

Pioneer Park Elementary School

39500 PIONEER PARK RD, Belle Glade, FL 33430

www.edline.net/pages/pioneer_park_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	C

School Board Approval

This plan is pending approval by the Palm Beach 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
Priority	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

Pioneer Park Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Pioneer Park Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in a global economy.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

During the first week of school, students will complete an "All About Me" type of activity sharing value information about themselves with their teachers and classmates.

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

- We will provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- We will develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- We will create or enhance a college-going culture through activities including college sports jersey day
- We will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; including B.E.A.R.S. (Being on time, Enthusiastic Attitude, Respectful and Responsible, Safe) expectations and the way we walk in a F.A.M.E. (Facing forward, Arms behind our backs or to our sides, Mouths closed, Eyes straight ahead)
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- We will involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and

after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

- We will provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- We will create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

- Universal Guidelines and behavior matrix taught during the first week of school and during student assemblies to ensure students are aware of school expectations. Students will constantly be reminded of expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team will be formed and will include reviews of classroom data to ensure students are engaged while in class. A minimum of a 4:1 ratio of positive interactions (RPI) will be maintained to ensure students remain engaged during instructional time.
- Administration, coaches and teachers will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- All staff will make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- We will develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences and tardies
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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	8	5	5	6	7	7	38
One or more suspensions	3	9	8	5	14	19	58
Course failure in ELA or Math	23	25	23	8	13	0	92
Level 1 on statewide assessment	0	0	0	50	24	35	109
	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	6	6	13	14	18	61

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

- SAI , iii, Tutorials, LLI, Mentors, etc.
- Planned Discussions and Goal Setting for identified student needs through SBT and CST
- Consistent communication with parents, agency and community outreach programs
- Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources

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

- Under the guidance of Administration and the Leadership team, monthly parent involvement and parent training activities are planned throughout the year to increase parent involvement. Each event focuses on a core subject area: Reading, Writing, Math, Science, or learning topic such as testing, Black History, Hispanic or Multicultural Heritage Celebration, etc. Parents are given tools, materials and strategies through these events and through home learning support.
- Parents are included in RtI, SBT, and behavioral meetings. We reach out to our parents with tips and information through the local newspaper, EdLine, Parent Link and flyers and informative letters from the school.
- Our parents are informed of and invited to district level ELL-related meetings.
- We celebrate Muffins with Mom Day and Donuts with Dad Day. We notify families that guardians and extended family members are welcomed because every family is unique.
- The majority of our SAC representation is parent-led. We host Parent Leadership Councils bi-annually for our ELL parents.
- Parents are invited to community meetings, and encouraged to serve as classroom/school volunteers as well as members of SAC.
- Our Bridges and school sponsored mentoring programs operate in tandem with families and when a situation is brought to the attention of our Leadership or School Based Team, referrals are made to applicable local agencies.
- The school supports families through donations and school-community support during circumstances warranting school help. Working with various foundations and agencies, the school helps provide students with uniforms, shoes, socks, underwear, jackets, sweaters, backpacks and supplies.

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

- The school will assign a business partners coordinator to help secure partnerships with local businesses and community agencies.
- We will sustain partnerships by building relationships with our business partners and showing gratitude through our newsletters and our yearbook.
- We will maintain effective communication with our business partners to encourage an on-going partnership.

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
Buckman, Pamela	Principal
Moreau, Sandra	Assistant Principal
Rushing, Vonda	Instructional Coach
Evans, Jamie	Instructional Coach
Salazar, Gloria	Other
gonzalez, angela	Instructional Coach
Hrebin, Thomas	Guidance Counselor

Duties

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

- The Leadership Team meets weekly to review school-wide data from sources such as FAIR, Reading Running Records, Diagnostics, Performance Matters Assessments, and monthly classroom Behavioral reports. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). The team, in conjunction with CST and SBT reviews Early warning signs to ensure appropriate student interventions are put into place in a timely manner and monitors those that are currently in place.
- The Learning Team Specialist and Instructional Coaches work together during LTM's and on Collaborative Planning Days (Wednesdays and Thursdays). They discuss class data and create lesson plans based on the Florida Standards.

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

Members of the School Based RtI/MTSS Team work collaboratively with the school and community stakeholders to develop the SIP. Utilizing the previous year's data and Performance Matters Assessments, curricular targets are discussed, while attention is focused on academic deficits. Funding and staffing are allocated according to the specific needs identified through the following targeted discussions:

- *Diagnostic Tests
- *FSA scores
- *Academic performance of various subgroups
- *Strengths and weaknesses of supplemental and intensive intervention programs
- *Professional development in RtI/SBT for Teachers and SAC members on the RtI framework
- *LLI Reading program groups
- *Imagine Learning resources for Language acquisition/Literacy differentiated intensive digital instruction
- Title I Funds are being used for the Math Coach, resource teacher, supplies for classroom and parent involvement.
- Materials are purchased for classroom and tutorial use. Parent trainings will be offered.
- District communication and staff from the Migrant office assist with our migrant students.
- We have an anti-bullying training offered through the district via vodcast.
- Nutrition is taught through the Science program.
- We currently house three Pre-K units.
- The SAI instructor is funded by the SAI funds. The SAI teacher provides push-in, pull-out

supplemental intensive instruction to students performing below grade-level. She collaborates and communicates with home-room and grade-level departmentalized core teachers to ensure student instructional needs are best met.

- The school implements Single School Culture, which includes a School-Wide Positive Behavior Support System. It embeds an appreciation and respect for multicultural diversity through core teaching.
- Through classroom read alouds, and school-wide activities, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
 - History of Holocaust
 - History of Africans and African Americans
 - Hispanic Contributions
 - Women’s Contributions
 - Sacrifices of Veterans

School Advisory Council (SAC)

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

Name	Stakeholder Group
Pamela Buckman	Principal
Quesona Vereen	Teacher
Ruby Ali	Teacher
Brenda Lee	Teacher
Kim Sparkman	Teacher
Aida Navarro	Education Support Employee
Getro Richemond	Education Support Employee
Sharon Clark	Business/Community
Michelle Rodriguez	Business/Community
David Dent	Business/Community
Marilyn Jackson	Parent
Lakesha Howard	Parent
Amaris Lott	Parent
Patricia Jacques	Parent
Cassandra McLeish	Parent
Mimose Joseph	Parent
Andrea Alvarez	Parent

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

The first SAC meeting will include a review of last year's goals and performance data from the 2013-2014 FCAT results. We will discuss our goals for this year and review our accomplishments

from last year. The SIP will be presented for the FY15 school year to allow SAC members to offer suggestions for additions or deletions.

Development of this school improvement plan

- The SAC develops and reviews the school improvement plan with a focus on achievement data, areas of improvement needed, budgeting of funds toward student learning goals, increased involvement of and input from families and community stakeholders.
- During monthly SAC meetings, the school Principal, Pamela Buckman and Assistant Principal, Sandra Moreau Oliver, will deliver PowerPoint presentations of the latest school data from diagnostics, FAIR and Reading Running Record; current and new core best-practices, strategies and research-based learning programs and interventions implemented.
- The SAC also informs all stakeholders on status of current funds, student learning needs and reviews and votes on expenditures to promote student learning.

Preparation of the school's annual budget and plan

The annual budget and plan will be discussed during the September SAC meeting.

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

School improvement funds were used to support student incentives. A total of \$1000 was used for FCAT performance incentives.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Buckman, Pamela	Principal
Moreau, Sandra	Assistant Principal
gonzalez, angela	Instructional Coach
Hrebin, Thomas	Guidance Counselor
Salazar, Gloria	Other
Rushing, Vonda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each grade level, a reading coach, a representative from ELL, a representative from ESE, and at least one administrator.
- The team will use data to establish literacy goals based on student need. Once the goals have been established, the team will create a plan of action and will meet monthly, (more if necessary) to assess progress towards accomplishing the goals.

- The team will promote and support literacy in a variety of ways: through literacy night, professional development for staff and parents, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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 along with instructional coaches will plan on a weekly basis in grades K-5 on Wednesdays and Thursdays. They will collaborate on effective instructional strategies and identify needs across the content areas based on data
- Administration will provide support during collaborative meetings
- Teachers will meet during Learning Team Meetings on a six day rotation. A Learning Team Facilitator Specialist will facilitate the meetings and lead discussions across content areas focusing on data, best practices and instructional teaching strategies.

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

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- Provide professional development in Marzano, LLI, Reading Running Records, Standard and Item Specs
- Glades supplement, tutoring, club sponsorship, grade chair, extended day pay are opportunities to earn additional pay.

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

- All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
- ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
- School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.
- New teachers will be paired with a mentor and fully immersed in an instructional induction support team,

receive professional development in key growth areas, (Classroom Management, Literacy Roll-Out, Research-Based Reading and Writing Instructional Best-Practices, etc...) and attend new teacher monthly support/feedback meetings with administration and the ESP support facilitator, Assistant Principal, Sandra Moreau Oliver.

- The mentors are experienced teachers with track records reflecting proven student learning gains, who have completed the Clinical Education and ESP training programs and express a desire to positively impact a new educator's early career.
- District Instructional Mentors from the New Teacher Center, Department of Professional Development will visit on a regular basis to observe, counsel, and coach new teachers.
- New teachers will be supported also through their grade group in regular meetings (with feedback to administration on needs/concerns).
- They will be observed and will receive encouragement on strengths and formative feedback using the Marzano method of ongoing evaluative administrative classroom visits.
- They will receive training on the Gradual Release Model, Reading Running Records, FAIR testing, Focus-lesson delivery, Literacy Roll-Out and access teacher text materials through the various training resources.
- New teachers and new-to-the-school teachers will also attend district trainings as available in their core subject areas.

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

- Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards during learning team meetings and weekly collaborative meetings.
- This supports a deeper level of comprehension.
- These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

- Hold literacy collaborative planning meetings on a regular basis to make decisions about literacy instruction in the school.
- During Learning Team Meetings and Leadership Team Meetings, student data will be analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Create a schedule with an uninterrupted 90 minute reading block
- Create a schedule with an additional 60 minute reading block
- Create a schedule with an uninterrupted 45-60 minute writing block
- Provide LLI instruction based on student needs
- Provide instruction aligned with the Language Arts Florida Standards for all grades K-5
- Provide resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administer assessments which measure instructed standards

- Monitor progress of individual classes and grade level during Learning Team Meetings
- Conduct data chats with students
- Create units of study based on current data
- Choose methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Student will self-selecting texts based on RRR levels
- Identified students will receive push-in/pull out services for ESE/ELL
- Identified students will receive LLI (Leveled Literacy Intervention) instruction

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: 10,800

Reading/writing logs and reflection journals/portfolios will be implemented in all classrooms. Implement book club enrichment activities during core instruction for students mastering benchmarks. Students will complete data folders tracking their goals and progress. The Gradual Release Model will be used to scaffold instruction throughout the school.

Strategy Rationale

To increase reading proficiency for all students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Moreau, Sandra, sandra.moreauoliver@palmbeachschools.org

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

The additional hour of reading/writing instruction will be implemented using Reading Running Record reading levels. Teachers will implement two groups of LLI during the extended hour and provide enrichment for students who are not in their LLI groups.

Strategy: Before School Program

Minutes added to school year: 1,000

Small groups using technological programs to intensify instruction in reading and math.

Strategy Rationale

Students in the lowest 25% in reading and math. Students will be assessed on computers on the FSA in fifth grade during the 2014-2015 and in future years in all grades.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Buckman, Pamela, pamelabuckman@palmbeachschools.org

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

Mini assessments and Performance Matters assessments will be reviewed during learning team meetings and during collaborative planning.

Strategy: After School Program

Minutes added to school year: 1,000

Strategic tutorial six to eight weeks prior to FSA testing.

Strategy Rationale

Focused and meaningful tutorial will help increase student proficiency in reading, math and science and improve learning gains in reading and mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Buckman, Pamela, pamelabuckman@palmbeachschools.org

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

Mini assessments and weekly bench mark assessments are reviewed during learning team meetings and during collaborative planning.

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

- Pioneer Park currently has three Pre-K units at the school. The school annually hosts the "kindergarten round-up, during which students living in the school's attendance zone, including those

in homes, daycare, and local Pre-K programs, meet next year's prospective teachers, tour the kindergarten classrooms and participate in fun learning activities.

- During this time early registration is taken for students.
- Our Pre-K units teach children the school routine, introductory/fun literacy skills through songs, games and age-related fun strategies.
- Current students are given books to take home to read to younger siblings, especially those approaching Pre-K and Kindergarten age.
- Students in intermediate grades will visit the school's Pre-K units, read-a-loud to the students and give-a-way primary/beginning level books, classic, high-quality picture books and bilingual books for home read-alouds with parents and extended families.
- At least 2 sessions (am/pm) will be offered for parents to attend to obtain skills related to preparing their child for kindergarten.
- PPES will work with feeder school Lake Shore Middle to promote opportunities for parents and students to receive information about registration, school tours, etc to prepare 5th grade students to transition to Middle School.

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

NA

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

N/A

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

N/A

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 based team review and provide assistance to specific students as needed
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college by increasing reading proficiency during the elementary years

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.** Through alignment of standards in core subject areas, students will be provided with rigorous and relevant instruction in order to meet expectations on FSA.
- G2.** Host learning opportunities for parents which provide resources and strategies to support their child's learning.

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. Through alignment of standards in core subject areas, students will be provided with rigorous and relevant instruction in order to meet expectations on FSA. 1a

G038624

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	26.0
FSA - Mathematics - Proficiency Rate	40.0
FSA - English Language Arts - Proficiency Rate	30.0

Resources Available to Support the Goal 2

- Utilize coaches from Pioneer Park (Reading, Math, Science) as well as district staff to support with lesson planning, modeling, professional development. Utilize the district developed scope and sequence and units of study to guide instruction Utilize technology to reteach, support and enrich student learning (i.e. V-Math, A-Z Learning, Destination Reading, Think Central)

Targeted Barriers to Achieving the Goal 3

- Limited understanding of the new standards and assessment

Plan to Monitor Progress Toward G1. 8

Data results from District and school based assessments will be analyzed

Person Responsible

Pamela Buckman

Schedule

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

Evidence of Completion

EDW reports, assessment portfolios, Data Chat notes

G2. Host learning opportunities for parents which provide resources and strategies to support their child's learning. 1a

G038628

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	26.0
FSA - Mathematics - Proficiency Rate	40.0
FSA - English Language Arts - Proficiency Rate	30.0

Resources Available to Support the Goal 2

- Parent Link Agendas for home to school communication Home to School Folders Utilization of Language Facilitators and support staff to communicate with parents via phone and home visits in native language Monthly newsletter (English, Spanish, Creole) to increase school to home communication School marquee to promote communication Local Newspaper to communicate to inform community stakeholders and parents of school related functions and events Utilize community partnerships to provide incentives for students meeting specified goals Technology and software (V-Math, A-Z Learning) Parent resource room LLI kits School support staff - SAI teacher, LTF, resource teacher,

Targeted Barriers to Achieving the Goal 3

- Parents have limited understanding of ways to support their child's learning at home

Plan to Monitor Progress Toward G2. 8

Sign In Sheets and evaluations will be used to monitor attendance at each event as identified on the calendar.

Person Responsible

Sandra Moreau

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Increase in parental involvement throughout the year based on sign in sheets and parental survey upon completion of each event.

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. Through alignment of standards in core subject areas, students will be provided with rigorous and relevant instruction in order to meet expectations on FSA. **1**

 G038624

G1.B3 Limited understanding of the new standards and assessment **2**

 B100566

G1.B3.S1 Teachers will be provided the opportunity to participate in professional development focusing on the new standards. **4**

 S111806

Strategy Rationale

Teachers need to have more of an awareness of standards and how the standards will be assessed.

Action Step 1 **5**

Teachers will meet two times a week with coach, resource teacher, and administration to plan rigorous lessons that focus on the Florida Standards.

Person Responsible

Pamela Buckman

Schedule

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

Evidence of Completion

sign-in sheets, planning template, Lesson Plans

Action Step 2 5

Teachers will meet one time every six days during Learning Team Meetings to plan rigorous lessons that focus on the Florida Standards.

Person Responsible

Gloria Salazar

Schedule

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

Evidence of Completion

Action Step 3 5

Teachers will implement a planning tool designed by administration to support the use of backwards design for unit planning purposes.

Person Responsible

Pamela Buckman

Schedule

Daily, from 9/17/2014 to 5/29/2015

Evidence of Completion

Action Step 4 5

Coaches will model and support teachers using the backward design tool during common planning.

Person Responsible

Pamela Buckman

Schedule

On 10/9/2014

Evidence of Completion

Formal and informal observations; Lesson Plans;

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will participate in all LTM and Common Planning Meetings and provide feedback via classroom walkthroughs and data chats.

Person Responsible

Pamela Buckman

Schedule

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

Evidence of Completion

Lesson plans, iObservation data, Data Chat template

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The creation of lesson plans with rigorous and differentiated instruction

Person Responsible

Pamela Buckman

Schedule

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

Evidence of Completion

Lesson plan template, student work samples, classroom walkthrough notes

G2. Host learning opportunities for parents which provide resources and strategies to support their child's learning. 1

G038628

G2.B4 Parents have limited understanding of ways to support their child's learning at home 2

B100689

G2.B4.S1 Provide opportunities for parents to participate in parent trainings and events by scheduling school wide activities at different times throughout the school year. 4

S111913

Strategy Rationale

Due to parent work schedules parents will have the opportunity to participate in different types of activities throughout the year.

Action Step 1 5

Provide parent trainings to increase parent understanding in order to support the learning process at home.

Person Responsible

Thomas Hrebin

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Agendas, Sign-in Sheets, Training Materials, Parent Feedback forms

Action Step 2 5

Develop a calendar of events for parent activities which include trainings and school functions.

Person Responsible

Thomas Hrebin

Schedule

Evidence of Completion

Calendar of events

Action Step 3 5

Communicate upcoming trainings to all stakeholders.

Person Responsible

Pamela Buckman

Schedule

Monthly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Monthly News Letter, Flyers sent home, announcements, Parent Link

Action Step 4 5

Provide parents with strategies through Curriculum and Assessment nights throughout the school year.

Person Responsible

Sandra Moreau

Schedule

Monthly, from 9/22/2014 to 4/24/2015

Evidence of Completion

Agendas, Sign-in Sheets, Training Materials, Parent Feedback forms

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Provide agenda, sign-in sheets, evaluations, and handouts

Person Responsible

Thomas Hrebin

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Calendar of events, Provide agenda, sign-in sheets, evaluations, and handouts

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Staff will assist with planning and presenting material to students and families

Person Responsible

Thomas Hrebin

Schedule

Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Calendar of events, agenda, sign-in sheets, evaluations, and handouts

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.B3.S1.A1	Teachers will meet two times a week with coach, resource teacher, and administration to plan rigorous lessons that focus on the Florida Standards.	Buckman, Pamela	8/25/2014	sign-in sheets, planning template, Lesson Plans	5/29/2015 weekly
G2.B4.S1.A1	Provide parent trainings to increase parent understanding in order to support the learning process at home.	Hrebin, Thomas	9/23/2014	Agendas, Sign-in Sheets, Training Materials, Parent Feedback forms	5/29/2015 monthly
G1.B3.S1.A2	Teachers will meet one time every six days during Learning Team Meetings to plan rigorous lessons that focus on the Florida Standards.	Salazar, Gloria	9/8/2014		5/29/2015 weekly
G2.B4.S1.A2	Develop a calendar of events for parent activities which include trainings and school functions.	Hrebin, Thomas	10/6/2014	Calendar of events	one-time
G1.B3.S1.A3	Teachers will implement a planning tool designed by administration to support the use of backwards design for unit planning purposes.	Buckman, Pamela	9/17/2014		5/29/2015 daily
G2.B4.S1.A3	Communicate upcoming trainings to all stakeholders.	Buckman, Pamela	10/17/2014	Monthly News Letter, Flyers sent home, announcements, Parent Link	5/29/2015 monthly
G1.B3.S1.A4	Coaches will model and support teachers using the backward design tool during common planning.	Buckman, Pamela	10/9/2014	Formal and informal observations; Lesson Plans;	10/9/2014 one-time
G2.B4.S1.A4	Provide parents with strategies through Curriculum and Assessment nights throughout the school year.	Moreau, Sandra	9/22/2014	Agendas, Sign-in Sheets, Training Materials, Parent Feedback forms	4/24/2015 monthly
G1.MA1	Data results from District and school based assessments will be analyzed	Buckman, Pamela	8/25/2014	EDW reports, assessment portfolios, Data Chat notes	5/29/2015 daily
G1.B3.S1.MA1	The creation of lesson plans with rigorous and differentiated instruction	Buckman, Pamela	8/25/2014	Lesson plan template, student work samples, classroom walkthrough notes	5/29/2015 daily
G1.B3.S1.MA1	Administration will participate in all LTM and Common Planning Meetings and provide feedback via classroom walkthroughs and data chats.	Buckman, Pamela	8/25/2014	Lesson plans, iObservation data, Data Chat template	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Sign In Sheets and evaluations will be used to monitor attendance at each event as identified on the calendar.	Moreau, Sandra	9/23/2014	Increase in parental involvement throughout the year based on sign in sheets and parental survey upon completion of each event.	5/29/2015 monthly
G2.B4.S1.MA1	Staff will assist with planning and presenting material to students and families	Hrebin, Thomas	9/23/2014	Calendar of events, agenda, sign-in sheets, evaluations, and handouts	5/29/2015 monthly
G2.B4.S1.MA1	Provide agenda, sign-in sheets, evaluations, and handouts	Hrebin, Thomas	9/23/2014	Calendar of events, Provide agenda, sign-in sheets, evaluations, and handouts	5/29/2015 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. Through alignment of standards in core subject areas, students will be provided with rigorous and relevant instruction in order to meet expectations on FSA.

G1.B3 Limited understanding of the new standards and assessment

G1.B3.S1 Teachers will be provided the opportunity to participate in professional development focusing on the new standards.

PD Opportunity 1

Teachers will meet two times a week with coach, resource teacher, and administration to plan rigorous lessons that focus on the Florida Standards.

Facilitator

Jamie Evans, Angela Gonzalez, Vonda Rushing

Participants

All instructional staff

Schedule

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

PD Opportunity 2

Teachers will meet one time every six days during Learning Team Meetings to plan rigorous lessons that focus on the Florida Standards.

Facilitator

Gloria Salazar

Participants

All instructional staff

Schedule

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

PD Opportunity 3

Teachers will implement a planning tool designed by administration to support the use of backwards design for unit planning purposes.

Facilitator

Sandra Oliver

Participants

Grades 3-5

Schedule

Daily, from 9/17/2014 to 5/29/2015

PD Opportunity 4

Coaches will model and support teachers using the backward design tool during common planning.

Facilitator

Dr. Sandra Oliver

Participants

Grades 3-5

Schedule

On 10/9/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Through alignment of standards in core subject areas, students will be provided with rigorous and relevant instruction in order to meet expectations on FSA.	137,832
Goal 2: Host learning opportunities for parents which provide resources and strategies to support their child's learning.	39,856
Grand Total	177,688

Goal 1: Through alignment of standards in core subject areas, students will be provided with rigorous and relevant instruction in order to meet expectations on FSA.

Description	Source	Total
B3.S1.A1 - Salary and benefits for Math Coach	Title I Part A	72,474
B3.S1.A1 - Salary and benefits for Resource Teacher	Title I Part A	65,358
Total Goal 1		137,832

Goal 2: Host learning opportunities for parents which provide resources and strategies to support their child's learning.

Description	Source	Total
B4.S1.A1 - Family Involvement supplies include paper, ink, chart paper, post-its, training materials	Title I Part A	2,195
B4.S1.A1 - Paper, ink, pencils, post-its, journals, dry-erase markers	Title I Part A	2,661
B4.S1.A1 - White boards, magnetic letters, sentence strips, ink, poster paper, V-Math, A-Z learning, composition books, 3-ring binders, index cards, dry erase markers and erasers, contact paper, math manipulatives, card stock, correction tape, timers, highlighters, pencils, pens	SIG 1003(g)	35,000
Total Goal 2		39,856