Palmetto Elementary School

2014-15 School Improvement Plan

Palmetto Elementary School

5801 PARKER AVE, West Palm Beach, FL 33405

www.edline.net/pages/palmetto_elementary_school

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	95%

Alternative/ESE Center	Charter School	Minority
No	No	92%

School Grades History

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

Table of Contents

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 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

Palmetto Elementary School envisions a dynamic collaborative multi-cultural community where communication and lifelong learning are valued and supported, so all learners reach their highest potential and succeed in 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 African and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

The faculty and staff of Palmetto Elementary School dedicate their time and efforts on a daily basis making sure that the environment for students is conducive to learning at all times. Students grasp the opportunity to participate in activities before the school day begins. We provide free breakfast and early learning, i.e. Computer Lab Activities, Library/Media opens before and after school hours. The classroom is managed by providing to students clear expectations for acceptable student behavior. Classroom procedures are established, communicated, modeled, and maintained. Classrooms are task oriented while the social and emotional needs of students are met through mutual respect and rapport. Classroom schedules are posted and followed, activities are organized, transitions between activities are smooth, and instructions is bell-to-bell. Classroom utilize a common board configuration that includes Date, I Can Statement, Bell Ringer, and Homework to set a purpose for learning. Classroom promotes student engagement by collaborative structures, accountable talk to show, tell and explain and prove reasoning. A variety of student exemplary work is displayed to establish quality control expectations. There are many clubs, after school tutorial and after school activities provided to our students extending learning.

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

All faculty and staff are trained to integrate Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING School Wide Positive Behaviors (SWPBs). Palmetto Elementary utilizes a "Corrective Behavior Interventions Report" (PBSD 2464) prior to writing a disciplinary referral for all inappropriate behavior, with exceptions of major disturbances. This form is the key tool for all faculty and staff and can be located under the "Forms" section of the District Homepage. This form has room for three separate incidents to be documented along with the interventions that were used to re-teach the appropriate behavior. Parent signature must be obtained after the second incident and a parent/teacher conference is held after the third incident. If inappropriate behavior persists a Discipline Referral is completed and sent to administration with a copy of the complete "Corrective Behavior Interventions Report" (PBSD 2464). We also implement "CHAMPS" strategies as a component of our school-wide-positive behavior support to keep students focus during instructional time and in the school common areas.

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

Counselors conduct classroom guidance and individual counseling sessions with students. Depending on student needs specific groups are formed for group counseling sessions. I.e, Divorce Group, Newcomers group (students new to Palmetto are oriented to the Palmetto's Single School Culture), Bullying Prevention & Awareness group).

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

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	0	14	4	14	14	13	59
One or more suspensions	3	3	1	9	4	0	20
Course failure in ELA or Math	66	53	53	2	15	0	189
Level 1 on statewide assessment	0	0	0	36	38	41	115

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	
Students exhibiting two or more indicators	17	10	3	12	8	50

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

School Based team review and provide assistance to specific students by discussing student data and emotional needs with teachers. Students that are not responding to Tier 1 instruction during the non-interrupted 90-minute Reading Block also receive Tier 2 (iii services) instruction outside the

90-minute Reading Block. The students in the Tier 2 category receive LLI services during small group instruction. The services are provided by all trained and certified personnel. Tutorial courses are added for the students in grades 3-5 to extend their day of remediation.

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

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

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

We are currently in partnership with various businesses that support our families in the community as well as the students while in school. We collaborate with the Kiwanis, Rotary Club, Palm Beach Zoo, Palm Beach Science Museum and Sea Aquarium, Kravis Center, Publix. Target, Atlantis Golf Course, various churches, Eta Phi Beta Sorority, Inc., Inner City Youth Golf, Inc., and Teamwork USA. We invite our business partners to attend a variety of school activities throughout the school year to build our partnership. Activities such as, but not limited to, School Advisory Council meetings, Academic Trimester Awards, Read-Across America, etc. These partners are very generous with their donations to supplement our food pantry for our needy families, school supplies, and monetary for our school general activities and students' college fund. Their generosity and support ministers to our student population physical and academic needs. Our business partners are highlighted in our monthly family calendar.

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
Harris, Gladys	Principal
Mohl, Michele	Teacher, K-12
Bastien, Myrlande	Teacher, K-12
Brown, Jill	Instructional Coach
Cici, Melissa	Teacher, K-12
Easley, Susan	Teacher, ESE
Geller, Cheryl	Teacher, K-12
Grantham, Melanie	Teacher, K-12
Harper, Alice	Instructional Coach
Pumpian, Carol	SAC Member
Shea, Kristen	Teacher, K-12
Small, Kelly	Teacher, K-12
Banks, Luisa	Instructional Technology
Dorfberger, Bradly	Dean
Moya, Danny	Assistant Principal

Duties

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

School Based Team Chair - conducts and leads all meetings, collects pertinent data from teachers on students, organizes files, keep student confidential records, provided interventions and strategies recommendations.
ESE Coordinator - Monitors progress of RtI cases to determine when a student needs further testing by analyzing data of Tier 3 or possible Child Study Case.
Principal - Oversees all stakeholders, monitors student progress by conducting data chats with team and as active participant of the School Based Team provides interventions and strategies recommendations to all stakeholders.
Teachers - Collaborate with administrators to assess student progress, analyze data, and use results to plan instruction. Teachers also refer student to SBT team for intervention recommendations, delivers interventions to students struggling in determined content area.
Psychologists - Analyzes case files data for accuracy and determination of Tier 3 or Child Study Case.

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 school-based RTI Leadership Team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not

meeting identified academic targets. Once identified students are referred to the school-based RtI Leadership Team.

The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI resource teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.

*Problem Solving Model -

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of student's response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

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

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

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

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

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

Voice Level 0: Silence

Voice Level 1: Whisper

Voice Level 2: Partner Voice

Voice Level 3: Large Group Voice

Voice Level 4: Outdoor Voice

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

Title 1, Part A funds are used for tutorial, classroom supplies, LTF, SAI, Resource Teacher, Professional Development/Travel and Parent Involvement. Also funds are used to increase the use of technology, I-Pad/Tables, VMath

The staff at Palmetto Elementary collaborate with District personnel to provide services for migrant and homeless children and families. Additionally services for ELL students and families are provided by the Multi-cultural department at the district level. Communication

District title 2 funds supports Marzano training and other initiatives.

Business partners that support our school include Rotary Club, Kiwanis of West Palm Beach, Palm Beach Zoo, Palm Beach Science & Aquarium, Target, Lowes, Eta Phi Beta, Sorority Inc., Inner City Youth Golf, Inc., Teamwork USA, Publix, etc.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Myrlande Bastien	Teacher
Gladys E. Harris	Principal
Sharon Salansky	Teacher
Caitly Moody	Parent
Ceclia Herrera	Parent
Elga Gamboa	Parent
Emma Lopez	Parent
Jessica Gersley	Parent
Kathleen Anderson	Teacher
Leslie Ockunzzi	Parent
Marenin Gallo	Parent
Mario Alvarez	Parent
Mark Horne	Parent
Nelva Gonzalez	Parent
Nikki Fortner	Parent
Oclilio Perez	Parent
Phrine Larose	Parent
Rigobesto Perez	Parent
Sharon Salansky	Teacher
Silvia Nolasco	Parent
Victonia Mesa	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 SAC reviewed the School Improvement Plan (SIP) on our October 2014 SAC meeting. The Principal reviewed all the goals, strategies and barriers with all the members. The members made suggestions to make minor adjustments and asked questions to clarify goals and budget attached to SIP. Translation was provided for our second language families. The voting members voted and approved the SIP.

Development of this school improvement plan

The SIP draft was first created with the help of faculty & staff. We then took the draft before our School Advisory Council members at the September 2015 meeting. They in turn made adjustment and suggestions. Their input was incorporated into the existing SIP. It was reiterated to parents that the SIP is a living document we will refer to throughout the school year. The SAC will receive a SIP at-a-glance version of the School Improvement Plan (SIP) on our October 2015 SAC meeting. It will be used as a discussion tool during this meeting. As always, Community Language Facilitators will be present for translation during this discussions to ascertain all present understand. The voting members voted on the September meeting with their approval of the 2015 SIP.

Preparation of the school's annual budget and plan

A draft of the school's annual budget and plan is created with the input all school advisory members. The plan supports the academic needs of the students and the allocated funds are divided to best meet those needs. The school advisory council as a body will exercise their responsibility to follow through the implementation of school improvement.

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

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

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
Harris, Gladys	Principal
Harper, Alice	Instructional Coach
Grantham, Melanie	Teacher, K-12
Geller, Cheryl	Teacher, K-12
Cici, Melissa	Teacher, K-12
Brown, Jill	Instructional Coach
Shea, Kristen	Teacher, K-12
Small, Kelly	Teacher, K-12
McKay, Suzanne	Teacher, K-12
Mohl, Michele	Other
Polland, Dan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT plays an integral role is fostering a rich balancedliteracy environment at the school for all students and staff.

The team is comprised of leaders in literacy from each grade level, Learning Team Facilitator, Literacy Coach, an ESOL Teacher, an ESE teacher, Assistant Principal and Principal. This team builds professional relationship, collaboration, and a literacy culture. Initiative are based on literacy-related data and needs assessments related to school, including literacy achievement, motivation and building a community of readers. This is a continuous process throughout the school year where the team create a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals.

The team will promote and support literacy in a variety of ways: Literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, address scheduling and room configuration concerns, providing instructional and student resources and materials, and other intiative. Focus: School Environment to reflect - School classroom libraries are up and maintained by students under teacher supervision. Classroom set-up and traffic pattern is conducive to student learning.

Students increase their reading time and grow a love for reading.

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

One venue of encouraging positive working relationships with teacher is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols and the Balanced Literacy approach are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

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

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 is the program of support and induction for first year teachers, it 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. The plan includes on-going collegiality and collaboration practices to promote a positive working relationship and interaction between the mentor and new educator. Experienced teachers with Clinical Educator credentials are encouraged to participate as mentors in the ESP Program. Experienced teachers in the same grade level are encouraged to be a "Buddy" to the new teacher for orientation of the nuances of the particular grade level.

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

We follow the scope and sequence of instruction found in the School District of Palm Beach County Learning Village website for all subjects to ensure pacing and implementation of Florida Standards. Units of Study are used as an instructional resource during the Reading 90-Minute Block as Tier 1 core of instruction. We discuss curriculum and align with Florida Standard delivery of differentiated instruction that meets the needs of our students. Our teachers are trained and have adopted Leveled Literacy Intervention (LLI) program to work with students exhibiting deficiency in reading. Strategies are utilized with students in the Tier 2 or Tier 3 and aligned with Florida Standards.
Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, math & science curriculum making sure it aligns to the Florida Standards. 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

The RTI leadership team meets regularly to review universal screening data, diagnosed data and progress monitoring data to make decisions about literacy instruction in the school. Based on this

information, the team identifies the professional development activities needed to create effective learning environments and compare it to expectations found in the Language Arts Florida Standards (LAFS). The school ensures every teacher contributes to literacy improvement of every student by: Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs. Creating and implementing a schedule with an uninterrupted 90-minute reading block. Providing instruction aligned with the Language Arts Florida Standards for their grade level. Providing resources to support instruction (extensive organized classroom libraries, texts to support units of study, leveled books for small group instruction). Students are taught to self-select texts based on Literacy Assessment (RRR) levels. Administering assessments which measure instructed standards. Conducting data chats with students. Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry). After determining that effective Tier-1 Core Instruction is in place, the team identifies students who are not meeting identified academic targets. Once identified students are referred to the School-Based RTI Leadership Team, The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and-or behavioral support (supplemental or intensive) An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies and ensures that teacher provides iii instruction(30 additional minute scheduled beyond the 90-minute reading block) based on student needs. Leveled Literacy Intervention instruction is provided during iii scheduled time of instruction. Additional 60 minute reading block is provided during after school tutorial.

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: 7,500

Reading intervention program will be provided before and after school during the week for students that exhibit non-proficient reading behaviors.

Writing tutorial will be provided to fourth and fifth grade students after school during the week and on Saturdays to provide more time on task using a combination of effective strategies from various writing programs.

Science tutorial will be provided to fifth grade students before school to increase time on science task.

Teachers will meet, plan, and analyze data to plan future instruction based on data results.

Teachers will receive professional development at the District level as well as the School Center to increase knowledge of subject area. The following training is available through the district but not limited to: Math Cadre, Balance Literacy Cohorts, Performance Matters, Marzano, Fountas & Pinell Leveled Literacy Assessment, LLI training.

Strategy Rationale

Based on research students spending time learning multiple strategies and being explicitly taught specific strategies lead to more reading comprehension. Effective interventions for building fluency in reading (speed & accuracy) include giving students multiple opportunities to repeatedly read familiar text independently and with corrective feedback.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Harris, Gladys, gladys.harris.1@palmbeachschools.org

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

Running Reading Record results will be used as the final indicator to determine if student tutorial participation resulted in success by increased Reading level. Running Reading Record will be used as Baseline data and end of tutorial program data. Formative assessments will be used to monitor weekly progress.

Frequent Writing in Response to Reading will be required of all students to include all the components and genre of writing required of fourth and fifth graders - analyzing non-fiction text, planning, narrative, expository and persuasive writing, etc... Writing responses will be doubled scored by two scorers for validity. Students will confer with teachers to revise writing pieces. Students will receive a base line assessment before program starts to use as baseline and to determine gap in learning. Data results will drive instruction.

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. If all teachers increase effective small group differentiated instruction during Mathematics block then 59% of students in grades 3-5 will meet proficiency on annual statewide Math Assessment.

G2. If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment.

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. If all teachers increase effective small group differentiated instruction during Mathematics block then 59% of students in grades 3-5 will meet proficiency on annual statewide Math Assessment. `1a`

🔍 G044778

Targets Supported `1b`

Indicator	Annual Target
AMO Math - ED	59.0

Resources Available to Support the Goal `2`

- On-going professional development provided on a monthly basis to build teacher capacity when teaching and re-teaching students deficient in Math. Topics: Use of data to differentiate and guide Instruction, use data to provide feedback to students on their performance, use of technology for remediation.

- Master schedule to reflect additional opportunities for supplemental and intensive instruction outside of core content area classes (tutorial program).

- Use of results of the assessments to improve individual student performance and also to improve the instructional program.

- Alignment of assessment and instruction - school's curriculum and assessments programs to include the following: Clear understanding of Florida Standards expectations, the use of data analysis (i.e. item analysis to drive instruction and remediation), assessments that are highly aligned, a comprehensive scope and sequence (curriculum map, focus lessons calendar), support for professional development and implementation, ongoing reflection and revision.

- ESE and Resource teachers provide pull-out math instruction to individual students that are not proficient in math.

- Technology classes provided to students in third, fourth and fifth grade classes on a weekly basis.

Targeted Barriers to Achieving the Goal `3`

- Teachers need to be trained to effectively implement the aligned resources and provide feedback to students on their performance on a daily basis through differentiated instruction. Lack of fidelity in using the Data Feedback Protocol (i..e. when student do not master a concept of daily lesson, provide immediate small group instruction - reteach and reassess concept).

- Technology infrastructure does not support the school's teaching, learning and operational needs. (i.e., Not enough computers in classroom for remediation in technology math program, etc.).

Plan to Monitor Progress Toward G1. `8`

Walk-through observations of teacher performance

Person Responsible
Danny Moya

Schedule
Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion
Teacher evaluation observation anecdotal records, student notebooks and tracking progress portfolios, math programs reports, formative assessments results.

G2. If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment. 1a

🔍 G038681

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	61.0

Resources Available to Support the Goal 2

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

- Time for teachers to organize level libraries.

- Teachers providing small group instruction to student groups based on student instructional level to help student move up levels. Small Group Instruction techniques and multiple strategies and modeling will be delivered during Learning Team Meetings and Professional Development

- Area 5 Support and Coaches will model multiple strategies to teachers as well as work with student groups consisting of 5 - 6 students on similar instructional level. Providing explicit lessons and assessments to analyze and monitor student progress on targeted Florida standards and strategies.

- Rigorous Stem Questions for fiction and non-fiction text (Science/Social Studies) for students to independently write in response to reading in content area interactive notebooks. Students must site evidence from the text, compare, contrast and analyze texts to support their responses.

- All classrooms to display Daily 5 behaviors as framework for the 90-minute block. Daily 5 structure is particularly needed during the small group time of the reading block where students who are working independently, with a buddy or in a small group must be in rigorous reading activities. I.e. Writing in response to fiction or informational text (Science and/or Social Studies based), Response to Reading by using rigorous stem questions and implementation of multiple strategies. Resource not limited to any of these activities.

- Teachers use Leveled Literacy Interventions (LLI) Program during 30-minute additional time of reading (iii scheduled outside 90-minute reading block)

- ELL/ESE teachers provide push-in/pull out services to students with IEP and/or LEP.

- Schedule includes additional opportunities for supplemental and intensive instruction outside core content area classes.

Targeted Barriers to Achieving the Goal 3

- Teachers limited knowledge of new standards and buy in on the Units of Study delivery time table and importance of differentiating instruction for the size and diverse learning abilities of their group of students and the instructional skills of the teacher. Lack of fidelity in using the Data Feedback Protocol - (i..e. when student do not master a concept of daily lesson, provide immediate small group instruction - reteach and reassess concept).

- Limited knowledge of the use of interactive content area (informational text) notebooks.

Plan to Monitor Progress Toward G2. `8`

Continuous conversation with teachers and students regarding interactive notebooks writing for science inquiry. Use data to determine students level of understanding on grade level standards.

Person Responsible

Alice Harper

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Student interactive notebooks will be collected and analyzed by teachers, coach, A.P. and Principal to determine growth and effectiveness. Notebooks will be displayed to use for discussion as stakeholders collaborate.

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 =**   **S** = Strategy
                       Barrier

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. If all teachers increase effective small group differentiated instruction during Mathematics block then 59% of students in grades 3-5 will meet proficiency on annual statewide Math Assessment. 1

G044778

G1.B2 Teachers need to be trained to effectively implement the aligned resources and provide feedback to students on their performance on a daily basis through differentiated instruction. Lack of fidelity in using the Data Feedback Protocol (i..e. when student do not master a concept of daily lesson, provide immediate small group instruction - reteach and reassess concept). 2

B110325

G1.B2.S1 Give teachers opportunity to unpack Florida Math Standards in collaboration with other teachers, Learning Team Facilitator, Resource Teacher, Area 5 Support Math Support Team, District of Palm Beach County Math Support Team. Conduct professional development in the how and why of Small Group Instruction (i.e. re-teach, use of data analysis to re-teach, strategies to explicitly teach math concepts through a systematic method, use of aligned resources and provide immediate and explicit feedback to students on their performance). Schedule to include additional opportunities for supplemental and intensive instruction outside core content area classes. Use of Think Central program, technology math programs with students showing deficiency in reading. 4

S121788

Strategy Rationale

According to studies conducted and discussed in National Math Advisory Panel Report (2008) - four methods of instruction show the most promise. These are:
?Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts.
?Self-instruction, through which students learn to manage their own learning with specific prompting or solution-oriented questions.
?Peer tutoring, an approach that involves pairing students together to learn or practice an academic task.
?Visual representation, which uses manipulatives, pictures, number lines, and graphs of functions and relationships to teach mathematical concepts.
For More Information on
Explicit and Systematic Instruction

National Institute for Direct Instruction (NIFDI)
http://www.nifdi.org/

Action Step 1 `5`

Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.

Person Responsible

Luisa Banks

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Math reports

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

Monitor progress of students receiving supplemental and/or intensive inside core or outside core content area classes.

Person Responsible

Danny Moya

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Data of student progress as reported in Think Central computer program will be monitored to determine proficiency of Florida Standards. Students receiving supplemental and / or intensive inside core or outside core content area will show and explain how they monitor their own progress as illustrated in their math notebooks and tracking student progress portfolios.

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

Monthly data chats with teachers to discuss students growth based on delivery of differentiated instruction.

Person Responsible

Gladys Harris

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

PD Agendas, Sign in sheets and notes. Sample student notebooks, reports from think central computer program, EDW reports, proof of systematic and explicit instruction as coded on teacher evaluation anecdotal records.

G1.B3 Technology infrastructure does not support the school's teaching, learning and operational needs. (i.e., Not enough computers in classroom for remediation in technology math program, etc.). `2`

`B110327`

G1.B3.S1 V-Math and Mobile devices to supplement content area instruction. `4`

`S130389`

Strategy Rationale

Technology will enhance students' learning across content areas.

Action Step 1 `5`

Teacher will utilize mobile devices and V Math to enhance instruction

Person Responsible

Luisa Banks

Schedule

Weekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Usage reports, lesson plans, walk-through observations,

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

Review usage reports, lesson plans and walk-through observations comments

Person Responsible

Gladys Harris

Schedule

Weekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Usage reports, lesson plans, walk-through observations comments

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

Observe students in classroom using the tehchnology

Person Responsible

Danny Moya

Schedule

Weekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Student performance as observed and stated on usage reports

G1.B3.S2 Math / Technology resource teacher to support small group instruction 4

S130600

Strategy Rationale

Small group differentiated instruction will enhance student profiiciency

Action Step 1 5

Resource teacher will provide small group instruction and intervention

Person Responsible

Luisa Banks

Schedule

Daily, from 9/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student performance indicators

G2. If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment. 1

🔍 G038681

G2.B3 Teachers limited knowledge of new standards and buy in on the Units of Study delivery time table and importance of differentiating instruction for the size and diverse learning abilities of their group of students and the instructional skills of the teacher. Lack of fidelity in using the Data Feedback Protocol - (i..e. when student do not master a concept of daily lesson, provide immediate small group instruction - reteach and reassess concept). 2

🔍 B092913

G2.B3.S1 Give teachers opportunity to unpack Units of Study in collaboration with other teachers, Learning Team Facilitator, Reading Coach, Area 5 Support Literacy Support Team, District of Palm Beach County Cohort Team. Conduct professional development in the how and why of Small Group Instruction (i.e. re-teach, use of data analysis to re-teach, use of aligned resources and provide feedback to students on their performance). Schedule to include additional opportunities for supplemental and intensive instruction outside core content area classes. Use of Leveled Literacy Intervention with students showing deficiency in reading. 4

🔍 S121771

Strategy Rationale

Based on research students spending time learning multiple strategies and being explicitly taught specific strategies lead to more reading comprehension. Effective interventions for building fluency in reading (speed & accuracy) include giving students multiple opportunities to repeatedly read familiar text independently and with corrective feedback.

Action Step 1 5

Learning Team Facilitator will conduct learning team meetings and support teachers with the intent increasing proficiency school-wide.

Person Responsible

Jill Brown

Schedule

Daily, from 9/18/2014 to 5/28/2015

Evidence of Completion

Agenda, Sign-in sheet, progress monitoring LLI data from EDW, and data analysis from Reading Count reports

Action Step 2 `5`

Supplemental Academic Instruction and small group remediation

Person Responsible

Danny Moya

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans, Progress Monitoring Reports, Data Chats

Action Step 3 `5`

Provide extended learning opportunities

Person Responsible

Bradly Dorfberger

Schedule

Weekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Teachers/students sign-in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Monitor progress of students receiving supplemental and/or intensive inside core or outside core content area classes.

Person Responsible

Alice Harper

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Data of student progress Bi-Monthly analysis of LLI progress monitoring data and analysis of reading counts student reports.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monthly data chats with teachers to discuss students growth based on delivery of differentiated instruction.

Person Responsible

Gladys Harris

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Analysis of Literacy Assessment (RRR) of individual students, EDW and Reading Counts Reports to indicate student growth in reading. Teacher observation anecdotal records.

G2.B12 Limited knowledge of the use of interactive content area (informational text) notebooks. `2`

`B113868`

G2.B12.S1 Teachers will involve students in inquire-based science investigations through the use of interactive notebooks to communicate learning in new ways. Students will be encouraged to communicate their understanding of science concepts. Science interactive notebooks will contain information about the students' classroom experiences and students will use them as scientists would, before, during and after all investigations. These process will help students develop, practice, and refine their science understanding, while also enhancing reading, writing, mathematics and communications. `4`

`S125378`

Strategy Rationale

Research has shown that science interactive notebooks writing may also be a way for students strengthen their language skills as they develop an understanding of the world around them. Science interactive notebooks allow teachers to assess students' understanding and provide the feedback students need for improving their performance.

Action Step 1 `5`

Parents will receive training in the use of interactive notebooks to support their children's learning.

Person Responsible

Danny Moya

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Student interactive notebooks illustrating understanding of concepts learned. Possible evidence: observations, reflections, assessment results. Teacher created rubric to determine proficiency.

Plan to Monitor Fidelity of Implementation of G2.B12.S1 `6`

Focused Classroom walk-through Observation and randomly select student interactive notebook to review.

Person Responsible

Gladys Harris

Schedule

Weekly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Student interview (conversations with students of content in their interactive notebooks) Collect sample interactive notebooks to share during parent training. Use of rubric to determine understanding of concepts. Student assessment results in portfolios.

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 `7`

Students interactive notebook should contain inquiry based science investigations, formulated and recorded questions of inquiry, predictions, recorded data, procedures, and results, compose reflections, and findings.

Person Responsible

Gladys Harris

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

Student interactive notebooks. Teacher lesson plans and observations of standards mastery.

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
G2.B3.S1.A1	Learning Team Facilitator will conduct learning team meetings and support teachers with the intent increasing proficiency school-wide.	Brown, Jill	9/18/2014	Agenda, Sign-in sheet, progress monitoring LLI data from EDW, and data analysis from Reading Count reports	5/28/2015 daily
G1.B2.S1.A1	Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.	Banks, Luisa	9/18/2014	Math reports	5/28/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B12.S1.A1	Parents will receive training in the use of interactive notebooks to support their children's learning.	Moya, Danny	9/18/2014	Student interactive notebooks illustrating understanding of concepts learned. Possible evidence: observations, reflections, assessment results. Teacher created rubric to determine proficiency.	5/28/2015 monthly
G1.B3.S1.A1	Teacher will utilize mobile devices and V Math to enhance instruction	Banks, Luisa	9/18/2014	Usage reports, lesson plans, walk-through observations,	5/29/2015 weekly
G1.B3.S2.A1	Resource teacher will provide small group instruction and intervention	Banks, Luisa	9/18/2014	Lesson plans, student performance indicators	5/29/2015 daily
G2.B3.S1.A2	Supplemental Academic Instruction and small group remediation	Moya, Danny	9/18/2014	Lesson Plans, Progress Monitoring Reports, Data Chats	5/29/2015 one-time
G2.B3.S1.A3	Provide extended learning opportunities	Dorfberger, Bradly	9/18/2014	Teachers/students sign-in sheets, lesson plans	5/29/2015 weekly
G1.MA1	Walk-through observations of teacher performance	Moya, Danny	9/18/2014	Teacher evaluation observation anecdotal records, student notebooks and tracking progress portfolios, math programs reports, formative assessments results.	5/28/2015 monthly
G1.B2.S1.MA1	Monthly data chats with teachers to discuss students growth based on delivery of differentiated instruction.	Harris, Gladys	9/18/2014	PD Agendas, Sign in sheets and notes. Sample student notebooks, reports from think central computer program, EDW reports, proof of systematic and explicit instruction as coded on teacher evaluation anecdotal records.	5/28/2015 monthly
G1.B2.S1.MA1	Monitor progress of students receiving supplemental and/or intensive inside core or outside core content area classes.	Moya, Danny	9/18/2014	Data of student progress as reported in Think Central computer program will be monitored to determine proficiency of Florida Standards. Students receiving supplemental and / or intensive inside core or outside core content area will show and explain how they monitor their own progress as illustrated in their math notebooks and tracking student progress portfolios.	5/28/2015 monthly
G1.B3.S1.MA1	Observe students in classroom using the tehchnology	Moya, Danny	9/18/2014	Student performance as observed and stated on usage reports	5/29/2015 weekly
G1.B3.S1.MA1	Review usage reports, lesson plans and walk-through observations comments	Harris, Gladys	9/18/2014	Usage reports, lesson plans, walk-through observations comments	5/29/2015 weekly
G2.MA1	Continuous conversation with teachers and students regarding interactive notebooks writing for science inquiry. Use data to determine students level of understanding on grade level standards.	Harper, Alice	9/18/2014	Student interactive notebooks will be collected and analyzed by teachers, coach, A.P. and Principal to determine growth and effectiveness. Notebooks will be displayed to use for discussion as stakeholders collaborate.	5/28/2015 monthly
G2.B3.S1.MA1	Monthly data chats with teachers to discuss students growth based on delivery of differentiated instruction.	Harris, Gladys	9/18/2014	Analysis of Literacy Assessment (RRR) of individual students, EDW and Reading Counts Reports to indicate student growth in reading. Teacher observation anecdotal records.	5/28/2015 monthly
G2.B3.S1.MA1	Monitor progress of students receiving supplemental and/or intensive inside core or outside core content area classes.	Harper, Alice	9/18/2014	Data of student progress Bi-Monthly analysis of LLI progress monitoring data and analysis of reading counts student reports.	5/28/2015 monthly
G2.B12.S1.MA1	Students interactive notebook should contain inquiry based science investigations, formulated and recorded questions of inquiry, predictions, recorded data, procedures, and results, compose reflections, and findings.	Harris, Gladys	9/18/2014	Student interactive notebooks. Teacher lesson plans and observations of standards mastery.	5/28/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B12.S1.MA1	Focused Classroom walk-through Observation and randomly select student interactive notebook to review.	Harris, Gladys	9/18/2014	Student interview (conversations with students of content in their interactive notebooks) Collect sample interactive notebooks to share during parent training. Use of rubric to determine understanding of concepts. Student assessment results in portfolios.	5/28/2015 weekly

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 Opportuntities

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

G1. If all teachers increase effective small group differentiated instruction during Mathematics block then 59% of students in grades 3-5 will meet proficiency on annual statewide Math Assessment.

G1.B2 Teachers need to be trained to effectively implement the aligned resources and provide feedback to students on their performance on a daily basis through differentiated instruction. Lack of fidelity in using the Data Feedback Protocol (i..e. when student do not master a concept of daily lesson, provide immediate small group instruction - reteach and reassess concept).

G1.B2.S1 Give teachers opportunity to unpack Florida Math Standards in collaboration with other teachers, Learning Team Facilitator, Resource Teacher, Area 5 Support Math Support Team, District of Palm Beach County Math Support Team. Conduct professional development in the how and why of Small Group Instruction (i.e. re-teach, use of data analysis to re-teach, strategies to explicitly teach math concepts through a systematic method, use of aligned resources and provide immediate and explicit feedback to students on their performance). Schedule to include additional opportunities for supplemental and intensive instruction outside core content area classes. Use of Think Central program, technology math programs with students showing deficiency in reading.

PD Opportunity 1

Teachers will participate in professional development to refine and master conducting differentiated small group instruction including teach and re-teaching of standards not mastered by individual students.

Facilitator

Area 5 Math Specialist, Resource Teacher (math and technology), TOSA, Assistant Principal

Participants

All Math Teachers - grades K-5

Schedule

Monthly, from 9/18/2014 to 5/28/2015

G2. If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment.

G2.B3 Teachers limited knowledge of new standards and buy in on the Units of Study delivery time table and importance of differentiating instruction for the size and diverse learning abilities of their group of students and the instructional skills of the teacher. Lack of fidelity in using the Data Feedback Protocol - (i..e. when student do not master a concept of daily lesson, provide immediate small group instruction - reteach and reassess concept).

G2.B3.S1 Give teachers opportunity to unpack Units of Study in collaboration with other teachers, Learning Team Facilitator, Reading Coach, Area 5 Support Literacy Support Team, District of Palm Beach County Cohort Team. Conduct professional development in the how and why of Small Group Instruction (i.e. re-teach, use of data analysis to re-teach, use of aligned resources and provide feedback to students on their performance). Schedule to include additional opportunities for supplemental and intensive instruction outside core content area classes. Use of Leveled Literacy Intervention with students showing deficiency in reading.

PD Opportunity 1

Learning Team Facilitator will conduct learning team meetings and support teachers with the intent increasing proficiency school-wide.

Facilitator

Jill Brown, Alice Harper, Gladys Harris, Area 5 Literacy Specialists, District of Palm Beach County Cohort Team, Tutorial Coordinators (Luisa Banks, Bradly Dorfberger) Danny Moya (Assistant Principal)

Participants

Teachers in grades K-5

Schedule

Daily, from 9/18/2014 to 5/28/2015

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: If all teachers increase effective small group differentiated instruction during Mathematics block then 59% of students in grades 3-5 will meet proficiency on annual statewide Math Assessment.	93,584
Goal 2: If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment.	114,618
Grand Total	**208,202**

Goal 1: If all teachers increase effective small group differentiated instruction during Mathematics block then 59% of students in grades 3-5 will meet proficiency on annual statewide Math Assessment.		
Description	**Source**	**Total**
B2.S1.A1 - chart paper, copy paper, printer ink, markers, notebooks folders, binders, clips, construction paper, post-its, highlighters	Title I Part A	4,510
B2.S1.A1 - Substitutes teachers for training	Title I Part A	6,000
B2.S1.A1 - Stipends for teacher training to attend workshops	Title I Part A	1,450
B2.S1.A1 - Mileage and registration for PD	Title I Part A	2,500
B3.S1.A1 - I-Pads/Tablets,	Title I Part A	9,000
B3.S1.A1 - V-Math	Title I Part A	2,510
B3.S2.A1 - Resource Teacher	Title I Part A	66,114
B3.S2.A1 - copy paper, ink, pencils, chart paper,	Title I Part A	1,500
Total Goal 1		**93,584**

Goal 2: If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment.		
Description	**Source**	**Total**
B3.S1.A1 - .5 Learning Team Facilitator	Title I Part A	40,279
B3.S1.A1 - Books for Professional Library, Chart Paper, markers, post-it notes, folders, binders, ink, copy paper, highlighters	Title I Part A	2,000
B3.S1.A2 - .5 Resource Teacher	Title I Part A	32,939
B3.S1.A2 - LLI Kits, Classroom Libraries	Title I Part A	8,650

Goal 2: If all teachers increase effective small group differentiated instruction during literacy block and implement science concepts through interactive notebook writing to enhance language skills then 61% of students in grades 3-5 will meet proficiency on annual statewide reading assessment.

Description	Source	Total
B3.S1.A3 - Part-Time in System for Tutorial	Title I Part A	26,200
B12.S1.A1 - Part-Time in Systems.	Title I Part A	1,350
B12.S1.A1 - Chart Paper, Markers, pens, pencils, binders, folders, clips, post -its, highlighters and refreshments for parent training.	Title I Part A	2,400
B12.S1.A1 - Science Museum Consultants for parent training.	Title I Part A	800
Total Goal 2		**114,618**