

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

Palmview Elementary School  
2601 NE 1ST AVE  
Pompano Beach, FL 33064  
754-322-7600

### School Demographics

---

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

### School Grades History

---

<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B
---------------------	---------------------	---------------------	---------------------

### 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.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>Differentiated Accountability</b>	<b>4</b>
<b>Part I: Current School Status</b>	<b>5</b>
<b>Part II: Expected Improvements</b>	<b>18</b>
<b>Goals Summary</b>	<b>21</b>
<b>Goals Detail</b>	<b>21</b>
<b>Action Plan for Improvement</b>	<b>24</b>
<b>Part III: Coordination and Integration</b>	<b>28</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>29</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>31</b>

---

## 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

Palmview Elementary School

##### Principal

Robert Gibson

##### School Advisory Council chair

Emmanuel Duverneau & Robin Friedman

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

Name	Title
Robert Gibson	Principal
June Carey	Reading Coach
Emmanuel Duverneau	Math Contact
Jurea Allen	Guidance Counselor
Robin Friedman	ESE Specialist

#### District-Level Information

##### District

Broward

##### Superintendent

Mr. Robert Runcie

##### Date of school board approval of SIP

2/19/2014

### 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

Robin Friedman: Chairperson  
 Robert Gibson: Principal  
 Irma Badette: Parent  
 Gabriel Baker: Parent  
 Junia Saintil: ESE  
 Nadia Charles-Antoine: ESOL Rep  
 Sheri Dominguez: BTU Steward  
 Katina Elam: Parent  
 Jenise Engel: Teacher  
 Joinery Filu: Parent  
 Maria Gonzalez: Parent  
 Cherrykee Holly: IZ/SAF Designee  
 Alland Joachim: Parent

Erika Alatore-Mendez: Parent  
Herbert Ortega: Parent  
Arminthe Pyronneau: Parent  
Dorothy Reid: Non-instructional  
Tracy Sutton: Business Partner  
Weston Marshall : Parent

**Involvement of the SAC in the development of the SIP**

The SAC Committee reviews the prior year plan and discuss strategies that were effective, not used or ineffective and provide input in the writing of plan. Once the plan is written it is presented to the SAC committee for review , input and approval

**Activities of the SAC for the upcoming school year**

The School Advisory Council (SAC) has an important function to the success of Palmview Elementary. Listed below are some of the functions of the SAC.

- Palmview Elementary School Advisory Council (SAC) is the sole body responsible for final decision-making at the school related to implementation of the provisions of section 10001.42 and 1008.345.F.S. School Improvement.
- The SAC Committee will oversee the implementation of the School Improvement Plan.
- Sponsor drives to increase parent involvement.
- Organize FCAT Family Night Events
- Assist the school to create and analyze school climate surveys for parents and students
- Organize FCAT/SAT Incentive Awards

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

The School Improvement fund will be used for After School tutoring.

**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:**

**Robert Gibson**

Principal

Years as Administrator: 12

Years at Current School: 7

**Credentials**

Masters in Educational Leadership  
 Certification in Educational Leadership and Music K – 12,  
 ESOL endorsement

**Performance Record**

2013-2014  
 School Grade: D  
 Reading Mastery: 42%  
 Math Mastery: 54%  
 Science Mastery: 39%  
 Writing Mastery: 58%  
 Learning Gains in Reading: 60%  
 Learning Gains in Mathematics: 56%  
 Lowest 25% in Reading: 75%  
 Lowest 25% in 43%

2011-2012  
 School Grade: C  
 Reading Mastery: 48%  
 Math Mastery: 52%  
 Science Mastery: 35%  
 Writing Mastery: 77%  
 Learning Gains in Reading: 66%  
 Learning Gains in Mathematics: 52%  
 Lowest 25% in Reading: 69%  
 Lowest 25% in Mathematics: 38%

2010-2011  
 School Grade: B  
 Reading Mastery: 72%  
 Math Mastery: 75%  
 Science Mastery: 38%  
 Writing Mastery: 91%  
 Learning Gains in Reading: 59%  
 Learning Gains in Math: 60%  
 Lowest 25% in Reading: 67%  
 Lowest 25% in Math: 57%  
 AYP: Hispanic, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks, Economically Disadvantaged, ELL and Hispanic did not meet AYP in Math.

2009-2010  
 School Grade : C  
 Reading Mastery: 68%  
 Math Mastery: 74%  
 Science Mastery: 46%  
 Writing Mastery: 89%  
 Learning Gains in Reading: 60%  
 Learning Gains in Math : 61%  
 Lowest 25% in Reading: 46%  
 Lowest 25% in Math: 49%

AYP: Blacks, Economically Disadvantaged and ELL students did not meet AYP in Reading,



**Judith Pitter**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

Master of Science in Early Childhood  
 Bachelor of Science in Elementary Education  
 Certification:  
 Educational Leadership (K-12)  
 Primary Education (K-3)  
 Elementary Education (1-6)  
 ESOL Endorsed

**Performance Record**

2013-2014  
 School Grade: D  
 Reading Mastery: 42%  
 Math Mastery: 54%  
 Science Mastery:39%  
 Writing Mastery: 58%  
 Learning Gains in Reading:60%  
 Learning Gains in Mathematics: 56%  
 Lowest 25% in Reading: 75%  
 Lowest 25% in 43%  
 2012-2013  
 School Grade:C  
 Reading Mastery: 42%  
 Math Mastery: 54%  
 Science Mastery: 39%  
 Writing Mastery: 58%  
 Learning Gains in Reading: 60%  
 Learning Gains in Mathematics:56%  
 Lowest 25% in Reading: 75%  
 Lowest 25% in Mathematics: 43%  
 2011-2012  
 School Grade:C  
 Reading Mastery: 48%  
 Math Mastery: 52%  
 Science Mastery: 35%  
 Writing Mastery:77%  
 Learning Gains in Reading: 66%  
 Learning Gains in Mathematics: 52%  
 Lowest 25% in Reading:69%  
 Lowest 25% in Mathematics: 38%  
 2010-2011  
 School Grade: B  
 Reading Mastery: 72%  
 Math Mastery: 75%  
 Science Mastery: 38%  
 Writing Mastery: 91%  
 Learning Gains in Reading: 59%  
 Learning Gains in Math: 60%  
 Lowest 25% in Reading: 67%  
 Lowest 25% in Math: 57%

AYP: Hispanic, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks, Economically Disadvantaged, ELL and Hispanic did not meet AYP in Math Curriculum Specialist Dania Elementary 2009-2010  
School Grade : A  
Reading Mastery:67%  
Math Mastery: 80%  
Science Mastery: 48%  
Writing Mastery:88%  
Learning Gains in Reading: 60%  
Learning Gains in Math : 67%  
Lowest 25% in Reading: 66%  
Lowest 25% in Math: 52%  
AYP: Blacks, Hispanics, Economically Disadvantaged and SWD did not meet AYP

### Instructional Coaches

# of instructional coaches

# receiving effective rating or higher

Instructional Coach Information:

<b>June Carey</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 33
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
<b>Credentials</b>	Elementary 1-6 Reading K-12 Endorsed	
<b>Performance Record</b>	<p>2012-2013                      School Grade :D                      Reading Mastery: 48%                      Math Mastery: 48%                      Science Mastery: 39%                      Writing Mastery: 58%                      Learning Gains in Reading: 60%                      Learning Gains in Mathematics: 56%                      Lowest 25% in Reading: 75%                      Lowest 25% in Mathematics: 43%</p> <p>2011-2012                      School Grade:C                      Reading Mastery: 48%                      Math Mastery: 52%                      Science Mastery: 35%                      Writing Mastery:77%                      Learning Gains in Reading: 66%                      Learning Gains in Mathematics: 52%                      Lowest 25% in Reading:69%                      Lowest 25% in Mathematics: 38%</p> <p>2010-2011                      School Grade: B                      Reading Mastery: 72%                      Math Mastery: 75%                      Science Mastery: 38%                      Writing Mastery: 91%                      Learning Gains in Reading: 59%                      Learning Gains in Math: 60%                      Lowest 25% in Reading: 67%                      Lowest 25% in Math: 57%                      AYP: Hispanic, Economically Disadvantaged and ELL students did not meet AYP in Reading, Blacks, Economically Disadvantaged, ELL and Hispanic did not meet AYP in Math.</p> <p>2009-2010                      School Grade : C                      Reading Mastery:68%                      Math Mastery: 74%                      Science Mastery: 46%                      Writing Mastery:89%                      Learning Gains in Reading: 60%                      Learning Gains in Math : 61%                      Lowest 25% in Reading: 46%                      Lowest 25% in Math: 49%                      AYP: Blacks, Economically Disadvantaged and ELL students did</p>	

not meet AYP in Reading,  
Blacks and Economically Disadvantaged did not meet AYP in  
Math.

**Classroom Teachers**

**# of classroom teachers**

35

**# receiving effective rating or higher**

100, 286%

**# Highly Qualified Teachers**

3%

**# certified in-field**

100, 286%

**# ESOL endorsed**

35, 100%

**# reading endorsed**

4, 11%

**# with advanced degrees**

19, 54%

**# National Board Certified**

4, 11%

**# first-year teachers**

6, 17%

**# with 1-5 years of experience**

4, 11%

**# with 6-14 years of experience**

23, 66%

**# with 15 or more years of experience**

10, 29%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**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**

1. Ongoing Professional Development and Professional Learning Community: June Carey-Reading Coach
2. New Educators' Support System(NESS) : Jenise Engel -NESS Liasion
3. Protected Hour : Grade level meets with Administration and Curriculum Support to share best practices and conduct data chats June Carey- Reading Coach
4. Recruitment of new teachers through advertisement and interviewing Robert Gibson - Principal

**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**

New teachers are assigned a Mentor. The Mentor is preferably on the same grade level as the new teacher. The rationale is that the mentor has experience with the curriculum and instruction . The mentor teacher will provide support , model classroom instruction and provide support .The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence based strategies. Time will be given for feedback, coaching and planning.

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

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 team meets weekly to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks
- The team will identify Professional Development and resources based on the above information
- The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

- Robert Gibson Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.
- Judith Pitter Intern Principal: Provides guidance on the K-12 Reading Plan facilitates and supports data

collection activities, assists in data analysis; provides Professional Development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans.

- Select General Education Teachers (Primary/Intermediate) Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instructions with Tier 2/3 activities.
- Robin Friedman, ESE Specialist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
- Jurea Allen, Guidance Counselor Provides guidance on behavior management, facilitates and supports data collection activities, assists in data analysis; provides Professional Development and technical assistance to teachers regarding behavior management; supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans, monitor and support implementation of behavior plans.
- June Carey, Reading Resource Specialist: Develops leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of students' need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and Data Analysis participates in the design and delivery of Professional Development; and provides support for assessment implementation monitoring,supports the implementation of Tier1, Tier 2 and Tier 3 Intervention Plans.
- Marijo Alsip, School Psychologist: Participates in collection, interpretation , and analysis of data; facilitates development of intervention plans, provides support for intervention, fidelity and documentation; provides Professional Development and technical assistance for problem –solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities.
- Julia Saintl , ELL Representative:  
Susan Barnao ,Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
- Sophia Lebeau, School Social Worker

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

- The MTSS Team met with the School Advisory Council (SAC) and Principal to help develop the SIP.
- The team provided data on Tier 1,2 and 3 targets, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, relationship)  
Facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing): and aligned processes and procedures

### **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**

The data sources are: Data Warehouse, Virtual Counselor, BASIS and the Progress Monitoring and Reporting Network (PMRN).

The following Data Management Systems are utilized:

Baseline Data: Progress Monitoring and Reporting Network(PMRN), Broward Assessment Test (BAT 1& 2 for Reading, Math and Science) Florida Comprehensive Assessment Test (FCAT), CELLA

Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment in

## Reading(DAR)

End of Year: Florida Assessment for Instruction in Reading (FAIR), FCAT, CELLA

Frequency of Data Days: Twice a month for data analysis

Behavior: Daily or weekly behavior progress report/charts, motivation check lists, ABC charts, observations, frequency charts,

FBA (Functional Behavioral Assessment), PBIP (Positive Behavioral Intervention Plan).

The following data management systems are used in the course of RtI/CPST implementation

Tier 1: Intervention Checklist

Tier 2: Document Tier 2 Intervention Plan

Tier 3: School generated MTSS forms – paperwork tracking, note taking, MTSS Student Folders

Tier 2 & 3: Data sources are the Intervention Records and progress monitoring graphs generated for individual students.

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

Professional development will be provided through the Protected Hour, where grade levels meeting with Support and Administration 3 times monthly and small sessions will occur throughout the year.

The MTSS team will also evaluate additional staff professional development needs during the weekly MTSS Leadership Team meetings.

Parents will be informed of the MTSS as part of Open House and Parent Nights. Parents will also receive a notification from the MTSS team to inform them when their students is being discussed.

### **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:** 4,500

Students in the lower quartile are identified and given the opportunity to participate in before school tutoring using the computer based programs Destination Math and ISTATION for reading.

Students showing deficiencies in reading skills will be targeted for push-in/pull-out support . This instruction will be delivered by the specials teachers. Students will be matched with programs to targeting skill deficiency.

QAR, Phonics for Reading, ISTATION and destination math will be utilized.

High Achieving students are given the opportunity to participate in After school club that allows for enrichment and project based activities.

Students identified as "bubble" kids will be targeted by classroom teachers for double dose of reading outside the reading block.

Students that are proficient will be given the opportunity to attend after school tutoring in Reading and Math.

Fourth grade students will have the opportunity to attend after school writing camp.

Retained Third grade students receive additional reading instruction in a pull-out model utilizing Voyager Passport.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Pre/Post Acaletics for math  
 Reading and math check point assessment  
 ORF probes  
 Destination Math and ISTATION reports  
 FAIR  
 Progress Monitoring through program embedded assessments  
 Pre/Post reading program assessments

**Who is responsible for monitoring implementation of this strategy?**

Administration  
 Instructional Coaches  
 Classroom teachers  
 Support staff

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Robert Gibson	Principal
Judith Pitter	Intern Principal
June Carey	Reading Resource Specialist
Jurea Allen	Guidance Counselor



Name	Title
Robin Friedman	ESE Specialist

### How the school-based LLT functions

The Principal and Leadership Team will conduct monthly data chats with teachers, as a team/individually. Data binders providing evidence of instruction and assessment will be utilized during these chats. There should be evidence to support differentiating instruction to meet students' needs. The process of teaching, assessing, re-teaching, and re-assessing will be documented through Progress Monitoring Logs. The Instructional Coaches will support teachers either by assisting them in providing instruction on the focus lessons or by modeling whole group instruction in addition to providing small group instruction to assist teachers. The Instructional coach will also help with the process of grading, recording and charting student score.

### Major initiatives of the LLT

Implementation of the Common Core Standards school wide and blending of the NGSS standards where needed.

## 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

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K3national standards to improve educational outcomes. This transparent 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 HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

## 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	52%	42%	No	57%
American Indian				
Asian				
Black/African American	50%	38%	No	55%
Hispanic	59%	55%	No	63%
White				
English language learners	48%	20%	No	53%
Students with disabilities	24%	16%	No	32%
Economically disadvantaged	50%	41%	No	55%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	23%	30%
Students scoring at or above Achievement Level 4	52	18%	25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	41	75%	80%

#### 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)	24	39%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		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	48	56%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**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	64%	54%	No	68%
American Indian				
Asian				
Black/African American	62%	49%	No	66%
Hispanic	76%	74%	No	78%
White				
English language learners	64%	36%	No	68%
Students with disabilities	28%	16%	No	35%
Economically disadvantaged	63%	53%	No	67%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	31%	37%
Students scoring at or above Achievement Level 4	67	24%	30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	102	56%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	43%	50%

**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	17	18%	25%
Students scoring at or above Achievement Level 4	67	24%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**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	21	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	15	4%	2%
Students who are not proficient in reading by third grade	154	47%	40%
Students who receive two or more behavior referrals	21	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	4%	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**

By June, 2014 parent involvement will increase by 5% .

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at Academic Nights by 5%	250	40%	45%

## Goals Summary

- G1.** All teachers will implement Writing Across Curriculum, focusing on Informational Text to increase rigorous instruction.
- G2.** Teachers will implement with fidelity basic math vocabulary and operations through multisteps problem skills to increase rigor in instruction.

## Goals Detail

**G1.** All teachers will implement Writing Across Curriculum, focusing on Informational Text to increase rigorous instruction.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Textbooks Journeys Fusion Go Math Common Core Buzz About It Social Studies (title varies by grade level)
- Elements of Reading -Vocabulary (Grade 3)
- Six Minute Solutions and Quick Reads for fluency
- Technology Accelerated Reader Istation FCAT Explorer Destination Reading Periodicals Media Center
- Writing Journals Grade - level Common Planning Time Protected Hour (grade level, 2 hour planning session with administration and support staff, every 7 school days. Professional Learning Communities Professional Development

### Targeted Barriers to Achieving the Goal

- Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

## Plan to Monitor Progress Toward the Goal

Analyze Student Data (BAT I, BAT II, Checkpoints, FAIR)

### Person or Persons Responsible

Administration Reading coach Math Liaison Team Leaders Guidance Counselor ESE Specialist

### Target Dates or Schedule:

ongoing

### Evidence of Completion:

Increase in student data

**G2.** Teachers will implement with fidelity basic math vocabulary and operations through multisteps problem skills to increase rigor in instruction.

### Targets Supported

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

### Resources Available to Support the Goal

- Math Journals
- Go Math
- Acaletics
- Riverdeep
- FCAT Explorer
- Manipulatives
- Calendar Math
- Think Central
- Protected Hour
- Math Liaison
- Ready
- F-CAT Pro

### Targeted Barriers to Achieving the Goal

- Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

## Plan to Monitor Progress Toward the Goal

Teachers will provide opportunities to support the students through using Differentiated teaching activities from the new Go Math series Providing students with a variety of leveled center activities Teachers will participate in PLC's on differentiate

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule:**

Ongoing

### **Evidence of Completion:**

Math Checkpoint Assessment District Benchmark assessment Acaletics Assessment Destination Math report

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All teachers will implement Writing Across Curriculum, focusing on Informational Text to increase rigorous instruction.

**G1.B1** Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

**G1.B1.S1** Teachers will participate in professional development on planning that focuses on unwrapping the standards and integrating writing across the curriculum.

### Action Step 1

Participation in Professional Learning Communities focusing on writing across the curriculum.

#### Person or Persons Responsible

Administration Reading Coach Math Liaison Teachers

#### Target Dates or Schedule

Biweekly

#### Evidence of Completion

Student Work/Journals Agendas Sign in sheets Implementation of Instruction Reading Checkpoint Benchmark Assessment ISTATON Report Destination Reading Report Regular progress monitoring to determine effectiveness of instruction

#### Facilitator:

Reading Coach

#### Participants:

Administration Reading Coach



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

Classroom walkthroughs Data review iobservation (administration)

#### **Person or Persons Responsible**

Administration Reading coach Math Liaison Team Leaders Guidance Counselor ESE Specialist

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Classroom Walkthrough logs iobservation Report

### **Plan to Monitor Effectiveness of G1.B1.S1**

Reviewing Student Data (BAT I, BAT II, Checkpoints, FAIR) Students work samples

#### **Person or Persons Responsible**

Administration Reading coach Math Liaison Team Leaders Guidance Counselor ESE Specialist

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Increase in Student Data Increase of instruction delivered with fidelity Detailed lesson Plans with alignment to Common Core State Standards

**G2.** Teachers will implement with fidelity basic math vocabulary and operations through multisteps problem skills to increase rigor in instruction.

**G2.B1** Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

**G2.B1.S2** Teachers will participate in professional development and planning that focuses on unwrapping the standards and appropriate utilization of Math Journals during instruction.

**Action Step 1**

Participation in Professional Learning Communities focusing on Math Journals

**Person or Persons Responsible**

Math Liaison Teachers Administration

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Student Work/Journals Agendas Sign in sheets Implementation of Instruction math Checkpoint Benchmark Assessment Riverdeep Regular progress monitoring to determine effectiveness of instruction PLC minutes

**Facilitator:**

Consultant

**Participants:**

Teachers 2-5

**Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Classroom walkthroughs Data review iobservation (administration)

**Person or Persons Responsible**

Administration Math Liaison

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

classroom walkthroughs iobservation reports

## Plan to Monitor Effectiveness of G2.B1.S2

Reviewing Student Data (BAT I, BAT II, Checkpoints) Students work samples

### **Person or Persons Responsible**

Administration Math Liaison

### **Target Dates or Schedule**

biweekly

### **Evidence of Completion**

Increase in Student Data Increase of instruction delivered with fidelity Detailed lesson Plans with alignment to Common Core State Standards

## 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

#### Title I, Part A

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters and transportation to and from school.

#### Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional tutoring after school and additional support during the school day.

#### Violence Prevention Programs

The school offers a non-violence and anti drugs program through Gang Resistance Education and Training (GREAT) that includes field trips, community service and counseling.

#### Nutrition Program

- Palmview Elementary adheres to implement the nutrition requirements stated in the District Wellness Policy
- Nutrition Education as per state statute is taught through Physical Education
- Palmview Elementary participates in the federal funded Fresh Fruit and Vegetable program, that provides students with a fresh fruit or vegetable three times per week. Students have the opportunity to taste a variety of fruits and vegetables.

The School Food Service Program, school breakfast, school lunch and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Head Start

Palmview has one full time Head Start class and one Head Start/Place combination classroom. To ensure school readiness, the Head Start 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 prepared 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 Head Start students' progress in the program

## 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.** All teachers will implement Writing Across Curriculum, focusing on Informational Text to increase rigorous instruction.

**G1.B1** Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

**G1.B1.S1** Teachers will participate in professional development on planning that focuses on unwrapping the standards and integrating writing across the curriculum.

### **PD Opportunity 1**

Participation in Professional Learning Communities focusing on writing across the curriculum.

#### **Facilitator**

Reading Coach

#### **Participants**

Administration Reading Coach

#### **Target Dates or Schedule**

Biweekly

#### **Evidence of Completion**

Student Work/Journals Agendas Sign in sheets Implementation of Instruction Reading Checkpoint Benchmark Assessment ISTATON Report Destination Reading Report Regular progress monitoring to determine effectiveness of instruction

**G2.** Teachers will implement with fidelity basic math vocabulary and operations through multisteps problem skills to increase rigor in instruction.

**G2.B1** Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

**G2.B1.S2** Teachers will participate in professional development and planning that focuses on unwrapping the standards and appropriate utilization of Math Journals during instruction.

**PD Opportunity 1**

Participation in Professional Learning Communities focusing on Math Journals

**Facilitator**

Consultant

**Participants**

Teachers 2-5

**Target Dates or Schedule**

biweekly

**Evidence of Completion**

Student Work/Journals Agendas Sign in sheets Implementation of Instruction math Checkpoint Benchmark Assessment Riverdeep Regular progress monitoring to determine effectiveness of instruction PLC minutes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Teachers will implement with fidelity basic math vocabulary and operations through multisteps problem skills to increase rigor in instruction.	\$12,000
Total		\$12,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	\$12,000	\$12,000
Total	\$12,000	\$12,000

### Budget Details

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

**G2.** Teachers will implement with fidelity basic math vocabulary and operations through multisteps problem skills to increase rigor in instruction.

**G2.B1** Teachers need more support with deep planning and following through with the implementation of instructional strategies provided in professional development.

**G2.B1.S2** Teachers will participate in professional development and planning that focuses on unwrapping the standards and appropriate utilization of Math Journals during instruction.

#### Action Step 1

Participation in Professional Learning Communities focusing on Math Journals

#### Resource Type

Professional Development

#### Resource

Teachers resource Curriculum maps Curriculum Guides Classroom Charts

#### Funding Source

Title 1

#### Amount Needed

\$12,000