

Palmetto Elementary School



2014-15 School Improvement Plan

Palmetto Elementary School

12401 SW 74TH AVE, Miami, FL 33156

<http://pes.dadeschools.net/>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
24%

Alternative/ESE Center
No

Charter School
No

Minority
58%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Palmetto Elementary School will provide an outstanding education within an effective learning environment that addresses the individual needs of all students, thereby developing life-long learners who demonstrate pride, respect, and excellence in all endeavors.

Provide the school's vision statement

The vision of Palmetto Elementary School is to create life-long learners who consistently strive for excellence in our multicultural society.

School Environment

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

Teachers understand that children come from different cultures and backgrounds and the value of the students' sense of belonging, which can be of greater value and build self worth for minority students. Teachers demonstrate respect towards their students, fostering active learners in their classroom. Teachers establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student with both feeling enthusiastic when learning and teaching. Establishing a positive relationship with students encourages them to seek education and be enthusiastic when coming school.

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

A safe-school plan is implemented that provides for the safety and security of students and educators. It is an ongoing, systematic, and comprehensive process that addresses both short-term and long-term safety measures to eliminate violent attitudes and behaviors in the school. Its basic goal is to create and maintain a positive and welcoming school climate in which all members take pride. This climate is free of drugs, gangs, violence, intimidation, fear, and shaming. The healthy, positive school climate promotes the emotional well-being and growth of every student, while providing a safe, secure environment that does not condone violence in any form. At the same time, however, the school provides firm and consistent rules and guidelines for appropriate student behavior.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Palmetto Elementary School provides firm and consistent rules and guidelines for appropriate student behavior, following the guidelines of the MDCPS Code of Student Conduct. Rewards and consequences are established and implemented by the Classroom Teachers and Administration.

The Super Heroes program is a positive behavior support program in which expectations for student behavior are clearly defined and reinforced through student recognition and rewards. Expectations are categorized under being respectful, responsible, and safe. Expectations are taught at the

beginning of the year. School personnel have been trained in using the program. This behavioral system supports our Early Warning System (EWS) goals in minimizing the number of students who receive two or more behavior referrals as well as the number of students who receive one or more behavior referrals that lead to suspension.

Our "Present and On Time" incentive program encourages students to come to school daily and on time. A list of students are randomly called on the morning announcements, daily. If they are present and on time, to hear their name called, they are sent to the Principal's office, following the morning announcements. Each student is congratulated by an Administrator as he/she selects a reward from the treasure chest. The program supports our EWS goal of lowering the number of students who miss 10 percent or more of available instructional time.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Small group and individual counseling is provided to students by our school counselor, who is a member of the Student Services Team. Our School Social Worker also assists in ensuring students' social-emotional needs are being met. Programs include student ambassadors, Peacemakers, Blessings in a Backpack, Watch Dogs, and a strong bullying prevention program which includes the No Place for Hate initiative.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System identifies key indicators that are highly predictive of potential student failure, especially in terms of students "dropping" out of school. The Early Warning System focuses on providing interventions and strategies in order to address specific elements in the areas of student attendance, academic performance, and behavior that will hopefully lead to greater student success. The early warning indicators focused on at the elementary school level include:

- Students who miss 10 percent or more of available instructional time
- Students retained due to course failure in English Language Arts or Mathematics, pursuant to s. 1008.25, F.S
- Students who score a level 1 on the statewide, standardized assessments in English Language Arts or Mathematics
- Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	1	7	4	0	4	17
One or more suspensions	0	0	1	1	0	0	2
Course failure in ELA or Math	0	1	1	4	5	4	15
Level 1 on statewide assessment	0	0	0	0	8	4	12

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

School-wide supports provide students with consistent attention to their progress and support at critical junctures. Such strategies include grade transition strategies, behavior and attendance policies, or school wide incentives for meeting certain goals. Supports for groups of students who struggle with similar challenges can include focusing on certain subject areas, creating smaller learning communities, instituting mentor programs or restructuring schedules to allow teachers more time to interact with individual students. Targeted students that scored in the lowest 25 percentile are receiving intensive instruction during the school day. Intensive or personalized supports may include individual counseling, tutoring, behavior contracts or checklists, or the involvement of parents, social workers or school psychologists.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Palmetto Elementary School takes a comprehensive approach to family involvement, through partnerships which provide avenues for parents, family members, and others to provide support that promotes student success. It acknowledges that the strongest support for learning occurs at home through positive parenting styles, nightly reading, homework policies, and high expectations. Effective forms of school-to-home and home-to-school communications including Connect-Ed, Palmetto Prints (E-Blast), and a variety of media (i.e. flyers, monthly bulletins, e-mail, and website) are utilized to communicate student progress, promote events and instructional programs that support the mission and vision of the school. Parents are encouraged to become active members of the Educational Excellence School Advisory Committee (EESAC) which includes parents, students, and community members in the school decision making process. The Parent-Teacher Association (PTA) maintains a weekly updated website which provides parents a wealth of information and volunteer opportunities including: PTA membership, calendar of school events, PES Assistance for Classroom Teachers (ACT) nonprofit organization, Wellness Initiative, and school store.

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

Palmetto Elementary School relies strongly on its relationships with community agencies, business partners, universities, the PTA, and neighboring schools in order to provide educational services for all students. The combined efforts of our Dade Partners will enhance student performance for the entire student population. Stakeholders will meet periodically to coordinate various services and incentives to motivate the students to excel both academically and socially.

The school schedules EESAC meetings, parent workshops, student activities, Open House, Title 1 Meetings and PTA general meetings to create a home to school connection. Parents are encouraged to attend Town Hall Meetings, Coffee and Conversation and other district-wide meetings. Through these meetings, parents are presented with strategies, resources and information that will allow them assist their child(ren) with their academic progress.

The PES Farmer's Market was also initiated in 2012 in partnership with the local Farmer's Market. All PES families are invited to come and explore the wonders of the market where local, seasonal produce is sold at an affordable price.

Palmetto Elementary has also established a special relationship with the Village of Pinecrest. The village has provided the school with the community resources needed to provide a secure and safe learning environment. Among the services received are: a school resource officer who is available on a daily basis, if needed, and facilitates the D.A.R.E. program for our fifth grade students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Torres, Eric	Principal
Fair, Sarah	Assistant Principal
Astuto, Julie	Guidance Counselor
Janice, Ennis	Teacher, K-12
Viquez, Maritza	Teacher, K-12
Drouin, Julie	Teacher, K-12
Cassimire, Ann	Teacher, K-12
Altman, Pamela	Teacher, K-12
Shapiro, Lynn	Teacher, K-12
Potter, Debra	SAC Member
Collier, Leslie	Psychologist
Orin, Stephanie	Instructional Media

Duties

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

The school-based MTSS/Rtl Leadership Team will be comprised of Eric Torres (Principal), Sarah Fair (Assistant Principal), Julie Astuto (School Counselor), Leslie Collier (School Psychologist), Debra Potter (EESAC Chairperson), and Stephanie Orin (Media Specialist), Janice Ennis (Fifth Grade Chairperson), Maritza Viquez (Fourth Grade Chairperson), Julie Drouin (Third Grade Chairperson), Ann Cassimire (Second Grade Chairperson), Pamela Altman (First Grade Chairperson), and Lynn Shapiro (Kindergarten Chairperson).

Principal: The principal will provide a common vision for the use of data-based decision making, monitor the implementation of interventions, provide support and direction to school staff by meeting with the MTSS/Rtl team, provide professional development as needed, allocate resources, and communicate school-based plans regarding Rtl to all stakeholders through EESAC.

Assistant Principal: The assistant principal will provide support to the MTSS/Rtl school based team and instructional staff. The assistant principal will ensure the collection of data, the implementation of Interventions, and ongoing progress monitoring of MTSS/Rtl intervention groups, and support professional development activities and technical assistance for teachers regarding data-based instructional planning.

Grade-Level Chairpersons: Grade-level chairpersons will collaborate with the Principal and Assistant Principal and communicate pertinent information to the grade level/department. Additionally, assist in collecting, disaggregating and analyzing data in order to modify instruction and facilitate small learning

communities for the grade level/department.

School Counselor: The counselor assists in the identification of at risk students, provides intervention, supports in the screening process at the school site, and continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: The psychologist observes students in the classroom environment to determine further screening, participates in the collection, interpretation and analysis of data, and facilitates data-based decision making.

The Students with Disabilities Teacher: The SWD teacher participates in data collection and supports classroom teachers and MTSS/Rtl team by collaborating through grade level planning.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Media Specialist
- ESSAC member
- UTD Steward
- Tutors as available

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

The MTSS/Rtl Leadership Team focuses meetings on how to utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring in order to ensure that Palmetto's teachers and students succeed. The team meets monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the MTSS/Rtl Leadership Team and Grade level Chairpersons will identify professional development and resources. 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eric Torres	Principal
Debbie Potter	Teacher
Martha Alvarez	Teacher
Donna Martinez	Teacher
Ann Marie Cassimire	Teacher
Ady Moran	Education Support Employee
Josie Alvarez	Education Support Employee
Jill Diedrick	Parent
Shannon Del Prado	Parent
Linda Dwyer	Parent
Teresa Fitzgerald	Parent
Thaddeus Fotte	Parent
Arianne Sasso	Parent
Didi Monteil-Weinberg	Parent
Chloe Rabbino	Student
Sophia Perez	Student
Brian Hall	Business/Community
Skip Pita	Business/Community
Stephanie Orin	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

EESAC reviewed the School Improvement Plan on a monthly basis. EESAC discussed the goals and strategies used to increase student achievement. The staff and EESAC met to discuss the end of the year review of goals and strategies and made recommendations for the 2014-2015 School Improvement Plan.

Development of this school improvement plan

To develop the School Improvement Plan, the School Advisory Committee (SAC) worked collaboratively with the Leadership Team to establish priorities and select goals for the school , helped identify the programs and practices necessary to achieve the selected goals, and aided in identifying basic and outside resources necessary to achieve the school's goals. SAC also advised in allocating resources to assure that the improvement plans are successful.

The EESAC Members met to review issues relative to core academic areas (Reading, Mathematics, Writing, and Science), parental involvement, suspensions, attendance, along with budget, professional development training opportunities along with budget, professional development training opportunities, instructional materials, staffing, and student support services.

Preparation of the school's annual budget and plan

The administrative team presented the budget during the spring EESAC meeting. Recommendations and suggestions were made by EESAC members.

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

Funds were utilized to purchase of technological equipment (mimeos) to enhance the instructional program, utilizing the amount of \$1,000.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

According to our bi-laws, six parent reps and one alternate is recommended, we're submitting a wavier request for this purpose.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Torres, Eric	Principal
Fair, Sarah	Assistant Principal
Astuto, Julie	Guidance Counselor
Orin, Stephanie	Instructional Media
DeAlejo, Lisette	Teacher, K-12
Martinez, Donna	Teacher, K-12
Bogert, Aileen	Teacher, K-12
Tanner, Elena	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will be comprised of Eric Torres (Principal), Sarah Fair (Assistant Principal), Ms. DeAlejo (Reading Liaison), Ms. Martinez (Math Liaison), Ms. Bogert (Science Liaison), Julie Astuto (School Counselor), Elena Tanner (SPED Teacher), and Stephanie Orin (Media Specialist).

The major initiative of the Literacy Leadership Team (LLT) will be to monitor students' progress. The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students.

The instructional liaisons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional liaisons will also help with the process of grading, recording, and charting student scores. The major initiative of the Literacy Leadership Team (LLT) will be to monitor students' progress. The LLT will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of

teaching, assessing, re-teaching, and reassessing. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. The instructional liaisons will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional liaisons will also help with the process of grading, recording, and charting student scores.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in collaborative learning communities to improve instruction and student learning. They meet weekly in grade level groups to plan and design lessons that support core curriculum and state standards. They analyze assessment data to determine individual student needs. Teachers are empowered by constant reflection and refinement of our practice through grade level meetings and data chats. This is evident by their commitment to develop a shared language, improve grading practices, and improve implementation of programming.

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

1. Ongoing support and mentorship by the Leadership Team. (Principal/Assistant Principal/Liaisons)
2. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement activities learned. (Principal/Assistant Principal)
3. Implement Professional Learning Communities in which teachers share best practices, interpret test results, accommodate the diversity in student learning, and build capacity in student learning. (Principal/Assistant Principal)
4. Implement collaborative planning so teachers can collaborate and reflect upon teaching and learning to augment student performance. (Principal/Assistant Principal)

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

Beginning teachers or teachers new to the building are provided a mentor or buddy teacher, usually the Grade Level Chairperson, within the common grade level. The common planning time provides opportunity for coaching, planning, and feedback. The mentor and mentee are able to meet bi-weekly in a professional learning community to discuss, develop and implement instructional evidencebased strategies for each domain. The mentor is given release time to observe the mentee.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers use the District-mandated programs and curriculum. Grade Level Expectations, Florida Standards and Pacing Guides are used and aligned to plan effectively.

Instructional Strategies

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

The teachers at Palmetto Elementary consistently practice common policies, processes, and procedures for documenting, measuring and reporting student performance. Each teacher consistently analyzes data for each of his/her students and prepares differentiated instruction meeting the individual needs of the student. The school collects and uses a broad range of statistical data to create and maintain an accurate school profile. Furthermore, special education teachers use data to determine accommodations for students with exceptionalities to maximize learning. These practices are based on clearly defined criteria that represent each child's achievement of developmentally appropriate learning goals, content, knowledge, and skills. Teachers continuously use data to identify unique learning, growth, and development needs of all children.

Palmetto Elementary School uses rigorous content and provides equitable and challenging learning experiences that ensure the developmentally appropriate cognitive, emotional, social, creative and physical growth and development of all students. In addition, teachers use many reading assessments such as the Benchmark Assessment given by the District, Accelerated Reader (AR), STAR Reading, and unit tests to assess students' performance and specific needs. All tests and documentation are recorded for each student in a data notebook to ensure growth for every child. Palmetto Elementary is focused on every child learning and succeeding cognitively, emotionally, socially, creatively, and physically. Every staff member is committed to ensure that each child is globally successful. Teachers consistently assess, monitor, and adjust instruction as it relates to student learning. In addition, teachers also administer district level assessments that are aligned to the Common Core Standards.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Palmetto Elementary recognizes that successful transitions from home to school or from a childcare center to kindergarten can contribute to long-term school success and is committed to bridging the gap between the school and the surrounding early learning providers in the area

Parent Orientation will take place during the week prior to the first day of school to provide information and help the adults feel more at ease. Open House provides an opportunity for parents to meet and talk with teachers, learn more about procedures and guidelines, and spend time in their child's

classroom environment.

Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessment for Instruction in Reading (FAIR) in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess social and emotional development. The FAIR screening tool will be re-administered mid-year and at the end of the year. The children will also be assessed using the CELLA-ONLINE in both speaking and listening.

The Florida Voluntary Prekindergarten (VPK) Assessment is given to all children enrolled in the VPK program in order to provide teachers with valid and reliable feedback regarding children's progress in attaining the skills in the Standards for Four-Year-Olds, so that teachers may use this information to guide instruction.

Pre-kindergarten and kindergarten teachers work closely with the Administration and the School Counselor to ensure that all children come to school on a regular basis and are ready to learn.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** to increase student achievement by improving core instruction
- G2.** to increase the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement
- G3.** to prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) initiatives and programs
- G4.** to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. to increase student achievement by improving core instruction 1a

G047520

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	82.0
FSA - Mathematics - Proficiency Rate	98.0
Math Gains	93.0
Math Lowest 25% Gains	89.0
AMO Reading - All Students	85.0
FSA - English Language Arts - Proficiency Rate	96.0
ELA/Reading Gains	84.0
ELA/Reading Lowest 25% Gains	80.0
AMO Reading - ELL	62.0
AMO Reading - SWD	57.0
CELLA Listening/Speaking Proficiency	68.0
CELLA Reading Proficiency	
FCAT 2.0 Science Proficiency	78.0
CELLA Writing Proficiency	45.0

Resources Available to Support the Goal 2

- Curriculum Support Specialist provided by District
- BrainPop technological program
- Reading Plus technological program
- student journals
- graphic organizers
- real-world documents (brochures, flyers, etc.)
- global informational text
- how-to articles
- Cambridge Curriculum
- Go Math textbook series enrichment book
- Mega Math technological program
- Successmaker technological program
- Science pacing guides
- Scott Foresman Science Book series
- Gizmos technological program
- Professor Q

Targeted Barriers to Achieving the Goal 3

- Opportunities to engage students in higher-level thinking

- Difficulty applying and demonstrating understanding of problem-solving strategies in Mathematics

Plan to Monitor Progress Toward G1. 8

Interim Assessments, Mini Benchmark Assessments

Person Responsible

Sarah Fair

Schedule

Quarterly, from 11/3/2014 to 4/30/2015

Evidence of Completion

2014-2015 FSA/FCAT 2.0 Science Results

G2. to increase the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement 1a

G047517

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0
Attendance Below 90%	16.0
Attendance Below 90% Kindergarten	1.0
Attendance Below 90% Grade 01	1.0
Attendance Below 90% Grade 02	6.0
Attendance Below 90% Grade 03	4.0
Attendance Below 90% Grade 05	4.0
One or More Suspensions	1.0
Students exhibiting two or more EWS indicators (Total)	0.0
Level 1 - All Grades	7.0
Level 1 - Grade 04	2.0
Level 1 - Grade 05	4.0
Non-proficient Reading by Grade 03	1.0
Retained Students	1.0

Resources Available to Support the Goal 2

- District Reports (COGNOS)
- Electronic Gradebook Attendance
- Daily Attendance Reports
- Student Services
- Interventionists
- Reading/Math/Science Liaisons

Targeted Barriers to Achieving the Goal 3

- Excessive absences
- Students' lack of basic skills

Plan to Monitor Progress Toward G2. 8

Following the FCIM model, the MTSS Leadership Team/Rtl team and administrators will review early warning system data and conduct MTSS Leadership Team/Rtl meetings as necessary.

Person Responsible

Sarah Fair

Schedule

Semiannually, from 10/24/2014 to 5/29/2015

Evidence of Completion

Attendance Reports, Referrals Reports, 2014- 2015 Early Warning Systems Data

G3. to prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) initiatives and programs **1a**

G047514

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

- Technology (Computer/Laptop, Programming software)
- District Science Fair Packet
- Lego Kits (Robotics Materials)
- Science Liaison
- Professor Q

Targeted Barriers to Achieving the Goal **3**

- Limited science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process.

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

Projects implemented through Fairchild Challenge, School Science Fair and District Science Fair entries.

Person Responsible

Aileen Bogert

Schedule

Quarterly, from 10/25/2014 to 5/29/2015

Evidence of Completion

Number of entries to the District Science Fair, Increased participation of School's Science Fair, Increased opportunities through Lego Club and Fairchild Challenge.

G4. to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement **1a**

G047513

Targets Supported **1b**

Indicator	Annual Target
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Resources Available to Support the Goal **2**

- Parent-Teacher Association (PTA)
- Assistance for Classroom Teachers (ACT) Organization
- Room Parents

Targeted Barriers to Achieving the Goal **3**

- Increased school enrollment has created large events for parental involvement which do not foster smaller community environments.

Plan to Monitor Progress Toward G4. **8**

Number of grade-level events that have occurred, number of parents in attendance

Person Responsible

Eric Torres

Schedule

Quarterly, from 10/25/2014 to 6/5/2015

Evidence of Completion

Attendance Logs, Agendas, Minutes

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. to increase student achievement by improving core instruction **1**

 G047520

G1.B1 Opportunities to engage students in higher-level thinking **2**

 B122332

G1.B1.S1 Increase Rigor and Higher order Thinking Skills in Language Arts/Reading **4**

 S134291

Strategy Rationale

Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

Action Step 1 **5**

Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Reading and Writing to increase rigor.

Person Responsible

Sarah Fair

Schedule

Monthly, from 9/25/2014 to 5/22/2015

Evidence of Completion

Sign-In sheets, Exit Slips, Handouts, Classroom Walk-throughs

Action Step 2 5

Have students write an informational/expository essay that contains introductory, body, and concluding paragraphs.

Person Responsible

Maritza Viquez

Schedule

Monthly, from 10/6/2014 to 5/22/2015

Evidence of Completion

Published Writing; Lesson Plans; Pacing Guides

Action Step 3 5

Engage students in technological programs including, but not limited to, Accelerated Reader, FCAT Explorer, Reading Plus, and SuccessMaker to build skills and accelerate academic growth in the area of Reading.

Person Responsible

Stephanie Orin

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Program Report, Fall Interim Assessments, Increase in Reading levels, Classroom Walk-throughs

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

Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports

Person Responsible

Sarah Fair

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

lesson plans, interactive journals, published writing, classroom walk-throughs, PD sign-in sheets/exit slips, technological program reports, Interim Assessment data reports

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

To monitor and support the effectiveness of implementation post classroom walk-through feedback will be provided to teachers, PLC focuses will be adjusted based on needs, data reports will be reviewed continuously

Person Responsible

Eric Torres

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

interactive journals, data reports, and classroom walk-through notes

G1.B1.S3 Increase Rigor and Higher order Thinking Skills in Science 4

 S134407

Strategy Rationale

Infuse a variety of higher order thinking strategies into the planning and delivery of science instruction.

Action Step 1 5

Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Science to increase rigor.

Person Responsible

Sarah Fair

Schedule

On 5/29/2015

Evidence of Completion

Sign-In Sheets, Exit Slips, Handouts, Classroom Walk-throughs

Action Step 2 5

Utilize District developed science pacing guides, implementing all essential laboratories

Person Responsible

Eric Torres

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Scott Foresman Science Assessments Results, Fall Interim Assessments, Classroom Walk-throughs

Action Step 3 5

Provide opportunities for students that increase rigor in science writing as evidenced in interactive science journals and in laboratory conclusions (i.e. incorporating claims, evidence, and reasoning), as delineated by Common Core Standards.

Person Responsible

Aileen Bogert

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Scott Foresman Science Assessments Results, Fall Interim Assessments, Classroom Walk-throughs

Action Step 4 5

Engage students in technological programs including, but not limited to, BrainPop and GIZMOS to build skills and accelerate academic growth in the area of Science.

Person Responsible

Aileen Bogert

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Program Reports, Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports

Person Responsible

Sarah Fair

Schedule

Weekly, from 9/22/2015 to 9/22/2015

Evidence of Completion

lesson plans, interactive journals, classroom walk-throughs, PD sign-in sheets/exit slips, technological program reports, Interim Assessment data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

To monitor and support the effectiveness of implementation post classroom walk-through feedback will be provided to teachers, PLC focuses will be adjusted based on needs, data reports will be reviewed continuously

Person Responsible

Eric Torres

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

interactive journals, data reports, and classroom walk-through notes

G1.B2 Difficulty applying and demonstrating understanding of problem-solving strategies in Mathematics

2

 B122333

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills in Mathematics 4

 S134414

Strategy Rationale

Infuse a variety of High Order Thinking Strategies into the delivery of instruction in Mathematics.

Action Step 1 5

Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Mathematics to increase rigor.

Person Responsible

Sarah Fair

Schedule

On 5/29/2015

Evidence of Completion

Sign-In Sheets, Exit Slips, Handouts, Classroom Walk-throughs

Action Step 2 5

Provide opportunities for students to write out steps in solving problems and explain solutions using "Hot Problems" in GO MATH series book.

Person Responsible

Donna Martinez

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Go Math Assessments Results, Fall Interim Assessments, Classroom Walk-throughs

Action Step 3 5

Engage students in technological programs including, but not limited to, BrainPop, Mega Math, and SuccessMaker to build skills and accelerate academic growth in the area of Math.

Person Responsible

Donna Martinez

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Program Reports, Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports

Person Responsible

Sarah Fair

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

lesson plans, interactive journals, classroom walk-throughs, PD sign-in sheets/exit slips, technological program reports, Interim Assessment data reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

To monitor and support the effectiveness of implementation post classroom walk-through feedback will be provided to teachers, PLC focuses will be adjusted based on needs, data reports will be reviewed continuously

Person Responsible

Eric Torres

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

G2. to increase the Early Warning System to identify at-risk students in order to provide them with support and interventions that will increase their academic achievement **1**

G047517

G2.B1 Excessive absences **2**

B125388

G2.B1.S1 Parents would be advised of the District attendance policy that requires a physician note after 5 absences each semester. An Attendance Review Committee meeting will be held after the fifth unexcused absence each semester, including the School's Social Worker to provide strategies for parents and students. **4**

S137275

Strategy Rationale

Decrease the number of students who miss 10 percent or more of available instructional time

Action Step 1 **5**

Record on Electronic Gradebook

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily Attendance Bulletin

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

The attendance clerk will run the daily attendance report at 10:00 AM. This report identifies the homeroom teachers who have not completed their daily attendance. Once all teachers have taken the homeroom attendance, the attendance clerk will upload the official school attendance on ISIS. Reports on student absences will be requested and downloaded through Control-D and monitored to determine if truancy is an issue. ARC meetings will be scheduled accordingly.

Person Responsible

Sarah Fair

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily Gradebook Report, Weekly Attendance Reports

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

Parents will be contacted when students develop a pattern of absenteeism.

Person Responsible

Schedule

Quarterly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Conference and contact logs, ARC meetings

G2.B2 Students' lack of basic skills 2

 B125394

G2.B2.S1 Students will be provided opportunities to improve reading fluency and reading comprehension through exposure to read-aloud, teacher modeling, phonics instruction, phonemic awareness, and comprehension skill strategies. At-risk students will be identified and provided thirty minutes of additional reading intervention. In addition, after school tutoring will be available to those students identified at risk. 4

 S137278

Strategy Rationale

Provide support and interventions to increase academic achievement

Action Step 1 5

Provide support to at-risk students needing an additional 30 minutes of instruction in Reading in lieu of Spanish.

Person Responsible

Sarah Fair

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

SuccessMaker data reports, Wonder Works activities

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

The administrative team will monitor classroom intervention, additional tier support intervention through supplemental programs, and differentiated instruction during walkthroughs.

Person Responsible

Eric Torres

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

SuccessMaker reports, Wonder Works activities, walk-through logs.

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

Following the FCIM, the administrative team will discuss the effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.

Person Responsible

Eric Torres

Schedule

Quarterly, from 10/24/2014 to 5/7/2015

Evidence of Completion

Formative Assessments, District Interim Assessments


G3. to prepare students to be college and career ready through Science, Technology, Engineering, and Mathematics (STEM) initiatives and programs **1**

 G047514

G3.B1 Limited science, technology, engineering, and mathematics related experiences to advance STEM literacy while engaging students in the problem solving process. **2**

 B125404

G3.B1.S1 Create a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school. This will help to create awareness of various ways in which STEM will be important to the students' future while providing standards-based/structured inquiry-based and real-world problem-based learning that interconnects STEM subjects. **4**

 S137287

Strategy Rationale

Provide more opportunities for students to engage in STEM experiences

Action Step 1 **5**

Teachers will promote a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school that interconnects STEM subjects.

Person Responsible

Aileen Bogert

Schedule

Weekly, from 10/6/2014 to 5/22/2015

Evidence of Completion

School-wide STEM activity log

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

Monitor the number of STEM experiences offered to students.

Person Responsible

Aileen Bogert

Schedule

Monthly, from 10/13/2014 to 5/22/2015

Evidence of Completion

STEM Activity Log

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

An increase in the number of STEM experiences available for students.

Person Responsible

Aileen Bogert

Schedule

Every 2 Months, from 10/25/2014 to 5/29/2015

Evidence of Completion

STEM Activity Log


G4. to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement 1

 G047513

G4.B1 Increased school enrollment has created large events for parental involvement which do not foster smaller community environments. 2

 B125405

G4.B1.S1 Increase opportunities for small group parent volunteering to plan/facilitate smaller community events 4

 S137323

Strategy Rationale

Foster small school community events that impact individual classroom environments

Action Step 1 5

Collaborate with PTA and ACT organization to plan grade level events

Person Responsible

Eric Torres

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

calendar of events

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

Monitor number of events planned per grade level

Person Responsible

Sarah Fair

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

Teachers/PTA/ACT grade-level meetings agenda and sign-in sheets

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

Attendance of grade level events

Person Responsible

Eric Torres

Schedule

Quarterly, from 9/30/2014 to 6/4/2015

Evidence of Completion

volunteer sign-in sheets, attending parents attendance logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Reading and Writing to increase rigor.	Fair, Sarah	9/25/2014	Sign-In sheets, Exit Slips, Handouts, Classroom Walk-throughs	5/22/2015 monthly
G1.B1.S3.A1	Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Science to increase rigor.	Fair, Sarah	11/4/2014	Sign-In Sheets, Exit Slips, Handouts, Classroom Walk-throughs	5/29/2015 one-time
G1.B2.S1.A1	Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Mathematics to increase rigor.	Fair, Sarah	11/4/2014	Sign-In Sheets, Exit Slips, Handouts, Classroom Walk-throughs	5/29/2015 one-time
G2.B1.S1.A1	Record on Electronic Gradebook		8/18/2014	Daily Attendance Bulletin	6/4/2015 daily

Dade - 4221 - Palmetto Elementary School - 2014-15 SIP
Palmetto Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Provide support to at-risk students needing an additional 30 minutes of instruction in Reading in lieu of Spanish.	Fair, Sarah	9/1/2014	SuccessMaker data reports, Wonder Works activities	5/29/2015 weekly
G3.B1.S1.A1	Teachers will promote a culture where STEM experiences are seen as fun and engaging for our students by increasing the number of STEM experiences in our school that interconnects STEM subjects.	Bogert, Aileen	10/6/2014	School-wide STEM activity log	5/22/2015 weekly
G4.B1.S1.A1	Collaborate with PTA and ACT organization to plan grade level events	Torres, Eric	9/29/2014	calendar of events	6/4/2015 monthly
G1.B1.S1.A2	Have students write an informational/expository essay that contains introductory, body, and concluding paragraphs.	Viquez, Maritza	10/6/2014	Published Writing; Lesson Plans; Pacing Guides	5/22/2015 monthly
G1.B1.S3.A2	Utilize District developed science pacing guides, implementing all essential laboratories	Torres, Eric	8/18/2014	Scott Foresman Science Assessments Results, Fall Interim Assessments, Classroom Walk-throughs	5/29/2015 weekly
G1.B2.S1.A2	Provide opportunities for students to write out steps in solving problems and explain solutions using "Hot Problems" in GO MATH series book.	Martinez, Donna	8/25/2014	Go Math Assessments Results, Fall Interim Assessments, Classroom Walk-throughs	5/29/2015 weekly
G1.B1.S1.A3	Engage students in technological programs including, but not limited to, Accelerated Reader, FCAT Explorer, Reading Plus, and SuccessMaker to build skills and accelerate academic growth in the area of Reading.	Orin, Stephanie	8/25/2014	Program Report, Fall Interim Assessments, Increase in Reading levels, Classroom Walk-throughs	5/29/2015 daily
G1.B1.S3.A3	Provide opportunities for students that increase rigor in science writing as evidenced in interactive science journals and in laboratory conclusions (i.e. incorporating claims, evidence, and reasoning), as delineated by Common Core Standards.	Bogert, Aileen	8/25/2014	Scott Foresman Science Assessments Results, Fall Interim Assessments, Classroom Walk-throughs	5/29/2015 weekly
G1.B2.S1.A3	Engage students in technological programs including, but not limited to, BrainPop, Mega Math, and SuccessMaker to build skills and accelerate academic growth in the area of Math.	Martinez, Donna	8/25/2014	Program Reports, Classroom Walk-throughs	5/29/2015 weekly
G1.B1.S3.A4	Engage students in technological programs including, but not limited to, BrainPop and GIZMOS to build skills and accelerate academic growth in the area of Science.	Bogert, Aileen	8/25/2014	Program Reports, Classroom Walk-throughs	5/29/2015 weekly
G1.MA1	Interim Assessments, Mini Benchmark Assessments	Fair, Sarah	11/3/2014	2014-2015 FSA/FCAT 2.0 Science Results	4/30/2015 quarterly
G1.B1.S1.MA1	To monitor and support the effectiveness of implementation post classroom walk-through feedback will be provided to teachers, PLC focuses will be adjusted based on needs, data reports will be reviewed continuously	Torres, Eric	10/6/2014	interactive journals, data reports, and classroom walk-through notes	5/29/2015 monthly
G1.B1.S1.MA1	Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports	Fair, Sarah	9/22/2014	lesson plans, interactive journals, published writing, classroom walk-throughs, PD sign-in sheets/exit slips, technological program reports, Interim Assessment data reports	5/29/2015 weekly
G1.B2.S1.MA1	To monitor and support the effectiveness of implementation post	Torres, Eric	10/6/2014		5/29/2015 monthly

Dade - 4221 - Palmetto Elementary School - 2014-15 SIP
Palmetto Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	classroom walk-through feedback will be provided to teachers, PLC focuses will be adjusted based on needs, data reports will be reviewed continuously				
G1.B2.S1.MA1	Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports	Fair, Sarah	9/22/2014	lesson plans, interactive journals, classroom walk-throughs, PD sign-in sheets/exit slips, technological program reports, Interim Assessment data reports	5/29/2015 weekly
G1.B1.S3.MA1	To monitor and support the effectiveness of implementation post classroom walk-through feedback will be provided to teachers, PLC focuses will be adjusted based on needs, data reports will be reviewed continuously	Torres, Eric	10/6/2014	interactive journals, data reports, and classroom walk-through notes	5/29/2015 monthly
G1.B1.S3.MA1	Monitoring for fidelity of implementation will be conducted through classroom walk-throughs and data reports	Fair, Sarah	9/22/2015	lesson plans, interactive journals, classroom walk-throughs, PD sign-in sheets/exit slips, technological program reports, Interim Assessment data reports	9/22/2015 weekly
G2.MA1	Following the FCIM model, the MTSS Leadership Team/Rtl team and administrators will review early warning system data and conduct MTSS Leadership Team/Rtl meetings as necessary.	Fair, Sarah	10/24/2014	Attendance Reports, Referrals Reports, 2014- 2015 Early Warning Systems Data	5/29/2015 semiannually
G2.B1.S1.MA1	Parents will be contacted when students develop a pattern of absenteeism.		9/1/2014	Conference and contact logs, ARC meetings	5/29/2015 quarterly
G2.B1.S1.MA1	The attendance clerk will run the daily attendance report at 10:00 AM. This report identifies the homeroom teachers who have not completed their daily attendance. Once all teachers have taken the homeroom attendance, the attendance clerk will upload the official school attendance on ISIS. Reports on student absences will be requested and downloaded through Control-D and monitored to determine if truancy is an issue. ARC meetings will be scheduled accordingly.	Fair, Sarah	8/18/2014	Daily Gradebook Report, Weekly Attendance Reports	6/4/2015 biweekly
G2.B2.S1.MA1	Following the FCIM, the administrative team will discuss the effectiveness of implementation of the strategy by examining student data of formative assessments. Feedback will be provided to teachers during grade level meetings.	Torres, Eric	10/24/2014	Formative Assessments, District Interim Assessments	5/7/2015 quarterly
G2.B2.S1.MA1	The administrative team will monitor classroom intervention, additional tier support intervention through supplemental programs, and differentiated instruction during walkthroughs.	Torres, Eric	9/8/2014	SuccessMaker reports, Wonder Works activities, walk-through logs.	5/29/2015 weekly
G3.MA1	Projects implemented through Fairchild Challenge, School Science Fair and District Science Fair entries.	Bogert, Aileen	10/25/2014	Number of entries to the District Science Fair, Increased participation of School's Science Fair, Increased opportunities through Lego Club and Fairchild Challenge.	5/29/2015 quarterly
G3.B1.S1.MA1	An increase in the number of STEM experiences available for students.	Bogert, Aileen	10/25/2014	STEM Activity Log	5/29/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Monitor the number of STEM experiences offered to students.	Bogert, Aileen	10/13/2014	STEM Activity Log	5/22/2015 monthly
G4.MA1	Number of grade-level events that have occurred, number of parents in attendance	Torres, Eric	10/25/2014	Attendance Logs, Agendas, Minutes	6/5/2015 quarterly
G4.B1.S1.MA1	Attendance of grade level events	Torres, Eric	9/30/2014	volunteer sign-in sheets, attending parents attendance logs	6/4/2015 quarterly
G4.B1.S1.MA1	Monitor number of events planned per grade level	Fair, Sarah	9/22/2014	Teachers/PTA/ACT grade-level meetings agenda and sign-in sheets	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. to increase student achievement by improving core instruction

G1.B1 Opportunities to engage students in higher-level thinking

G1.B1.S1 Increase Rigor and Higher order Thinking Skills in Language Arts/Reading

PD Opportunity 1

Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Reading and Writing to increase rigor.

Facilitator

Leslie Rivera, Curriculum Support Specialist

Participants

K-5 Teachers

Schedule

Monthly, from 9/25/2014 to 5/22/2015

G1.B1.S3 Increase Rigor and Higher order Thinking Skills in Science

PD Opportunity 1

Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Science to increase rigor.

Facilitator

Mario Junco, Explore Learning

Participants

Grades 3-5 Science Teachers

Schedule

On 5/29/2015

G1.B2 Difficulty applying and demonstrating understanding of problem-solving strategies in Mathematics

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills in Mathematics

PD Opportunity 1

Provide teacher with professional development emphasizing High Order Thinking Strategies into the delivery of instruction in Mathematics to increase rigor.

Facilitator

Mario Junco, Explore Learning

Participants

Grades 3-5 Mathematics Teachers

Schedule

On 5/29/2015

Technical Assistance Items

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

G1. to increase student achievement by improving core instruction

G1.B1 Opportunities to engage students in higher-level thinking

G1.B1.S1 Increase Rigor and Higher order Thinking Skills in Language Arts/Reading

PD Opportunity 1

Have students write an informational/expository essay that contains introductory, body, and concluding paragraphs.

Facilitator

Language Arts Teachers

Participants

Grades 2-5 Students

Schedule

Monthly, from 10/6/2014 to 5/22/2015

PD Opportunity 2

Engage students in technological programs including, but not limited to, Accelerated Reader, FCAT Explorer, Reading Plus, and SuccessMaker to build skills and accelerate academic growth in the area of Reading.

Facilitator

Reading Teachers

Participants

Grades K-5 Students

Schedule

Daily, from 8/25/2014 to 5/29/2015

G1.B1.S3 Increase Rigor and Higher order Thinking Skills in Science

PD Opportunity 1

Provide opportunities for students that increase rigor in science writing as evidenced in interactive science journals and in laboratory conclusions (i.e. incorporating claims, evidence, and reasoning), as delineated by Common Core Standards.

Facilitator

Science Teachers

Participants

Grades 2-5 Students

Schedule

Weekly, from 8/25/2014 to 5/29/2015

G1.B2 Difficulty applying and demonstrating understanding of problem-solving strategies in Mathematics

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills in Mathematics

PD Opportunity 1

Provide opportunities for students to write out steps in solving problems and explain solutions using "Hot Problems" in GO MATH series book.

Facilitator

Grades 2-5 Mathematics Teachers

Participants

Grade 2-5 Students

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Grand Total	0