

Palmetto Elementary School



2014-15 School Improvement Plan

Palmetto Elementary School

834 7TH ST W, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
82%

School Grades History

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

School Board Approval

This plan is pending approval by the Manatee 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a safe, diverse community where all children can grow intellectually, socially, and emotionally through quality education and student engagement while becoming optimistic and unique builders of their future.

Provide the school's vision statement

Through the use of Florida Standards, twenty first century learning strategies, and differentiated instruction, Palmetto Elementary will increase student achievement. Utilizing Positive Behavior Support, district initiatives, and community involvement, Palmetto Elementary will become one of the top academic performing schools in Manatee County and the State of Florida.

School Environment

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

Palmetto Elementary conducts Open Houses, Parent Involvement Nights, and Parent Education Seminars. Teachers conduct conferences with parents, and develop strategies through their Professional Learning Communities for building relationships with dual language, low income students.

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

Palmetto uses Positive Behavior Support to create an environment of safety and respect for all students. Our Student Support Specialist, Dr. Aaron Weicht, uses a proactive, check-in approach to help keep our ESE or frequent behavioral students on an even keel. Students wear uniforms, which eliminates adversity due to income. Before school, students meet in the cafeteria to eat breakfast, then group with their peers to go to their classrooms. After school, the dismissal of students is conducted in an orderly fashion, with parents meeting students at designated spots on and off campus. This improvement in the dismissal process has increased safety and has satisfied parent and community concerns.

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

Using the PBS system, all classrooms utilize a color management system so that students realize there are consequences for their actions. The students receive Tiger Paws tickets for positive behavior, which they can redeem either in their classrooms, or at the monthly trading post. PBS expectations and strategies are listed under the parent tab on our school website. Teachers have been trained that Dr. Weicht is the first line of defense when a student is becoming disruptive. He will either calm the student, or remove the student to walk through de-escalation strategies if needed. He will write referrals as needed, however will contact the parents to keep them involved in the process. Teachers use communication with the parents through daily planners to help develop individual plans for students as needed.

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

The Guidance Counselor is utilized to meet with students when they need to discuss situations that are making them uncomfortable either at school or home. Teachers, the Social Worker, Behavioral Specialist, and School Psychologist make sure that the MTSS process is being followed for academic and behavioral concerns. Tere' Delarosa, our home-school liaison, provides many parent involvement activities to make sure that our Spanish speaking parents do not feel alienated from their child's education. Mercedes Bolduc, our ESOL coordinator, works with the students to make sure that they are not feeling frustration due to possible language barriers. Kathy Frey, our ESE Support Specialist, works with our ESE Teachers and Aides to make sure that these students are having their basic needs met, as well as any academic needs (such as remediation). We have several local counseling agencies that work with students on an individual basis. Administration responds to parent concerns in a timely manner, and makes sure that the resolution is in the best interest of the student.

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

Palmetto Elementary uses FOCUS and Eduphoria as our student data systems. our early warning indicators include attendance, tardies, behavioral referrals, and academic proficiency. We also look at migrant and ELL status, along with prior course/assessment history when focusing on our warning indicators.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

Yes

PIP Link

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

Description

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

Palmetto uses the district ePIE system to acquire, foster, and retain business partners in the Palmetto Community. The mayor and community leaders have also met with administration and provided a list of community stakeholders who are willing to work with the school. Tere' Delarosa, parent liaison and Beth Campbell, Assistant Principal, work together as business partner coordinators for the school. Mrs. Delarosa also contacts parents for volunteer opportunities and family involvement events.

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
Mealor, Michelle	Principal
Campbell, Beth	Assistant Principal
Weicht, Aaron	
Bolduc, Mercedes	
Calandra, Sarah	Teacher, K-12

Duties

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

Michelle Mealor and Beth Campbell serve as the ILT Coordinators
Dr. Aaron Weicht is the behavioral support specialist, in charge of PBS and behavioral MTSS tiers
Mercedes Bolduc is the ESOL Chair, responsible for ELL testing and data management
Kathy Frey is the ESE Chair, responsible for ESE testing, data, MTSS, and student study referrals
Tere Delarosa is the Family Liaison Chair, responsible for coordinating family events, and helping to translate for parent conferences
Tracy Williams (K), Elizabeth LaGasse (1), Shaun Douberly(2), Cherelyn Bolt (3), Alana Monestime (4), Sarah Calandra (5), and Kamille Bratton (Specials) are all teacher representatives responsible for tracking and disseminating student data.

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

Palmetto Elementary has developed a structured, data driven process by which all stakeholders assess and instruct students.

The teachers meet weekly in both PLC and data meetings to identify and track student progress and discuss instructional and intervention/enrichment. Intervention groups are fluid.

The data team meets monthly prior to administrative data team meetings to triangulate the progress of key students (ESOL, behavioral, ESE). Following this meeting, the grade level data teams bring their student information and meet with administration to discuss student academic progress. These meetings focus on the key students, as well as strategies that might need to be refined or changed to ensure

strategiesThe ILT meets biweekly to focus on the successes and challenges that are occurring within the school. We

The MTSS/Rtl leadership team meets on a weekly basis to to review data and monitor the Rtl process.

Weekly grade level team meetings are conducted with teachers to ensure quality instruction, discuss effective interventions, and monitor student learning and performance.

Title I, Part A: Additional Staff, Home School Liaison, Supplemental Materials, Parent Activities, Extended Day Program, Extended Planning, Staff Development, and Technology.

Title I, Part C- Migrant

Bi-Lingual Parent Liaison

Title I, Part D

N/A

Title II

Training of Core Instructional Programs

Conferences

Title III

Migrant Parent Liaison

Instructional and Parental training and support

Educational Support through District personnel

Title X- Homeless

Project HEART

Social Worker

Supplemental Academic Instruction (SAI)- Provide reading materials and resources for Extended Day in reading instruction.

Violence Prevention Programs: Bullying Prevention Program, Palmetto Elementary P.A.W.S program for positive behavior support, and Character Education

Nutrition Programs

Palmetto Elementary is a member of the National School Lunch Program (NSLP) is a federally assisted meal program operating in public and non-profit private schools and residential childcare institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.

The program was established under the National School Lunch Act.

Palmetto Elementary participates in the FRESH program. This is a USDA program that provides fresh fruit and vegetables throughout the day. The school receives funds to order fresh fruits and vegetables for use outside of the cafeteria. Palmetto Elementary will participate in the "Supper Program" to provide students with an evening meal before they go home.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Bell	Parent
Michelle Mealor	Principal
Tere Delarosa	Teacher
Mercedes Bolduc	Education Support Employee
Kerline Ilfra	Education Support Employee
Blanca Trejo	Parent
David Hecker	Parent
Antonia Morales	Parent
Maricela Alvarez	Parent
Pastor Dale Eason	Business/Community
Pastor Steve Goudy	Business/Community
Stephen Prucnell	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

The SAC uses the first meeting of the year to review the School Improvement Plan and make determinations if goals were met, or if there are still goals that will need to be carried over. With this data, the SAC develops the goals for this year's School Improvement Plan. Review of the 2014 Plan shows that Palmetto did not meet the goals of proficiency in Reading, Math, and Science.

Development of this school improvement plan

The SAC has reviewed the results of last year's FCAT and have agreed that our goals for the year of improving reading, writing, and science are accurate. They will provide input on the budget, and will review this school improvement plan before it is submitted.

Preparation of the school's annual budget and plan

The SAC will vote how school improvement funds will be used, and will review the school's annual budget as presented. The committee makes suggestions how funds can be used for professional learning, student incentives, and instructional resources.

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

There were no funds allocated to student achievement processes through the School Improvement Plan last year.

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
Mealor, Michelle	Principal
Campbell, Beth	Assistant Principal
Bolduc, Mercedes	Instructional Coach
Calandra, Sarah	Teacher, K-12
Weicht, Aaron	Dean

Duties

Describe how the LLT promotes literacy within the school

The role of this team is to disaggregate the school data and bring it back to the grade level teams. The team analyzes student achievement, and creates school-wide strategies for reaching proficiency and making learning gains. The team then works with the grade level teams to implement these strategies. The team also suggests professional learning activities that might be beneficial to the staff. The team will continue to work on reading strategies, differentiation for student needs, and developing common core strategies to prepare for the Florida State Assessments.

Public and Collaborative Teaching

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

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

Teachers have requested, and been given, open lines of communication at the school, clear expectations of their performance, and the ability to meet together to use their data and plan for student success. Teachers meet weekly in PLC's and team data meetings. The instructional leadership team meets bi-weekly, and the administrative data team meets monthly. These two teams work with the teachers to make sure that the correct instructional strategies and interventions are being used to meet student academic needs. Teachers use collaborative planning, ongoing progress monitoring, and common assessments to ensure academic achievement

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

School leadership will engage in comprehensive interviewing processes to ensure the recruitment of highly qualified teachers:

The method of recruitment is defined based on the need. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our school not only from the State of Florida university system but also out of State.

First year teachers work under the watchful eye of their team leader. We also provide in-services and workshops. This support is provided beyond the first year.

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

Team Leaders and veteran teachers take on the role of mentors. They make themselves available for planning, share lesson plans and instructional strategies, model lessons, and give positive feedback. Administration conducts walk-throughs and also provides feedback.

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 District of Manatee County follows the Florida Standards, and adopts the curriculum that is used in our core content areas. The district also uses its administrative support teams to create curriculum maps that are distributed to all teachers within the district. These maps are aligned to the standards, and include references to the standards. Grade level teams use the curriculum maps and other resources to plan their 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

The school uses data from progress monitor assessments and classroom instruction to group students according to need. The students are provided intervention or enrichment depending on their skill level. ESE and ELL students in our school work with the ESOL or ESE teacher, aides, and use prescriptive language or corrective reading programs as one of their interventions. Grade levels split their students during intervention and extended hour times according to needs, and individual teachers provide small group instruction, close reading, and other differentiated strategies during their content area instruction to ensure each student is learning. Student groups are fluid, so that we can use the data to regroup as needed and track academic success.

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

Strategy: Extended School Day

Minutes added to school year: 4,800

School-wide hour of supplemental reading using a researched based reading program with best practices for lesson implementation. Students are grouped according to their performance level on the initial placement exam, and move fluidly from group to group as dictated by their academic needs.

Strategy Rationale

By using research based instructional strategies, teachers will find it easier to provide intervention or enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mealor, Michelle, mealorm@manateeschools.net

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

Data is collected from summative and formative assessments aligned to the instruction delivered as well as benchmark assessments and progress monitor assessments from the district level. Data is analyzed by the school data team and discussed through grade level teams for purposes of instructional grouping. Students demonstrating a need to be accelerated or remediated are quickly identified and appropriately placed.

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

Established working relationship with Headstart and local daycare/childcare providers to assist incoming students on the procedures and protocols for elementary. Established "Meet the Teacher" for parents and incoming students to meet teachers and become accustomed to school environment. Parent information nights for fifth graders getting ready to transition to middle school.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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.** Classroom teachers at Palmetto Elementary will implement instructional programs (reading, math, writing, science and remediation) with consistency and fidelity, as evidenced by administrative walkthrough and observation data.
- G2.** ELL students will increase their level of language proficiency.
- G3.** 5th Grade students will improve their proficiency levels in Science.

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. Classroom teachers at Palmetto Elementary will implement instructional programs (reading, math, writing, science and remediation) with consistency and fidelity, as evidenced by administrative walkthrough and observation data. 1a

G042943

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0
AMO Reading - All Students	57.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- Data Management System
- Evaluation System
- Coaches and resource teachers
- District Professional Learning Opportunities

Targeted Barriers to Achieving the Goal 3

- Varying levels of effectiveness throughout the instructional staff
- Teacher Buy-in

Plan to Monitor Progress Toward G1. 8

Student performance on formative and summative assessments, as well as iReady, District Progress Monitor Assessments, and FSA.

Person Responsible

Michelle Mealor

Schedule

Quarterly, from 8/18/2014 to 5/25/2015

Evidence of Completion

performance data

G2. ELL students will increase their level of language proficiency. 1a

G042944

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	45.0

Resources Available to Support the Goal 2

- ELL teacher and paraprofessionals
- Targeted Vocabulary Curriculum
- Parent Involvement
- ELL Tutorial

Targeted Barriers to Achieving the Goal 3

- Lack of background vocabulary when reading in English

Plan to Monitor Progress Toward G2. 8

Real time student data system
District benchmark assessments
Data team meetings (every teacher)

Person Responsible

Schedule

Evidence of Completion

Increased student performance on summative assessments (FCAT, Benchmark Assessments)

G3. 5th Grade students will improve their proficiency levels in Science. 1a

G048750

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	41.0

Resources Available to Support the Goal 2

- District staff development
- Science text resources
- Outside science programs
- STEAM after school enrichment program

Targeted Barriers to Achieving the Goal 3

- Lack of time for science curriculum

Plan to Monitor Progress Toward G3. 8

Student formative and summative assessments will be used.

Person Responsible

Michelle Mealor

Schedule

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

Evidence of Completion

Teacher lesson plans will be used to verify instructional time. Student data will be used to show improvement in proficiency.

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. Classroom teachers at Palmetto Elementary will implement instructional programs (reading, math, writing, science and remediation) with consistency and fidelity, as evidenced by administrative walkthrough and observation data. **1**

 G042943

G1.B1 Varying levels of effectiveness throughout the instructional staff **2**

 B104948

G1.B1.S1 provide teachers with clear expectation of performance requirements as it relates to the instructional model and evaluation system. Provide support for new teachers and feedback to all teachers. **4**

 S116199

Strategy Rationale

Action Step 1 **5**

Use of Danielson Evaluation rubric

Person Responsible

Michelle Mealor

Schedule

Quarterly, from 8/18/2014 to 5/25/2015

Evidence of Completion

feedback

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

Conduct walk-throughs using evaluation rubric

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Evaluation feedback

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

Teacher level of effectiveness at effective or higher as measured by rubric

Person Responsible

Schedule

Evidence of Completion

90% or more of the teachers will be effective or higher on all areas of the rubric.

G1.B1.S2 Provide many opportunities for professional learning, modeling, peer evaluation. Administration gives constructive feedback and follows through with repeat walk-throughs. 4

 S116200

Strategy Rationale

Action Step 1 5

Use Reading Coaches, Resource Teachers, and District Instructional Support person to provide professional learning opportunities such as PLC's, modeling, staff training opportunities.

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Strategies will be used in classroom instruction, and documented on evaluation through teacher/student evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance at professional learning opportunities will be monitored. Teachers will complete a finished product when necessary, and will be observed doing walkthroughs and given feedback.

Person Responsible

Beth Campbell

Schedule

Quarterly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Evidence of standards based instruction, use of small group strategies, and ELA strategies essential to successful Common Core implementation will be noted on teacher evaluations and walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrative walk-throughs, coaching, and support personnel will ensure that strategies are used with consistency and fidelity.

Person Responsible

Beth Campbell

Schedule

Quarterly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Feedback on evaluation instrument of classroom performance, instructional strategies, and student data.

G1.B3 Teacher Buy-in 2

 B113505

G1.B3.S1 Teachers will participate in data meetings and discussions regarding effective teaching strategies. 4

 S133572

Strategy Rationale

Teachers will feel as if they have a say in what they do in their classrooms for effective student achievement.

Action Step 1 5

Professional development on using data to drive instruction and PLC's, as well as on specific instructional strategies such as close reading and annotating text will be used.

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Evidence of teacher participation will be noted on evaluation instrument, and through student assessment data.

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

Teacher participation in professional learning activities and PLC's will be monitored.

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

PLC Agendas and Minutes will be collected, as well as notations on evaluation feedback. Student data from formative and summative assessments will also be used.

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

Feedback and structured support will be given to those teachers who are reluctant to participate. New teachers will be supported and encouraged to have a part in PLC's.

Person Responsible

Michelle Mealor

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

PLC Agendas and Minutes, and student data will be collected. Feedback will be given on evaluation instrument.

G3. 5th Grade students will improve their proficiency levels in Science. 1

G048750

G3.B1 Lack of time for science curriculum 2

B121677

G3.B1.S1 Teachers will infuse the science curriculum into their ELA block as well as in their dedicated science time. 4

S133641

Strategy Rationale

Students will be able to compare two types of texts, increase their academic vocabulary, and be able to write about scientific methodology.

Action Step 1 5

Science texts will be used alongside reading texts to build CC stamina.

Person Responsible

Schedule

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

Evidence of Completion

Evidence of teacher close or annotated reading during walk-throughs. Student artifacts such as assessments, science journals, or labs.

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

Examination of student data and discussion during data meetings.

Person Responsible

Michelle Mealor

Schedule

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

Evidence of Completion

Student assessment data or written artifacts. Progress Monitor or Science Unit Test Assessment data.

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

Teachers will be given support to be able to effectively teach science at their grade level.

Person Responsible

Michelle Mealor

Schedule

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

Evidence of Completion

Student data will be examined, and strategies noted. Teams will use common planning to ensure science instruction, as evidenced by online lesson plans.

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	Use of Danielson Evaluation rubric	Mealor, Michelle	8/18/2014	feedback	5/25/2015 quarterly
G1.B1.S2.A1	Use Reading Coaches, Resource Teachers, and District Instructional Support person to provide professional learning opportunities such as PLC's, modeling, staff training opportunities.	Mealor, Michelle	8/18/2014	Strategies will be used in classroom instruction, and documented on evaluation through teacher/student evidence.	5/25/2015 monthly
G1.B3.S1.A1	Professional development on using data to drive instruction and PLC's, as well as on specific instructional strategies such as close reading and annotating text will be used.	Mealor, Michelle	8/18/2014	Evidence of teacher participation will be noted on evaluation instrument, and through student assessment data.	5/25/2015 monthly
G3.B1.S1.A1	Science texts will be used alongside reading texts to build CC stamina.		9/1/2014	Evidence of teacher close or annotated reading during walk-throughs. Student artifacts such as assessments, science journals, or labs.	5/29/2015 daily
G1.MA1	Student performance on formative and summative assessments, as well as iReady, District Progress Monitor Assessments, and FSA.	Mealor, Michelle	8/18/2014	performance data	5/25/2015 quarterly
G1.B1.S1.MA1	Teacher level of effectiveness at effective or higher as measured by rubric		90% or more of the teachers will be effective or higher on all areas of the rubric.	one-time	
G1.B1.S1.MA1	Conduct walk-throughs using evaluation rubric	Mealor, Michelle	8/18/2014	Evaluation feedback	5/25/2015 monthly
G1.B3.S1.MA1	Feedback and structured support will be given to those teachers who are reluctant to participate. New teachers will be supported and encouraged to have a part in PLC's.	Mealor, Michelle	8/18/2014	PLC Agendas and Minutes, and student data will be collected. Feedback will be given on evaluation instrument.	5/25/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Teacher participation in professional learning activities and PLC's will be monitored.	Mealor, Michelle	8/18/2014	PLC Agendas and Minutes will be collected, as well as notations on evaluation feedback. Student data from formative and summative assessments will also be used.	5/25/2015 monthly
G1.B1.S2.MA1	Administrative walk-throughs, coaching, and support personnel will ensure that strategies are used with consistency and fidelity.	Campbell, Beth	8/18/2014	Feedback on evaluation instrument of classroom performance, instructional strategies, and student data.	5/25/2015 quarterly
G1.B1.S2.MA1	Attendance at professional learning opportunities will be monitored. Teachers will complete a finished product when necessary, and will be observed doing walkthroughs and given feedback.	Campbell, Beth	8/18/2014	Evidence of standards based instruction, use of small group strategies, and ELA strategies essential to successful Common Core implementation will be noted on teacher evaluations and walkthroughs.	5/25/2015 quarterly
G2.MA1	Real time student data system District benchmark assessments Data team meetings (every teacher)		Increased student performance on summative assessments (FCAT, Benchmark Assessments)	once	
G3.MA1	Student formative and summative assessments will be used.	Mealor, Michelle	9/1/2014	Teacher lesson plans will be used to verify instructional time. Student data will be used to show improvement in proficiency.	5/29/2015 quarterly
G3.B1.S1.MA1	Teachers will be given support to be able to effectively teach science at their grade level.	Mealor, Michelle	9/1/2014	Student data will be examined, and strategies noted. Teams will use common planning to ensure science instruction, as evidenced by online lesson plans.	5/29/2015 monthly
G3.B1.S1.MA1	Examination of student data and discussion during data meetings.	Mealor, Michelle	9/1/2014	Student assessment data or written artifacts. Progress Monitor or Science Unit Test Assessment data.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Classroom teachers at Palmetto Elementary will implement instructional programs (reading, math, writing, science and remediation) with consistency and fidelity, as evidenced by administrative walkthrough and observation data.

G1.B1 Varying levels of effectiveness throughout the instructional staff

G1.B1.S1 provide teachers with clear expectation of performance requirements as it relates to the instructional model and evaluation system. Provide support for new teachers and feedback to all teachers.

PD Opportunity 1

Use of Danielson Evaluation rubric

Facilitator

Administration

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 5/25/2015

G1.B1.S2 Provide many opportunities for professional learning, modeling, peer evaluation. Administration gives constructive feedback and follows through with repeat walk-throughs.

PD Opportunity 1

Use Reading Coaches, Resource Teachers, and District Instructional Support person to provide professional learning opportunities such as PLC's, modeling, staff training opportunities.

Facilitator

Administration

Participants

Teachers/Support Staff

Schedule

Monthly, from 8/18/2014 to 5/25/2015

G1.B3 Teacher Buy-in

G1.B3.S1 Teachers will participate in data meetings and discussions regarding effective teaching strategies.

PD Opportunity 1

Professional development on using data to drive instruction and PLC's, as well as on specific instructional strategies such as close reading and annotating text will be used.

Facilitator

Administration; Support Personnel (school and district)

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 5/25/2015

G3. 5th Grade students will improve their proficiency levels in Science.

G3.B1 Lack of time for science curriculum

G3.B1.S1 Teachers will infuse the science curriculum into their ELA block as well as in their dedicated science time.

PD Opportunity 1

Science texts will be used alongside reading texts to build CC stamina.

Facilitator

Vickie Williams or other district support

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0