



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palm City Elementary School

1951 SW 34TH ST
Palm City, FL 34990
772-219-1565
pce.sbmc.org

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
19%

Alternative/ESE Center
No

Charter School
No

Minority Rate
20%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Palm City Elementary School

Principal

Nancy Marin

School Advisory Council chair

Kelly Pelletier

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nancy Marin	Principal
Dr. Dianne Memmer-Novak	Assistant Principal
Liz Galasso	Literacy Coach
Nicole Raimann	Intervention Coach
Debbie Freese	Guidance Counselor
Leigh Anne Pike	Media Specialist

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other community/business members. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school.

Involvement of the SAC in the development of the SIP

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

Activities of the SAC for the upcoming school year

The SAC will conduct monthly meetings. At this time the SAC will review relevant data, identify problem areas, monitor the SIP implementation, and then start the process over when the next round of data is available.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement fund requests must all be reviewed and voted upon by SAC members. These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nancy Marin

Principal

Years as Administrator: 35

Years at Current School: 39

Credentials

Master of Science Education -
Educational Leadership,
Bachelor of Arts in English

Performance Record

2012-2013 - Grd A
2011-2012 - Grd A
2010-2011 - Grd. A - met AYP
2009-2010 - Grd. A - did not meet AYP
2008-2009 - Grd. A - met AYP
2007-2008 - Gr. A - met AYP
2006-2007 - Grd. A - meet AYP

Dr. Dianne Memmer-Novak

Asst Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Degrees:
 Ph.D. in Global Leadership
 MS in Education
 BS in Education
 Certifications:
 School Principal
 Education Administration, All Level
 Primary Education, K-3
 Elementary Education, K-6
 ESOL, K-12
 English, 6-12
 Reading Endorsement

Performance Record

2012-2013 - Grade B
 2011-2012 - Grade B
 Mastery:
 Reading – 74%
 Math – 67%
 Writing – 84%
 Science – 64%

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Liz Galasso**

Full-time / School-based

Years as Coach: 5

Years at Current School: 4

Areas

Reading/Literacy

Credentials

Bachelors Degree in Elementary Education
 Masters Degree in Reading and Special Education
 Certifications include:
 Elementary
 Education 1-6,
 Reading K-12,
 Varying Exceptionalities, K-12

Performance Record

2012-2013 - Grd A
 2011-2012 - Grd A
 2010-2011 - Grd. A - met AYP
 2009-2010 - Grd. A - did not meet AYP

Nicole Raimann

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Rtl/MTSS

Credentials

Degrees:

Bachelor of Science in Communications and Masters of Education (Ed Leadership)

Certifications:

Language Arts 5-9; ESE K-12, Educational Leadership

Performance Record

NA

Classroom Teachers**# of classroom teachers**

44

receiving effective rating or higher

44, 100%

Highly Qualified Teachers

227%

certified in-field

31, 70%

ESOL endorsed

30, 68%

reading endorsed

4, 9%

with advanced degrees

10, 23%

National Board Certified

8, 18%

first-year teachers

1, 2%

with 1-5 years of experience

5, 11%

with 6-14 years of experience

22, 50%

with 15 or more years of experience

16, 36%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Evaluate needs of the school and review resumes, Principal and Assistant Principal
2. Conduct interviews, as needed, Principal and Assistant Principal
3. Assign mentors for all new teachers to the school, Principal and Assistant Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The following teachers have been paired as mentors and mentees:

Courtney O'Neil will mentor Melissa Chagnon, 4th Grade, new to district

Amanda Moore will mentor Wyndi Nissinoff, 3rd Grade, new to district

The focus of the mentoring program at Palm City Elementary will be on grade level orientation meetings, curriculum planning and materials, schools procedures and policies, and data analysis.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The leadership team will disaggregate school and student data and provide teachers with information identifying students who scored a Level 1 or 2 in FCAT Reading and/or Math. The team will also meet with teachers to review data and interventions for those students continuing with supplemental and/or intensive interventions. The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom walk throughs. The School Based Team (SBT) team will meet regularly to discuss the progress of the students and adjust interventions, as needed. SIP goals and strategies will be created based on school data and teacher needs. Resources will be allocated to support SIP goals and strategies. SIP committees will be formed to monitor the implementation and progress of the SIP plan. Members of the leadership team will also serve on the School Advisory Committee.

Additionally, SBT meetings are held weekly. Teachers come to the meetings to discuss the academic and behavioral problems of their students. The IPS Coach serves as the chair and does classroom observations, along with the Reading Coach and Guidance Counselor. Plans for interventions are

developed for teachers to implement in the classroom. Progress monitoring of students is done by the classroom teacher and the SBT.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Nancy Marin, Principal
Attend MTSS meetings when possible
Monitor the fidelity of the interventions
Dr. Dianne Memmer-Novak, Assistant Principal
Attend MTSS meetings when possible
Monitor the fidelity of the interventions
Liz Galasso, Literacy Coach
Attend MTSS meetings when possible
Analyze student data
Provide strategies and support to teachers
Conduct classroom observations
Nicole Raimann, Intervention Problem Solving Coach
Analyze student data
Provide strategies and support to teachers
Monitor student progress
Conduct classroom observations
Debbie Freese, Guidance Counselor
Analyze student data
Provide strategies and support to teachers
Serve as liaison between families and the team
Conduct classroom observations
June Cavette, Speech and Language Pathologist
Attend MTSS meetings when possible
Analyze student data
Provide strategies and support to teachers
Conduct classroom observations

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The fidelity of classroom interventions will be monitored by administration through intervention logs and classroom walk throughs. The fidelity of the SIP will be monitored through regularly scheduled SIP meetings, Learning Team Meetings (LTMs), and lesson plans.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Performance Matters is used as the data warehouse management system.
Data will be analyzed from the following sources to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement:
Benchmark Testing
Running Records (Fountas and Pinnell)
iReady online assessment for reading and math.
Classroom based assessments
Anecdotal notes
Rti-B Database

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team will continue to facilitate ongoing trainings throughout the year to provide intervention and procedural updates. These trainings will take place during staff data team meetings and during the MTSS Team Meetings. The team will also model and monitor strategies being used in the classroom to ensure fidelity and optimal student growth. Parents will continue to be invited to MTSS meetings because they are an important part of the problem solving process. Parents will also have the opportunity to watch an introductory video before attending their child's meeting which explains the MTSS process in depth.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 0

NA

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

NA

Who is responsible for monitoring implementation of this strategy?

NA

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Nancy Marin	Principal
Dr. Dianne Memmer-Novak	Assistant Principal
Leigh Anne Pike	Media Specialist
Lisa Woodruff	K Teacher
Kathryn White	Grade 1 Teacher
Susan Brown	Grade 2 Teacher
Stephanie Dale	Grade 3 Teacher
Jeanmarie Oset	Grade 4 Teacher
Beth Nassar	Grade 5 Teacher
Ilene Goldstein	VE Teacher

Name	Title
Liz Galasso	Literacy Coach

How the school-based LLT functions

The LLT committee meets monthly to review the progress of individual students, as well as the trends that occur across groups in the school community (by collecting school-wide reading running record data). Data from other state, district, and school-wide assessments will be distributed, analyzed, and used to determine instructional decision making. The LLT is responsible for coordinating student/teacher materials, teacher book studies, and provide ongoing support for literacy throughout the school.

Major initiatives of the LLT

The use of interactive read-aloud strategies were a focus of the school community's ongoing work toward improved balanced literacy instruction two years ago (11/12). Last year (12/13), we built on the previous work and began to address the need for reader's workshop through the introduction of mini-lessons. Our focus this year (13/14) will be to follow the district initiatives to implement Common Core Standards, Words Their Way and Guided Reading with fidelity. The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The school provides campus tours to local preschools, Kindergarten screenings, and a Kindergarten orientation for parents. The school also houses two VPK classrooms that are included in the major functions of the school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	80%	No	84%
American Indian				
Asian	83%	92%	Yes	84%
Black/African American				
Hispanic	69%	63%	No	72%
White	84%	81%	No	86%
English language learners				
Students with disabilities	49%	49%	Yes	54%
Economically disadvantaged	60%	58%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	27%	30%
Students scoring at or above Achievement Level 4	195	51%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	179	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	67	64%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		16%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	89	75%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	79%	No	84%
American Indian				
Asian	83%	92%	Yes	84%
Black/African American				
Hispanic	74%	66%	No	77%
White	83%	80%	No	85%
English language learners				
Students with disabilities	49%	58%	Yes	54%
Economically disadvantaged	63%	60%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	32%	34%
Students scoring at or above Achievement Level 4	176	47%	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	192	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	68	65%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	32%	35%
Students scoring at or above Achievement Level 4	67	49%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	3	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	0%
Students who are not proficient in reading by third grade	44	6%	4%
Students who receive two or more behavior referrals	8	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Overall parental involvement is very high at PCE. We will continue to involve parents through the following activities:

National School Lunch Week
 Beach Party
 Take Your "Favorite Guy" to School Day
 ..And the Relatives Came.. 3rd grade reading
 3rd Grade Thanksgiving Family Fest
 Kindergarten Friendship Meal
 VPK Family Activities
 Chorus and Band Concerts
 Singing at Kravis
 Palm City Chamber Fall Fest music concert
 Chorus/Band perform at Disney
 Year End 5th Grade trip to Universal/Islands of Adventure

Safety Patrol Trip to Busch Gardens
Fall Fest
Family Night at Book Fairs (2)
Literacy Night
Boosterthon Dance

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Parent Participation	273	100%	100%

Goals Summary

- G1.** The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).
- G2.** The percentage of students scoring a level 3 or above in math will increase including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

Goals Detail

G1. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

Targets Supported

Resources Available to Support the Goal

- The District is providing professional development to Literacy coaches through Enid Martinez, staff developer from Teacher's College. This is to enable our literacy coach in a "train the trainer" fashion to roll out professional development to our staff centered around guided reading, word study, and implementation of the Common Core Standards. CCSS Flip books were distributed to teachers. Standards-based report cards and assessment guides are in place for K-2. Literacy Coach delivered professional development to staff on Running Records Administration and Understanding the Common Core Standards.

Targeted Barriers to Achieving the Goal

- Instructional staff needs more support in differentiated, small group, guided reading instruction.
- Instructional staff needs more guided reading and common core resources (i.e. professional development materials and student materials).

Plan to Monitor Progress Toward the Goal

Data Team Meetings

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased student achievement

G2. The percentage of students scoring a level 3 or above in math will increase including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

Targets Supported

Resources Available to Support the Goal

- The staff will utilize Steve Layson from the District for professional development.

Targeted Barriers to Achieving the Goal

- There is a need for on-going support in developing effective instructional practices in teaching the Common Core Standards with rigor and a lack of professional development resources.

Plan to Monitor Progress Toward the Goal

Increased student achievement in math

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

FCAT, Benchmark tests, iReady, classroom based assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

G1.B1 Instructional staff needs more support in differentiated, small group, guided reading instruction.

G1.B1.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and monthly Learning Team Meetings (LTMs).

Action Step 1

Professional Development in Guided Reading, Common Core Standards, and Word Study (Words Their Way)

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

ERO sign ins, lesson plans, increased student achievement, teacher feedback

Facilitator:

Dr. Memmer-Novak, Curriculum A.P., Liz Galasso, Literacy Coach

Participants:

Teachers

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

Data Team Meetings

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom observations, lesson plans, Benchmark data

Plan to Monitor Effectiveness of G1.B1.S1

Data Team Meetings

Person or Persons Responsible

Administration, literacy coach, grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

Student progress, classroom observations, lesson plans

G1.B2 Instructional staff needs more guided reading and common core resources (i.e. professional development materials and student materials).

G1.B2.S1 Engage in professional development book studies during Learning Team and Grade Level meetings and order materials and resources for teachers.

Action Step 1

Creation of a reading resource room

Person or Persons Responsible

Administration, literacy coach, media specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

ERO sign ins, reflection logs, packing/ordering slips

Action Step 2

Professional development book study related to reading

Person or Persons Responsible

Administration, literacy coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

ERO sign ins, reflection logs

Facilitator:

Dr. Memmer-Novak, A.P. Liz Galasso, Literacy Coach

Participants:

Teachers and administration

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

Learning Team Meetings

Person or Persons Responsible

Administration, literacy coach

Target Dates or Schedule

Monthly

Evidence of Completion

ERO sign ins

Plan to Monitor Effectiveness of G1.B2.S1

Teacher feedback, student progress

Person or Persons Responsible

Administration, literacy coach, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evaluations in ERO, teacher feedback, student progress

G2. The percentage of students scoring a level 3 or above in math will increase including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

G2.B1 There is a need for on-going support in developing effective instructional practices in teaching the Common Core Standards with rigor and a lack of professional development resources.

G2.B1.S1 Teachers will engage in Learning Team Meetings which focus on professional book studies targeting a deeper understanding of how to teach the Common Core Standards in Math.

Action Step 1

Professional development book study related to math

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, ERO sign ins

Facilitator:

Teachers and administration

Participants:

Teachers

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

Learning Team Meetings/Book Studies

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

ERO sign ins, lesson plans, classroom observations, teacher feedback

Plan to Monitor Effectiveness of G2.B1.S1

Instructional shifts by teachers as a result of increased professional development.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement, lesson plans, classroom observations, teacher feedback

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Palm City Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse/health assistant and other school and district personnel.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

G1.B1 Instructional staff needs more support in differentiated, small group, guided reading instruction.

G1.B1.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and monthly Learning Team Meetings (LTMs).

PD Opportunity 1

Professional Development in Guided Reading, Common Core Standards, and Word Study (Words Their Way)

Facilitator

Dr. Memmer-Novak, Curriculum A.P., Liz Galasso, Literacy Coach

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

ERO sign ins, lesson plans, increased student achievement, teacher feedback

G1.B2 Instructional staff needs more guided reading and common core resources (i.e. professional development materials and student materials).

G1.B2.S1 Engage in professional development book studies during Learning Team and Grade Level meetings and order materials and resources for teachers.

PD Opportunity 1

Professional development book study related to reading

Facilitator

Dr. Memmer-Novak, A.P. Liz Galasso, Literacy Coach

Participants

Teachers and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

ERO sign ins, reflection logs

G2. The percentage of students scoring a level 3 or above in math will increase including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

G2.B1 There is a need for on-going support in developing effective instructional practices in teaching the Common Core Standards with rigor and a lack of professional development resources.

G2.B1.S1 Teachers will engage in Learning Team Meetings which focus on professional book studies targeting a deeper understanding of how to teach the Common Core Standards in Math.

PD Opportunity 1

Professional development book study related to math

Facilitator

Teachers and administration

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, ERO sign ins

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).	\$3,000
G2.	The percentage of students scoring a level 3 or above in math will increase including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).	\$1,000
Total		\$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
SAC	\$2,000	\$0	\$2,000
SIP	\$0	\$2,000	\$2,000
Total	\$2,000	\$2,000	\$4,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The percentage of students scoring at level 3 or above in reading will increase for all students including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

G1.B1 Instructional staff needs more support in differentiated, small group, guided reading instruction.

G1.B1.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and monthly Learning Team Meetings (LTMs).

Action Step 1

Professional Development in Guided Reading, Common Core Standards, and Word Study (Words Their Way)

Resource Type

Professional Development

Resource

Professional books and materials

Funding Source

SAC

Amount Needed

\$1,000

G1.B2 Instructional staff needs more guided reading and common core resources (i.e. professional development materials and student materials).

G1.B2.S1 Engage in professional development book studies during Learning Team and Grade Level meetings and order materials and resources for teachers.

Action Step 2

Professional development book study related to reading

Resource Type

Evidence-Based Materials

Resource

Leveled texts for guided reading

Funding Source

SIP

Amount Needed

\$2,000

G2. The percentage of students scoring a level 3 or above in math will increase including our AMO groups that did not make our goal (Hispanic, white, and economically disadvantaged).

G2.B1 There is a need for on-going support in developing effective instructional practices in teaching the Common Core Standards with rigor and a lack of professional development resources.

G2.B1.S1 Teachers will engage in Learning Team Meetings which focus on professional book studies targeting a deeper understanding of how to teach the Common Core Standards in Math.

Action Step 1

Professional development book study related to math

Resource Type

Professional Development

Resource

Profession books and materials

Funding Source

SAC

Amount Needed

\$1,000