

Palm Lake Elementary



2014-15 School Improvement Plan

Palm Lake Elementary

8000 PIN OAK DR, Orlando, FL 32819

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
36%

Alternative/ESE Center
No

Charter School
No

Minority
47%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the Nation.

School Environment

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

Palm Lake Elementary has several processes and culturally embedded systems in place to learn about students' cultures and build relationships between teachers and students. Palm Lake is a school that is well known in the community, and many of our parents who were once students at Palm Lake now have children attending our school. Teachers work hard to get to know their students and build a school family during the first weeks of school. Students learn acceptance and tolerance during Black History Month and experience empathy and sensitivity towards students with autism and other related disabilities during Disability Awareness Week. Teachers participate in the Crossroad Connection by visiting the Crossroads Apartments twice per year to connect with parents and provide bus students with supplemental books and resources. Our staff provides on-site literacy events for our families who are not able to attend parent workshops on our school campus. Palm Lake Elementary is a school that values diversity and teaches students to accept people from different backgrounds, cultures, and walks of life.

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

Everyone at Palm Lake, from administration, to teachers and staff, to SRO Deputy Ryan, to our parent volunteers, work hard to create a safe and positive school environment where students feel safe and respected before, during, and after school. Parents play a vital role in our school, and we welcome parents and ADDition volunteers who put in countless hours to make our school a wonderful place to work and learn. Parents and visitors are required to sign in the front office where they are greeted with stellar customer service. Deputy Ryan is actively visible on campus and does an excellent job of building relationships with students. Administration is accessible and visible to students and teachers before, during, and after school. Using the FISH philosophy, we strive to choose our attitudes as we enter the workplace, find ways to play, stay focused in order to be present when students and teachers need something, and look for ways to make their day!

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

Palm Lake uses Conscious Discipline, a social and emotional intelligence classroom management program that empowers teachers and students to foster emotional intelligence in order to make good choices. Starting in Kindergarten, students learn how to create a school family, and Kindergarten teachers make home visits prior to the first day of school to build a foundation of trust and caring that

helps their students feel welcomed and accepted when they enter the classroom. Students are taught to go to the Safe Place in order to calm down in the classroom. Discipline is treated as learning new and acceptable behaviors, and we have a Guidance Counselor, Dean, and Behavior Specialist who handle the majority of our discipline issues. Administration is involved with level 3 or 4 offenses. Social skills are taught by our Behavior Specialist, Program Assistant, and support staff in our ASD and regular inclusion classrooms.

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

Known as the school with a heart, Palm Lake has a K-5 comprehensive guidance program that teaches students to care for and respect others and appreciate our differences. Students are taught to have Palm Lake PRIDE, which stands for Purpose, Respect, Integrity, Determination, and Excellence. Character Club recognizes students in grades K - 2 who exhibit good behavior each week. We have a Character Hall of Fame for students in fourth and fifth grade who have demonstrated all of the character traits for the entire year. Kids Who Care is a service learning club for third, fourth, and fifth graders where students learn leadership skills, how to serve others and help improve our school, community, and world. We also have the Mighty Mentor program that encourages adults to become a mentor for some of our at-risk students at Palm Lake.

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

Administrators and teachers use our school's early warning indicators to identify students who will be targeted for intervention. The list of early warning indicators includes: a score of Level 1 on the statewide, standardized assessment in English Language Arts or mathematics; a DRA level that is six months or more below grade level; attendance below 90 percent; one or more suspensions, in school or out of school; a score on district benchmark assessments falling in the needs much improvement range, and teacher evaluations. The MTSS leadership team discusses student data results at the biweekly meeting. After analyzing the data, an individual intervention plan is designed and implemented for each student. Student progress in monitored and the individual intervention plan is continued, or revised, as needed.

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	3	7	10	3	3	6	32
One or more suspensions	0	2	1	4	3	1	11
Course failure in ELA or Math	0	0	1	4	0	3	8
Level 1 on statewide assessment	0	0	0	21	14	7	42

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	5	1	3	11

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

Attendance is monitored by the school registrar, and chronic attendance problems are reported to the social worker for follow-up. Teachers keep in regular communication with parents about maintaining good attendance, and perfect attendance is recognized quarterly by administration in classrooms. There are few discipline issues at Palm Lake Elementary, due in part to strong parent involvement and exemplary teachers and guidance counselor program. Positive and proactive relationships are established with students who exhibit chronic behavior issues to reduce suspensions. Other alternatives and interventions are explored to keep students in school, such as bus contracts and the Mighty Mentor program. To prevent course failure in ELA and Mathematics, students are given opportunities to make up missed assignments during study hall and before or after school Homework Club, in addition to the tutoring opportunities available for them. Students who scored Level 1 in ELA or Math are targeted for interventions, including push-in or pull-out support, and progress monitored using MTSS data from formative and summative common assessments.

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

1. Our school presents a variety of academic programs on campus throughout the year.
2. Our ESE/ASD unit hosts monthly community parent support group meetings facilitated by CARD.
3. Our staff provides on-site community outreach and family literacy events for our families who are not able to attend functions on our school campus.

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

Our school has a designated Partner In Education Coordinator. Our coordinator contacts community businesses to develop partnerships between our school and the business. It is a mutually beneficial partnership where the school provides services requested by the local business and the business assists the school in securing needed resources that support our school events and promote positive student achievement.

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
Axtell, Daniel	Principal
Stiles Williams, John	Assistant Principal
Muller, Joyce	Instructional Coach
Akesson, Lauren	Guidance Counselor
Ficquette, Martha	Other
Young, Caroline	Dean
Goonen, Patricia	Instructional Coach
Perrotti, Sondra	Administrative Support

Duties

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

The school based MTSS Leadership Team includes the Principal, Assistant Principal, Staffing Specialist, Exceptional Student Education (ESE) and speech/language teachers, Guidance Counselor, Instructional Coach, School Psychologist, as well as, the MTSS Coordinator. Bimonthly meetings are held to analyze school wide, grade level and classroom data. Team members evaluate the effectiveness and fidelity of interventions. Plans are made for ongoing training and support for personnel delivering instruction and intervention to students. Classroom teachers attend these meetings to present progress monitoring data for individual students and determine if additional intervention is needed in order for students to meet their performance goals.

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

Universal screening is used to address the effectiveness of core instruction across grade levels. Data is collected through Florida Assessments for Instruction in Reading (FAIR), Orange County Writes, district benchmark assessments, and common formative assessments to determine the effectiveness of core instruction and to identify students needing more intensive interventions and support. Data is reviewed biweekly during MTSS Leadership Team meetings facilitated by the administration and MTSS coach, and during weekly grade level PLCs and data chats. The Florida Continuous Improvement Model (FCIM) problem solving method is used to make decisions regarding teacher support systems, small group, and individual student needs.

SAI - The Supplemental Academic Instruction partially funded a part-time certified teacher tutor position. This teacher works with our Tier II and Tier III students who are also in the lowest 25% subgroup. The majority of these targeted students are included in the subgroups not meeting AMO's.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Abigail Shelley-Carter	Teacher
Daniel Axtell	Principal
Anne Jensen	Parent
Lenai Montgomery	Teacher
Diana Burden	Education Support Employee
Nora Pachnik	Teacher
Elizabeth Johnson	Teacher
Rey Mariaca	Teacher
Gianelli Faria	Parent
Barbara Gosman	Parent
Christine Ocel	Parent
Karen Wolman	Parent
Matt Sharpe	Parent
Lois Fakioglu	Parent
Lauren Akesson	Teacher
Robert Baldor	Parent
Michelle Prouvine-Sterner	Business/Community

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

At each monthly SAC meeting, the SIP plan is reviewed and school personnel report on progress made towards reaching the SIP goals. Necessary revisions are discussed in order to meet the SIP goals.

Development of this school improvement plan

Our SAC analyzed our student data from FCAT Spring 2014, as well as the results from the most current parent, staff, and student needs assessment. The School Improvement Plan (SIP) was developed based on all of this data and was approved by the members of our SAC.

Preparation of the school's annual budget and plan

The administration, leadership team, teacher leaders, and SAC members review the school's budget allocation. Meeting times are scheduled to discuss budget concerns. Once all concerns have been addressed, all of the stakeholders create and review the budget plan, The administration submits the budget plan to our district office.

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

During the 2013-14 school term, school improvement funds were used to support our staff professional development initiatives.

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
Axtell, Daniel	Principal
Stiles Williams, John	Assistant Principal
Muller, Joyce	Instructional Coach
Abdoun, Katie	Teacher, K-12
Bloom, Mary	Teacher, K-12
Cadiz, Charlotte	Teacher, K-12
Earl, Angela	Teacher, K-12
Fritts, Charles	Teacher, K-12
Goonen, Patricia	Instructional Coach
Jolley Welch, Carol	Teacher, ESE
Kellan, Meghan	Teacher, ESE
Warren, Carol-Anne	Teacher, K-12
Young, Sandra	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

1. Building capacity in writing - ELA Instructional Coach facilitates weekly writing club for students.
2. Support teachers in developing text dependent questions - Members of the LLT will facilitate Professional Development (PD).
3. Support teachers in evidence-based writing - Members of the LLT will facilitate PD.
4. Support parents in understanding the CCSS, emphasizing text complexity and supporting answers based on text evidence - LLT will conduct a CCSS Family English Language Arts Night
5. Expand literacy community outreach program for at risk students - Staff members visit a selected community at the end of each semester to promote family literacy activities and provide instructional materials.

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

All teachers are assigned to Professional Learning Communities (PLC). These groups meet at least once a week to plan together for instruction. During the PLC meetings, teachers also discuss student data and share instructional strategies and/or intervention strategies that can be implemented to improve student achievement.

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

Our school recruits and retains effective teachers by offering the following support:

1. Teachers are actively involved in problem solving and school decision making regarding school programs and policies. (Person Responsible - Principal, Assistant Principal)
2. The Parent Teacher Association (PTA) and community members support our teachers by providing funding for school projects and programs, supplying ADDitlons volunteers and hosting staff appreciation events. (Person Responsible - PTA President)
3. The school administration focuses on increasing and updating the amount of available technology tools to expand digital classroom instructional programs. (Person Responsible - Principal, Assistant Principal, Technical Support Representative - TSR)

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

The Instructional Coach oversees our school induction program. Beginning teachers and teachers new to Orange County Public Schools are assigned school mentors. Trained master teacher mentors are selected and paired with beginning/new teachers on their same grade level. Mentors meet weekly with their assigned mentee to provide needed support. The mentor teacher will model best practices, provide coaching for the mentee based on classroom observation, and discuss effective instructional practices. Together, the mentor and the beginning/new teacher complete the required district induction protocols.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Palm Lake Elementary uses the data from a variety of sources to provide effective instruction for all students, and to differentiate instruction in order to meet the needs of all of our students. Through the MTSS process, school staff focuses on student progress, analyzing intervention data, and making revisions to the intervention plan, as needed. A student performing significantly below grade level in reading, Tier III for example, is identified through and tracked via the MTSS process, and appropriate interventions are implemented in the classroom. Academic data is collected and a 3-week MTSS meeting is held to discuss the student's progress. If the data indicated an increase in the student's performance, the intervention being utilized is continued. During the follow-up data meeting, the student's academic progress is reviewed. If the student demonstrated proficiency in the identified skill or strand, new goals are set. If proficiency has not been met, revisions may be made to the current intervention plan.

Weekly data meetings are facilitated by the school principal and leadership team members to discuss grade level performance data. During these sessions, students not meeting proficiency are discussed

and instructional strategies and interventions are prescribed or revised. Some interventions include additional Tier III instruction outside the intervention block using a specific instructional program providing small group or one-on-one support in specific skills and standards, and before and/or after school tutoring.

Teachers instruct the standards based on the district scope and sequence outline. Common assessments (formative and summative) are scheduled to provide data to inform instructional practices. The common assessments utilized to track student performance are aligned to the Florida Standards, and teachers rely on the test item specification to create the assessments.

Data from classroom observations is used to determine the level of support needed throughout the school, by grade level, and/or teacher. Based on the observed trends, the school principal and instructional coaches strategically plan professional development that will support the identified needs of the school.

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: Before School Program

Minutes added to school year: 5,640

1. Targeted students participate in before school tutoring programs designed to increase student achievement.
2. Students can participate in before school activities in music and chess.

Strategy Rationale

Student achievement will increase as a result of targeted students receiving additional instructional time in core academics and enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stiles Williams, John, john.stileswilliams@ocps.net

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

Students participate in district benchmark exams, mini-assessments, Developmental Reading Assessment (DAR), Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS), and other Florida State Standards (FSA) assessments. Results are analyzed and used to inform instruction.

Strategy: After School Program

Minutes added to school year: 5,640

1. Targeted students participate in after school tutoring programs designed to increase student achievement.
2. Students can participate in after school activities in music, art, writing, and foreign language instruction.

Strategy Rationale

Student achievement will increase as a result of targeted students receiving additional instructional time in core academics and enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stiles Williams, John, john.stileswilliams@ocps.net

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

Students participate in district benchmark exams, mini-assessments, Developmental Reading Assessment (DAR), Florida Assessment for Instruction in Reading - Florida Standards (FAIR-FS), and other Florida State Standards (FSA) assessments. Results are analyzed and used to inform instruction.

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

Students entering kindergarten participate in a Spring orientation program comprised of story time in the Media Center where our Guidance Counselor and Media Specialist welcome them and introduce some character puppets that will revisit them in the Fall. Then the children tour the kindergarten classrooms and parents get to interact with and ask questions of the teachers. Prior to school starting, many teachers conduct home visits, others do class picnics, and all send out welcome letters. At our "Meet the Teacher" event, the children come in, look around the room and begin to meet friends. The first day of school, we have a Boo Hoo/Yippee breakfast for new and returning parents to get them acclimated to our school family. Our kindergarten teachers also write a weekly narrative about each child to help inform parents of how their children are doing. The guidance counselor meets with each class two times in the first month to help with school routines. In addition, the Principal and Assistant Principal go to each room to introduce themselves in the classroom setting. All kindergarten classes also have Book Buddies – an upper grade class paired with them. Each child has at least one older child that becomes a mentor of sorts through the year. Book Buddies meet weekly to read, practice math skills, create art projects, and more!

Fifth grade students, who are transitioning to middle school, participate in lessons, led by our guidance counselor, outlining middle school classes, performing arts opportunities, extracurricular activities, and procedures. Our students have the opportunity to take a school field trip and actually

visit their feeder middle school during the school day. After that visit, the middle school guidance counselors and a member of the administration also visit our elementary school to answer any questions the students may have. Additionally, the feeder middle schools host a parent orientation evening that students and parents can attend together.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.

- G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and will implement this process with fidelity to ensure all student progress is effectively monitored and appropriate interventions and supports are provided.

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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices. 1a

G038757

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	75.0
AMO Math - ELL	87.0
AMO Math - SWD	60.0
AMO Math - White	90.0
AMO Reading - All Students	85.0

Resources Available to Support the Goal 2

- Florida Standards and Test Item Specifications
- Progress monitoring and assessment data
- Marzano Instructional Framework
- "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education
- Webbs' "Depth of Knowledge" and revised "Bloom's Taxonomy" question stems
- Hess' "Cognitive Rigor Matrix"
- Deconstructed Standards
- District Measurement Topic Plans (MTP)
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of and experience with the new Florida Standards
- Lack of rigorous, standards-based instructional strategies and practices in all content areas

Plan to Monitor Progress Toward G1. 8

Weekly grade level data meetings are held to review and analyze student assessment data, data meetings are held with individual teachers (as needed), and teacher observation trends and data are analyzed.

Person Responsible

Daniel Axtell

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Minutes from data meetings, data matrix, and teacher observation data

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and will implement this process with fidelity to ensure all student progress is effectively monitored and appropriate interventions and supports are provided. 1a

G038758

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	57.0
ELA/Reading Lowest 25% Gains	
AMO Math - SWD	60.0
Math Lowest 25% Gains	

Resources Available to Support the Goal 2

- Florida Standards and Test Item Specifications
- Progress monitoring and assessment data
- MTSS cycle
- CPALMS
- Research-based instructional materials

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of and experience with MTSS process

Plan to Monitor Progress Toward G2. 8

MTSS meetings are held, student data is analyzed to monitor student progress, and data meetings are held with individual teachers.

Person Responsible

Daniel Axtell

Schedule

Biweekly, from 9/10/2014 to 5/20/2015

Evidence of Completion

MTSS meeting agendas, student progress monitoring data, and data matrix

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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices. **1**

 G038757

G1.B1 Limited knowledge of and experience with the new Florida Standards **2**

 B093114

G1.B1.S1 Provide professional development to increase staff knowledge and experience with the new Florida Standards **4**

 S127027

Strategy Rationale

Teachers must have the opportunity to examine the new Florida Standards then design and implement appropriate instructional experiences

Action Step 1 **5**

Plan and present professional development on the new Florida Standards and the deconstruction of these standards

Person Responsible

Joyce Muller

Schedule

Biweekly, from 8/18/2014 to 12/12/2014

Evidence of Completion

Professional development agenda, sign in sheets, exit slips, and training resources

Action Step 2 5

Coach and model the process of deconstructing the new FL standards.

Person Responsible

Joyce Muller

Schedule

Weekly, from 9/8/2014 to 5/14/2015

Evidence of Completion

Coaches log, minutes from PLC meetings, training resources

Action Step 3 5

Teachers will implement rigorous and relevant instruction and instructional practices utilizing the deconstructed standards.

Person Responsible

Daniel Axtell

Schedule

Daily, from 9/8/2014 to 5/14/2015

Evidence of Completion

Lesson plans, classroom observation data, minutes from PLC meetings

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

Review of lesson plans for evidence of standards-based planning

Person Responsible

Daniel Axtell

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plan feedback

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

Administer benchmark assessments, formative assessments, common assessments, Florida Standards Assessment

Person Responsible

Joyce Muller

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Assessment data and teacher observational data

G1.B2 Lack of rigorous, standards-based instructional strategies and practices in all content areas 2

 B115413

G1.B2.S1 Provide professional development on rigorous lesson planning and instructional practice to increase the level of student engagement and achievement 4

 S127034

Strategy Rationale

Instructional staff need continuous support in making instructional shifts, standards-based planning, and the deconstruction of standards in order to create more rigorous and cognitively demanding lessons.

Action Step 1 5

Plan and present staff development sessions on standards-based instruction.

Person Responsible

Joyce Muller

Schedule

Weekly, from 8/18/2014 to 1/15/2015

Evidence of Completion

Professional development session agenda, sign in sheets, session resources, exit slips, and teacher reflections

Action Step 2 5

Plan and present staff development sessions on Webb's Depth of Knowledge and the Marzano Instructional Framework

Person Responsible

Daniel Axtell

Schedule

Biweekly, from 9/10/2014 to 1/9/2015

Evidence of Completion

Professional development session agenda, sign in sheets, session resources, exit slips, and teacher reflections

Action Step 3 5

Coach and model effective instructional strategies from the Marzano Instructional Framework

Person Responsible

Joyce Muller

Schedule

Daily, from 9/15/2014 to 5/15/2015

Evidence of Completion

Coaches log, minutes from PLC meetings, training resources

Action Step 4 5

Teachers will implement strategies from Marzano Instructional Framework to increase instructional engagement and achievement

Person Responsible

Daniel Axtell

Schedule

Evidence of Completion

Lesson plans, classroom observation data, minutes from PLC meetings,

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

Review of lesson plans for standards based instruction and level of rigor

Person Responsible

Daniel Axtell

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plan feedback

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

Administer benchmark assessments, formative assessments, common assessments, Florida Standards Assessment

Person Responsible

Daniel Axtell

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Assessment data, teacher observational data and instructional practice scores (Marzano's Instructional Framework)

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and will implement this process with fidelity to ensure all student progress is effectively monitored and appropriate interventions and supports are provided. **1**

 G038758

G2.B1 Limited knowledge of and experience with MTSS process **2**

 B093115

G2.B1.S1 Provide professional development on the MTSS cycle and process **4**

 S104101

Strategy Rationale

Instructional and administrative staff must have knowledge of the MTSS process in order to effectively support struggling students

Action Step 1 **5**

Plan and present professional development on the MTSS cycle and process

Person Responsible

Daniel Axtell

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Professional development session agenda, sign in sheets, session resources, exit slips, and teacher reflections

Action Step 2 **5**

Coach and model the MTSS process

Person Responsible

Daniel Axtell

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

MTSS forms

Action Step 3 5

Teachers will implement the MTSS process with fidelity

Person Responsible

Daniel Axtell

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

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

Review MTSS data and progress monitoring data

Person Responsible

Caroline Young

Schedule

Biweekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Student progress monitoring data, data matrix

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

Administer district benchmark assessments, formative assessments, common assessments, Florida Standards Assessment, and curriculum-based assessments

Person Responsible

Daniel Axtell

Schedule

Biweekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Student assessment data

Appendix 1: Implementation Timeline

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

Orange - 0961 - Palm Lake Elementary - 2014-15 SIP
Palm Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Plan and present professional development on the MTSS cycle and process	Axtell, Daniel	8/18/2014	Professional development session agenda, sign in sheets, session resources, exit slips, and teacher reflections	5/22/2015 monthly
G1.B1.S1.A1	Plan and present professional development on the new Florida Standards and the deconstruction of these standards	Muller, Joyce	8/18/2014	Professional development agenda, sign in sheets, exit slips, and training resources	12/12/2014 biweekly
G1.B2.S1.A1	Plan and present staff development sessions on standards-based instruction.	Muller, Joyce	8/18/2014	Professional development session agenda, sign in sheets, session resources, exit slips, and teacher reflections	1/15/2015 weekly
G1.B2.S1.A2	Plan and present staff development sessions on Webb's Depth of Knowledge and the Marzano Instructional Framework	Axtell, Daniel	9/10/2014	Professional development session agenda, sign in sheets, session resources, exit slips, and teacher reflections	1/9/2015 biweekly
G1.B1.S1.A2	Coach and model the process of deconstructing the new FL standards.	Muller, Joyce	9/8/2014	Coaches log, minutes from PLC meetings, training resources	5/14/2015 weekly
G2.B1.S1.A2	Coach and model the MTSS process	Axtell, Daniel	9/15/2014	MTSS forms	5/15/2015 weekly
G1.B1.S1.A3	Teachers will implement rigorous and relevant instruction and instructional practices utilizing the deconstructed standards.	Axtell, Daniel	9/8/2014	Lesson plans, classroom observation data, minutes from PLC meetings	5/14/2015 daily
G1.B2.S1.A3	Coach and model effective instructional strategies from the Marzano Instructional Framework	Muller, Joyce	9/15/2014	Coaches log, minutes from PLC meetings, training resources	5/15/2015 daily
G2.B1.S1.A3	Teachers will implement the MTSS process with fidelity	Axtell, Daniel	9/15/2014		5/15/2015 weekly
G1.B2.S1.A4	Teachers will implement strategies from Marzano Instructional Framework to increase instructional engagement and achievement	Axtell, Daniel	Lesson plans, classroom observation data, minutes from PLC meetings,	one-time	
G1.MA1	Weekly grade level data meetings are held to review and analyze student assessment data, data meetings are held with individual teachers (as needed), and teacher observation trends and data are analyzed.	Axtell, Daniel	9/2/2014	Minutes from data meetings, data matrix, and teacher observation data	5/22/2015 weekly
G1.B1.S1.MA1	Administer benchmark assessments, formative assessments, common assessments, Florida Standards Assessment	Muller, Joyce	9/2/2014	Assessment data and teacher observational data	5/22/2015 weekly
G1.B1.S1.MA1	Review of lesson plans for evidence of standards-based planning	Axtell, Daniel	8/18/2014	Lesson plan feedback	6/1/2015 biweekly
G1.B2.S1.MA1	Administer benchmark assessments, formative assessments, common assessments, Florida Standards Assessment	Axtell, Daniel	9/2/2014	Assessment data, teacher observational data and instructional practice scores (Marzano's Instructional Framework)	5/22/2015 weekly
G1.B2.S1.MA1	Review of lesson plans for standards based instruction and level of rigor	Axtell, Daniel	8/18/2014	Lesson plan feedback	6/1/2015 biweekly
G2.MA1	MTSS meetings are held, student data is analyzed to monitor student progress, and data meetings are held with individual teachers.	Axtell, Daniel	9/10/2014	MTSS meeting agendas, student progress monitoring data, and data matrix	5/20/2015 biweekly
G2.B1.S1.MA1	Administer district benchmark assessments, formative assessments,	Axtell, Daniel	9/8/2014	Student assessment data	5/22/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	common assessments, Florida Standards Assessment, and curriculum-based assessments				
G2.B1.S1.MA1	Review MTSS data and progress monitoring data	Young, Caroline	8/27/2014	Student progress monitoring data, data matrix	5/27/2015 biweekly

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. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.

G1.B1 Limited knowledge of and experience with the new Florida Standards

G1.B1.S1 Provide professional development to increase staff knowledge and experience with the new Florida Standards

PD Opportunity 1

Plan and present professional development on the new Florida Standards and the deconstruction of these standards

Facilitator

Joyce Muller / Patricia Goonen

Participants

Instructional Staff

Schedule

Biweekly, from 8/18/2014 to 12/12/2014

PD Opportunity 2

Coach and model the process of deconstructing the new FL standards.

Facilitator

Joyce Muller / Patricia Goonen / Caroline Young

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/14/2015

PD Opportunity 3

Teachers will implement rigorous and relevant instruction and instructional practices utilizing the deconstructed standards.

Facilitator

Joyce Muller / Patricia Goonen / Caroline Young

Participants

Instructional Staff

Schedule

Daily, from 9/8/2014 to 5/14/2015

G1.B2 Lack of rigorous, standards-based instructional strategies and practices in all content areas

G1.B2.S1 Provide professional development on rigorous lesson planning and instructional practice to increase the level of student engagement and achievement

PD Opportunity 1

Plan and present staff development sessions on standards-based instruction.

Facilitator

Joyce Muller / Patricia Goonen

Participants

Instructional Staff

Schedule

Weekly, from 8/18/2014 to 1/15/2015

PD Opportunity 2

Plan and present staff development sessions on Webb's Depth of Knowledge and the Marzano Instructional Framework

Facilitator

Joyce Muller

Participants

Instructional Staff

Schedule

Biweekly, from 9/10/2014 to 1/9/2015

PD Opportunity 3

Coach and model effective instructional strategies from the Marzano Instructional Framework

Facilitator

Joyce Muller, Patricia Goonen, Caroline Young

Participants

Instructional Staff

Schedule

Daily, from 9/15/2014 to 5/15/2015

PD Opportunity 4

Teachers will implement strategies from Marzano Instructional Framework to increase instructional engagement and achievement

Facilitator

Joyce Muller, Patricia Goonen, Caroline Young

Participants

Instructional Staff

Schedule

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and will implement this process with fidelity to ensure all student progress is effectively monitored and appropriate interventions and supports are provided.

G2.B1 Limited knowledge of and experience with MTSS process

G2.B1.S1 Provide professional development on the MTSS cycle and process

PD Opportunity 1

Plan and present professional development on the MTSS cycle and process

Facilitator

Caroline Young

Participants

Instructional staff

Schedule

Monthly, from 8/18/2014 to 5/22/2015

PD Opportunity 2

Coach and model the MTSS process

Facilitator

Caroline Young

Participants

Instructional Staff

Schedule

Weekly, from 9/15/2014 to 5/15/2015

PD Opportunity 3

Teachers will implement the MTSS process with fidelity

Facilitator

Caroline Young

Participants

Instructional Staff

Schedule

Weekly, from 9/15/2014 to 5/15/2015

Budget Rollup

Summary

Description	Total
Goal 1: Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.	2,700
Grand Total	2,700

Goal 1: Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant instruction and instructional practices.

Description	Source	Total
B1.S1.A1 - Notes	School Improvement Funds	1,500
B2.S1.A1	School Improvement Funds	1,200
Total Goal 1		2,700