

Palm Beach Gardens Elementary School

10060 RIVERSIDE DR, Palm Beach Gardens, FL 33410

www.edline.net/pages/palm_beach_gardens_es

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
54%

Alternative/ESE Center
No

Charter School
No

Minority
54%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
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

Palm Beach Gardens Elementary is committed to providing a world-class education with the 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.

Provide the school's vision statement

The vision of Palm Beach Gardens Elementary School is to promote the intellectual, social, physical and emotional growth of children and to provide a secure and stimulating a learning environment for all students.

School Environment

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

- Ensure that relationship-building is a clear priority;
 - Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) assess the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
 - Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
 - Provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;
 - Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
 - Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
 - Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships With Students;
 - Attend District provided Professional Development on multicultural offerings;
 - Schedule and plan school wide multicultural projects:
 - Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
 - Form a representative student task force comprised of representative multicultural groups;
 - Provide professional development to staff on increasing positive interactions with students;
 - Collect data on ratio of positive interactions (RPI) with students;
 - Writing Action Plan goals based on RPI data collected.
 - Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.
- 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 the Holocaust
- History of Africans 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

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning

Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

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

Early Warning Systems

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

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

- Utilize EDW to identify students who have frequent attendance and/or tardy concerns, behavioral or academic concerns (list specific reports)
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

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	11	9	12	11	9	8	60
One or more suspensions	0	1	0	0	2	1	4
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	11	20	54

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

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

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read Counts, SAI , iii, Tutorials, LLI, Wilson, Foundations, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

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

Parents will be recruited to join the SAC and PTA, with additional efforts to recruit minority parents. Parents are invited to Cat Chat breakfasts to review learning goals and strategies to use at home. Teachers will contact all parents to schedule a conference to review student achievement during the first trimester with additional learning strategies provided to parents of Level 1 and Level 2 students. Weekly assignments and agenda are checked daily to ensure parent communication. Parents will be provided a community parents education program using local agencies and will be provided regular newsletters with tips on school success and parent involvement. Parents will be encouraged to volunteer in the cafeteria as well as eat with their child during lunch. Parents will have access to volunteering in the media center to assist in the school-wide publishing center. Parents will also be provided various volunteer opportunities through school events as well as the PTA. PTA will also sponsor monthly events to foster and encourage parent involvement.

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

PBGE establishes partnerships with area businesses in order to assist in funding activities and providing resources. Once partnerships are created, businesses and community members are urged to attend meetings and school functions to provide information and resources to our families. Our PTA also organizes family nights at various restaurants which donate proceeds back to our school and in turn build their client base.

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
Caracuzzo, Marie	Principal
Evans, Kimberly	Assistant Principal
Cooper, Shannon	Instructional Coach
DeSimone, Kristen	Teacher, ESE

Duties

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

The school-based Rtl Leadership team is comprised of the following members: Principal, Assistant Principal, ESE Contact, ELL Contact, School Psychologist and applicable classroom teacher. The principal, together with the team, provides a common vision for the use of data-based decision-making to ensure:

- * A sound effective academic program is in place
- * A process to address and monitor subsequent needs is created
- * The School Based Team (SBT) is implementing the Rtl process
- * Assessment of Rtl skill of school staff is conducted
- * Fidelity of implement of intervention support is documented
- * Adequate professional development to support Rtl is provided
- * Effective communication with parents regarding school-based Rtl plans and activities occur

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's problem solving model involves 4 steps.

1. Problem identification entails identifying the problem and the desired behavior for the student.
2. Problem analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention design and implementation involves selection or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' 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 action support all students achieving benchmarks regardless of their status in general or special education.

SAI services primarily focus on students in grades 2 and 3 who are not performing on grade level in reading. Students are provided 30 minute pull out sessions with intensive instruction using LLI interventions and the reader's workshop model. Students are monitored by both the SAI teacher as well as student's reading teacher for growth and intervention success.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marie Caracuzzo	Principal
Adriana Lavernia	Teacher
Patty Quinn	Education Support Employee
Jennifer Haylett	Teacher
Stacey Sunser	Teacher
Elizabeth Hoke	Teacher
Jillian Baker	Teacher
Wendy Shelhamer	Parent
Coleen Bright	Parent
Lori Sisto	Parent
Nancy Stone	Parent
Kim Sillence	Parent
Collin Ziemerink	Parent
Dana DeFilippo	Teacher
Michelle Fleming	Teacher
Mary Rowell	Parent
Pamala Ryan	Parent
Ashley Gelina	Parent
Rona Craddock	Business/Community
Lori Sisto	Parent
Leyda Ruiz	Teacher
Patty Quinn	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

In reflecting on last years SIP with SAC, targeted goals were reviewed and discussed. This information guided the target percentage rate for the 2014-2015 school year.

Development of this school improvement plan

SAC chair assisted in writing the School Improvement Plan and assisted in presenting the plan to the SAC for comment, review and revisions.

Preparation of the school's annual budget and plan

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

School improvement funds are being used to compensate a cafeteria aide(\$ 1,000.00), and provide funding for tutorial (\$1,000.00).

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

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
Caracuzzo, Marie	Principal
Evans, Kimberly	Assistant Principal
Lavernia, Adriana	Teacher, K-12
Cooper, Shannon	Teacher, K-12
Silberstein, Linda	Teacher, ESE
Doino, Phyllis	Teacher, K-12
Link, Joan	Teacher, K-12
Clara, Bryant	Teacher, K-12
Girardin, Michelle	Teacher, K-12
Pike, Julie	Teacher, K-12
Miller, Meredith	Teacher, K-12
Bozeman, Kate	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team works with the PTA, SAI teacher and media specialist to design school-wide reading incentives which includes the Dolphin Days of Summer Reading Logs and monthly Reading Counts contests and awards. Grades 3-5 utilize the Reader's Theater program kits to increase fluency and after school clubs and tutorials are provided for the lowest 25% of readers as identified from previous FCAT and diagnostics. Teachers in grades K-5 attend Literacy Cohort training, use the Reading Workshop and Daily 5 reading centers to build stamina in reading and share reading strategies and best practices with the grade level teams. All teachers use Marzano strategies to enhance rigor and relevance. Writers workshop model is in use through grades K-5 as well.

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

Administration provides teachers with time to meet on a regular basis and discuss instructional decisions. Agendas are purposeful and set according to the needs of the teachers on a grade level team. Teachers are encouraged to review student data and set teaching, learning, and professional goals.

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

1. Partner National Board certified teachers with new or interim teachers. (Person responsible: assistant principal)
2. Regularly scheduled "Learning Team Meetings" and "Team Time" with grade level teams and subject area teams. (Person responsible: principal and assistant principal)
3. Provide partial funding for teachers to acquire gifted endorsement. (Person responsible: SAC)

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

No new teachers- not applicable

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 school provides teachers with district adopted materials in core subjects. Teachers also have access to "Learning Village" instructional support website. Also, common core planning sessions are held weekly to support core curriculum areas.

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 LLT meets twice monthly to analyze FCAT and diagnostic data, determine immediate intensive instruction (iii) reading strategies and programs for struggling readers, and monitor student progress towards AYP. The team will also share enrichment strategies and best practices with all reading teachers and share Writing Workshop model through PDDs and LTMs. Teachers will attend Literacy Cohort trainings monthly and share information from the meeting with their grade levels.

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: After School Program

Minutes added to school year: 720

PBGE will provide after school tutorial for struggling learners (lowest 25% based upon FCAT 2014) in both reading and math. Students will be identified based upon Fall Diagnostic scores and predicted FSA targets. Instruction will be based upon skill deficits as defined by pre assessment and frequent data monitoring.

Strategy Rationale

Provide additional instructional support to struggling students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Evans, Kimberly, kimmax1024@yahoo.com

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

Pre and post assessments through the use of Performance Matters

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

Several of our Voluntary Pre-K students transition into our Kindergarten in order to track student skill levels to determine effectiveness of our program. Pre-K students participate in readiness activities throughout the school year. Students will enter the 2014-2015 school year confident knowing the behaviors, social and education expectations which contribute to a successful kindergarten experience.

The Kindergarten team also voluntarily offered the "Kaleidoscope" program to incoming PBGE Kindergarten students prior to the start of the school year to allow for meaningful assessment and pro-social academic and play based activities for incoming Kindergarten students. The results of the Kaleidoscope program were used to help guide class placements for all involved students. Screening data will be collected and aggregated prior to September 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of student or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic minutes using the Conscious Discipline Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and to determine the need for change to the instructional/ intervention programs.

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

1. Partnership to have an after school club where students can work with engineers to design rockets through Aerospace Rocketdyne Grant.
2. School-wide STEAM initiatives at every grade level

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of students achieving High Standards in Writing will increase proficiency to 80% as measured by the 2015 FAA.
- G2.** Students in the lowest 25% in math will increase math proficiency to 63% as measured by the 2015 FSA Mathematics Assessment
- G3.** Palm Beach Gardens Elementary will implement a STEAM initiative. This initiative will allow for unique and engaging hands-on science and math experiences that will be infused through all grades and all academic areas. With the implementation of STEAM, our 5th grade students meeting High Standards in Science will increase to 70% as measured by the 2015 FCAT Science 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. The number of students achieving High Standards in Writing will increase proficiency to 80% as measured by the 2015 FAA. 1a

G042729

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Teachers will attend monthly Cohort training on the implementation of the new Writing LAFS
- Frequent Data analysis using Palm Beach Performance Assessments

Targeted Barriers to Achieving the Goal 3

- Funding for substitutes so teachers can attend trainings

Plan to Monitor Progress Toward G1. 8

Palm Beach Performance Assessments

Person Responsible

Marie Caracuzzo

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Frequent monitoring using EDW reports

G2. Students in the lowest 25% in math will increase math proficiency to 63% as measured by the 2015 FSA Mathematics Assessment 1a

G042730

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	63.0

Resources Available to Support the Goal 2

- Students in the lowest 25% will be offered after school tutorial.
- Teachers will use research based math programs to re-mediate struggling math students daily (Go Math online tutorials, FCAT explorer, Brain Pop/Brain Pop Jr, Riverdeep, coolmath.com).

Targeted Barriers to Achieving the Goal 3

- Funding for tutorial.

Plan to Monitor Progress Toward G2. 8

Weekly Tutorial Program

Person Responsible

Kimberly Evans

Schedule

Monthly, from 1/1/2015 to 4/1/2015

Evidence of Completion

Frequent monitoring using mini-benchmark assessments

G3. Palm Beach Gardens Elementary will implement a STEAM initiative. This initiative will allow for unique and engaging hands-on science and math experiences that will be infused through all grades and all academic areas. With the implementation of STEAM, our 5th grade students meeting High Standards in Science will increase to 70% as measured by the 2015 FCAT Science Assessment. 1a

Targets Supported G042731

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Palm Beach Gardens Elementary PTA, SACC funds, grant monies

Targeted Barriers to Achieving the Goal 3

- Funding for various STEAM initiatives.

Plan to Monitor Progress Toward G3. 8

Implementation of STEAM initiatives

Person Responsible

Marie Caracuzzo

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Successful implementation of Science Lab into the fine arts wheel and progress towards grade level projects such as maintenance of the hydroponics garden, recycling initiatives, compost production and creation of butterfly garden. Affects of Science based projects through the increase in student achievement data through the use of EDW

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. The number of students achieving High Standards in Writing will increase proficiency to 80% as measured by the 2015 FAA. **1**

 G042729

G1.B1 Funding for substitutes so teachers can attend trainings **2**

 B104310

G1.B1.S1 Additional funding to accommodate teacher professional development on the new LAFS. **4**

 S115481

Strategy Rationale

Action Step 1 **5**

On campus/in class hands-on training during teacher hours

Person Responsible

Marie Caracuzzo

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Receipt of funds and/or support staff to cover classroom teachers

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

Data analysis and tracking of the PBPA

Person Responsible

Marie Caracuzzo

Schedule

Monthly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, EDW

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

Weekly Tutorial Program

Person Responsible

Kimberly Evans

Schedule

On 3/2/2015

Evidence of Completion

Pre and post assessments

G2. Students in the lowest 25% in math will increase math proficiency to 63% as measured by the 2015 FSA Mathematics Assessment **1**

 G042730

G2.B1 Funding for tutorial. **2**

 B104313

G2.B1.S1 School Advisory Council budget Allocation funds will be requested to fund additional tutorial costs along with the K-12 Support Grant. **4**

 S115484

Strategy Rationale

Action Step 1 **5**

Secure funds through the use of SAC budget allocation for FY 15

Person Responsible

Marie Caracuzzo

Schedule

On 4/1/2015

Evidence of Completion

Receipt of grant monies and funding of tutorial program

Action Step 2 **5**

Secure funding through the K-12 Support Grant

Person Responsible

Laura Engel

Schedule

On 4/1/2015

Evidence of Completion

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

Weekly Tutorial Program

Person Responsible

Kimberly Evans

Schedule

Weekly, from 1/5/2015 to 4/1/2015

Evidence of Completion

Lesson Plans and tutorial resources

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

Weekly Tutorial Program

Person Responsible

Kimberly Evans

Schedule

Monthly, from 1/1/2015 to 4/1/2015

Evidence of Completion

Pre and Post Assessments

G3. Palm Beach Gardens Elementary will implement a STEAM initiative. This initiative will allow for unique and engaging hands-on science and math experiences that will be infused through all grades and all academic areas. With the implementation of STEAM, our 5th grade students meeting High Standards in Science will increase to 70% as measured by the 2015 FCAT Science Assessment. 1

G042731

G3.B1 Funding for various STEAM initiatives. 2

B104314

G3.B1.S1 PBGE's PTA will fund some STEAM initiatives along with SACC funds and grants. 4

S115485

Strategy Rationale

Action Step 1 5

PBGE PTA, SACC funds, grants.

Person Responsible

Stacey Sunser

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Receipt of PTA funds, SACC funds, grant monies and funding of STEAM initiatives.

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

Implementation of STEAM initiatives

Person Responsible

Stacey Sunser

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Implementation of STEAM initiatives as evidenced in the Science Lab Fine Arts rotation for grades 3-5, science fair activities, grade-level year long project progress, STEAM based after-school clubs/activities and hands on math and science experiences in the classroom reflected in teacher lesson plans.

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

Implementation of STEAM initiatives

Person Responsible

Marie Caracuzzo

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students will demonstrate increased problem-solving and critical thinking skills as well as have an increased number of cooperative learning experiences as a result of the unique opportunities to engage in hands-on science and math experiences in the classroom as per teacher observation and science content tests and an increase in our Science FCAT scores.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	On campus/in class hands-on training during teacher hours	Caracuzzo, Marie	9/22/2014	Receipt of funds and/or support staff to cover classroom teachers	6/5/2015 monthly
G2.B1.S1.A1	Secure funds through the use of SAC budget allocation for FY 15	Caracuzzo, Marie	1/5/2015	Receipt of grant monies and funding of tutorial program	4/1/2015 one-time
G3.B1.S1.A1	PBGE PTA, SACC funds, grants.	Sunser, Stacey	8/18/2014	Receipt of PTA funds, SACC funds, grant monies and funding of STEAM initiatives.	6/5/2015 monthly
G2.B1.S1.A2	Secure funding through the K-12 Support Grant	Engel, Laura	1/5/2015		4/1/2015 one-time
G1.MA1	Palm Beach Performance Assessments	Caracuzzo, Marie	9/22/2014	Frequent monitoring using EDW reports	6/5/2015 monthly
G1.B1.S1.MA1	Weekly Tutorial Program	Evans, Kimberly	1/12/2015	Pre and post assessments	3/2/2015 one-time
G1.B1.S1.MA1	Data analysis and tracking of the PBPA	Caracuzzo, Marie	9/22/2014	Lesson Plans, EDW	6/5/2015 monthly
G2.MA1	Weekly Tutorial Program	Evans, Kimberly	1/1/2015	Frequent monitoring using mini-benchmark assessments	4/1/2015 monthly
G2.B1.S1.MA1	Weekly Tutorial Program	Evans, Kimberly	1/1/2015	Pre and Post Assessments	4/1/2015 monthly
G2.B1.S1.MA1	Weekly Tutorial Program	Evans, Kimberly	1/5/2015	Lesson Plans and tutorial resources	4/1/2015 weekly
G3.MA1	Implementation of STEAM initiatives	Caracuzzo, Marie	8/18/2014	Successful implementation of Science Lab into the fine arts wheel and progress towards grade level projects such as maintenance of the hydroponics garden, recycling initiatives, compost production and creation of butterfly garden. Affects of Science based projects through the increase in student achievement data through the use of EDW	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Implementation of STEAM initiatives	Caracuzzo, Marie	8/18/2014	Students will demonstrate increased problem-solving and critical thinking skills as well as have an increased number of cooperative learning experiences as a result of the unique opportunities to engage in hands-on science and math experiences in the classroom as per teacher observation and science content tests and an increase in our Science FCAT scores.	6/5/2015 daily
G3.B1.S1.MA1	Implementation of STEAM initiatives	Sunser, Stacey	8/18/2014	Implementation of STEAM initiatives as evidenced in the Science Lab Fine Arts rotation for grades 3-5, science fair activities, grade-level year long project progress, STEAM based after-school clubs/activities and hands on math and science experiences in the classroom reflected in teacher lesson plans.	6/5/2015 daily

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. The number of students achieving High Standards in Writing will increase proficiency to 80% as measured by the 2015 FAA.

G1.B1 Funding for substitutes so teachers can attend trainings

G1.B1.S1 Additional funding to accommodate teacher professional development on the new LAFS.

PD Opportunity 1

On campus/in class hands-on training during teacher hours

Facilitator

Jackie Arthur

Participants

Classroom Teachers

Schedule

Monthly, from 9/22/2014 to 6/5/2015