided for individual students through conferencing with a Kiss (mention of specific strength), a Wish (mention of weakness to work on) and Next Step (mention of specific action student must take when he/she returns to revise work). All this analysis based on individual students' prompt response and score. Teachers will maintain a conferencing log on all students. Teachers will attend in-county writing workshop to enhance their conferencing skills.

PD Opportunity 1

Students write to a prompt for at least 60 minutes twice a month. Teachers double score the prompts and analyze results. Teachers meet with students to confer and give guidance using the Kiss, Wish and Next Step form. Teachers keep a conference log showing student progress. Students revise work or apply next step to next writing prompt. Teacher makes student accountable by revisiting the next step when conferring with student. Student keeps all guidance forms as part of portfolio. Students monitor their own progress by graphing on a chart and keep in their portfolio.

Facilitator

Area 5 Writing support, District Personnel, Principal

Participants

All teachers working with 4th grade students in writing FCAT 2.0

Target Dates or Schedule

Twice a month

Evidence of Completion

Student Portfolios Palmetto Writes Results Teacher's Conference Log Students Goal Setting tracking chart

G4. Teachers will implement a school-wide journal writing system across all content areas

G4.B1 Teachers who currently use a different journal writing approach.

G4.B1.S1 Teachers will share examplars of student journal writing during common planning.

PD Opportunity 1

Student journal work to be shared as examples.

Facilitator

Reading Coach

Participants

All teachers

Target Dates or Schedule

During Weekly Common Planning.

Evidence of Completion

Administrators will visit classrooms and randomly select student samples for review.

G4.B1.S2 Literacy Leadership Team will review options and resources needed and select school wide journal writing system

PD Opportunity 1

Research and implement an effective journal writing across all content area system. Model to teachers, students and parents what does it look like to implement journal writing across content areas. Students write in response to reading in math journal, reading journal, science/social studies journal, writing journal. Teachers inspect journals and monitor quality of writing by conferencing with students. Define what quality looks like in a piece of write in response to reading journal entry. i.e. but not limited to Depth of Knowledge (DOK) Level 3 or higher, Convention, Sited Evidence. Teachers' college ($14,504.00)

Facilitator

Reading Coach

Participants

Teachers, Students, Parents

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Data Analysis of Journal Writing across content area. Teacher consistently implementing the journal writing system within all content area. Teacher will share examples of student journal writing. Attendance of Teachers' College

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	65% of students in grades 3-5 will score level 3 or higher on Math FCAT 2.0	$86,289
G2.	60% of our student population in grades 3-5 will score a 3 or above on the 2014 Reading Annual Measurable Objectives (AMO's) in Reading FCAT 2.0	$108,462
G3.	81% of fourth grade students will score at achievement level 3.5 or higher in Writing FCAT 2.0	$28,600
G4.	Teachers will implement a school-wide journal writing system across all content areas	$18,798
	Total	$242,149

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Personnel	Evidence-Based Program	Total
Title 1	$550	$28,453	$181,050	$18,248	$228,301
Operating Budget	$0	$8,000	$0	$0	$8,000
Operating Budget, Title 1	$0	$5,848	$0	$0	$5,848
Total	$550	$42,301	$181,050	$18,248	$242,149

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 65% of students in grades 3-5 will score level 3 or higher on Math FCAT 2.0

G1.B1 Time Constraints due to schedules - more time on task needed

G1.B1.S1 Match coach, ESE teachers, Area 5 Support Math Specialist and Tutorial teachers to work with small groups of students during Math Block and during after school and Saturday tutorial

Action Step 1

Analyze data to determine struggling students needing support Meet with all stakeholders to create Focus Calendar that addresses the students Math Academic needs Hire teachers to run after school tutorial The plan must contain a re-teach and re-assess component

Resource Type

Personnel

Resource

Tutorial Staff to instruct students during tutorial hours

Funding Source

Title 1

Amount Needed

$15,706

G1.B4 Using individual student data to implement appropriate differentiated instruction through Guided Math groups & manipulative tools.

G1.B4.S1 Provide Staff Development so teachers learn how to use specific data to determine differentiated small group instruction for all students to include the low 25%. i.e. struggling students and high 25% student enrichment

Action Step 1

Substitutes teachers available to work with students while teachers attend PDD. Provide EDW Staff Development for teachers in grade 3-5 using Fall Diagnostic Results. Analyze data and determine differentiated ways to support students math learning needs. Create target lessons and assessments to use as instruction for students in the low 25%. Create target lessons and assessments to use as instruction for students in the high 25%.

Resource Type

Personnel

Resource

Educational Data Warehouse program enables participants to toggle data, analyze data and view students' specific answers to assessments questions in Reading, Math and Science. Math Coach to support teachers and students with data analyzes to support differentiated instruction.

Funding Source

Title 1

Amount Needed

$70,583

G2. 60% of our student population in grades 3-5 will score a 3 or above on the 2014 Reading Annual Measurable Objectives (AMO's) in Reading FCAT 2.0

G2.B4 Teacher inspecting what they expect in the quality of students responses to rigorous stem questions in reading notebooks. Making sure to confer with students and write descriptive feedback to equip students with written response strategies

G2.B4.S1 Teachers to monitor students independent reading notebooks by checking responses on a weekly basis. Principal will randomly select students reading notebooks on a weekly basis to assess responses to high level rigorous stem questions.

Action Step 1

Teachers instruct students on how to respond in notebooks by modeling some rigorous stem questions during interactive read aloud or guided reading block. Principal and Assistant Principal randomly selects notebooks during classroom observations. to assess responses in students' notebooks.

Resource Type

Other

Resource

Notebooks, copy paper, pens

Funding Source

Operating Budget, Title 1

Amount Needed

$5,848

G2.B4.S2 Professional development for teachers to learn how to create high level rigorous stem questions using grade level item specs and Depth of Knowledge (DOK) Level Chart for structure, rigor and content.

Action Step 1

Teachers will participate in Learning Team Opportunities and Professional Development to obtain strategies to create rigorous stem questions.

Resource Type

Personnel

Resource

Reading Coach and .5 Reading Resource Teacher support teachers and students using the strategies to create and answer high order questions.

Funding Source

Title 1

Amount Needed

$94,761

G2.B8 Time constraints. Not enough time to re-teach and re-assess benchmark when students do not meet proficiency.

G2.B8.S1 Provide Reading tutorial before, after school as well as on Saturday for non-proficient students to re-teach and re-assess targeted Benchmarks.

Action Step 1

Determine students needing tutorial Hire teachers to provide tutorial to a small group of students Get necessary materials to run tutorial program. i.e. copy paper, pencils, ink cartridges for copy machines and printers, chart paper, journal notebooks, markers.

Resource Type

Other

Resource

Pay tutorial personnel to provide additional hours of learning to students in school's targeted goals for Math, Reading and Writing.

Funding Source

Title 1

Amount Needed

$7,853

G3. 81% of fourth grade students will score at achievement level 3.5 or higher in Writing FCAT 2.0

G3.B2 Attendance of students to tutorial program

G3.B2.S1 Provide tutorial before school hours and also after school making sure to tap the students attending the after care school program. Provide tutorial during fine arts block except days students attend PE. Provide breakfast for students attending Saturday tutorial

Action Step 1

Send invitations home as permission slips to begin after school tutorial in September. Send invitations home as permission slips to begin Saturday tutorial in October. Students that are not receiving tutoring will be tutored during Fine Arts except PE.

Resource Type

Other

Resource

Materials needed to run tutorial program. Copy Paper, folders, pencils, chart paper, markers,

Funding Source

Operating Budget

Amount Needed

$8,000

G3.B4 Limited data analysis.

G3.B4.S1 Conduct Palmetto Writes administration as formative assessment a minimum of twice a month and use assessment results to determine student growth. Remediation will be provided for individual students through conferencing with a Kiss (mention of specific strength), a Wish (mention of weakness to work on) and Next Step (mention of specific action student must take when he/she returns to revise work). All this analysis based on individual students' prompt response and score. Teachers will maintain a conferencing log on all students. Teachers will attend in-county writing workshop to enhance their conferencing skills.

Action Step 1

Students write to a prompt for at least 60 minutes twice a month. Teachers double score the prompts and analyze results. Teachers meet with students to confer and give guidance using the Kiss, Wish and Next Step form. Teachers keep a conference log showing student progress. Students revise work or apply next step to next writing prompt. Teacher makes student accountable by revisiting the next step when conferring with student. Student keeps all guidance forms as part of portfolio. Students monitor their own progress by graphing on a chart and keep in their portfolio.

Resource Type

Other

Resource

Copy paper to create Palmetto Writes Prompts and conferencing forms, Folders to create students Portfolios. Also In-County travel to receive Professional Development for teachers as needed for common way of delivering lessons, scoring paper (reliability and validity of scores) and following lessons providing in District approved Writing Program for 4th graders.

Funding Source

Title 1

Amount Needed

$20,600

G4. Teachers will implement a school-wide journal writing system across all content areas

G4.B1 Teachers who currently use a different journal writing approach.

G4.B1.S1 Teachers will share examplars of student journal writing during common planning.

Action Step 1

Student journal work to be shared as examples.

Resource Type

Evidence-Based Materials

Resource

Research based materials to give the interactive notebook validity in the eyes of the teachers. See Writing to Read - Carnegie Foundation (2010) report. I. Have students write about the texts they read II. Teach students the writing skills and process that go into creating text III. Increase how much students write.

Funding Source

Title 1

Amount Needed

$550

G4.B1.S2 Literacy Leadership Team will review options and resources needed and select school wide journal writing system

Action Step 1

Research and implement an effective journal writing across all content area system. Model to teachers, students and parents what does it look like to implement journal writing across content areas. Students write in response to reading in math journal, reading journal, science/social studies journal, writing journal. Teachers inspect journals and monitor quality of writing by conferencing with students. Define what quality looks like in a piece of write in response to reading journal entry. i.e. but not limited to Depth of Knowledge (DOK) Level 3 or higher, Convention, Sited Evidence. Teachers' college ($14,504.00)

Resource Type

Evidence-Based Program

Resource

Journals, professional development, reading coach, .5 reading resource coach

Funding Source

Title 1

Amount Needed

$18,248