



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Palmetto Elementary School

315 PALMETTO ST

Poinciana, FL 34759

863-427-6012

<http://schools.polk-fl.net/palmettoknights>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 52%
Alternative/ESE Center No	Charter School No	Minority Rate 87%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 C
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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
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Palmetto Elementary School

Principal

Luis Alvarez

School Advisory Council chair

Stephen Perez

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

Name	Title
Luis P. Alvarez	Principal
Carolyn Craft	Title I Facilitator
Brook Peabody	Network Manager
Pam McCall	Media specialist
Robert Holmberg	Science/ Math Resource
Francina Mainer	Writing Resource
Giatry Ali	Reading Resource
Wanda Martinez	Guidance Counselor
Teresa Shaw	ESE
Beth Ford	Assistant Principal
Victoria Moller	ESOL Teacher
Erin Stark	School Psychologist

District-Level Information

District

Polk

Superintendent

Mrs. Kathryn Leroy

Date of school board approval of SIP

Pending

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 membership is composed of parents, teachers, educational support staff and business/ community persons. The position titles are as follows:

Chairperson--The chairperson serves as the presider of the meetings and elections.

Vice Chairperson-- The vice serves as the assistant to the chairperson and may assume the role of the chairperson in his/her absence.

Involvement of the SAC in the development of the SIP

The SAC has an active role in the development of the SIP. During the May meeting, the SAC provides a list of suggestions and recommendations for implementation for the upcoming year. After approval, the writers of the SIP incorporate the council's ideas. The completed plan is brought back to the council for approval.

Activities of the SAC for the upcoming school year

The School Advisory Council will continue to work with parents and community on improving tardies and absences. The council will conduct workshops and will provide pamphlets and brochures designed by council to educate and inform parents as to the challenges of students missing school.

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

There are no available funds for 2013-2014.

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

Non-Applicable

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:

Luis Alvarez		
Principal	Years as Administrator: 26	Years at Current School: 6
Credentials	Bachelor's of Science in Chemistry and Math Master's in Administration and Supervision.	
Performance Record	07-08 Palmetto Elementary earned an A with 92% of adequate Yearly Progress. 08-09 Palmetto Elementary earned an A with 100% of Adequate Yearly Progress 09-10 Palmetto Elementary earned a B with 74% of Adequate Yearly Progress 10-11 Palmetto elementary earned a C with 77% adequate Yearly Progress 11-12 Palmetto Elementary earned a C with 76% adequate Yearly Progress 12-13 Palmetto Elementary earned a D with	

Beth Ford		
Asst Principal	Years as Administrator: 7	Years at Current School: 0
Credentials	Bachelor's of Arts in Mathematics Master's of Science in Mathematics and Education Education Specialist in Educational Leadership	
Performance Record	04-05: Janie Howard Elementary, D 05-06: Janie Howard Elementary, A 06-07: Jewett School of the Arts, A 07-08: Jewett School of the Arts, A 08-09: Jewett School of the Arts, A 11-12: Jewett Middle Academy Magnet, A 12-13: Jewett Middle Academy Magnet, A	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Natalie Holland		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials		
Performance Record		

Jack Cassidy

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

Science

Credentials

Performance Record

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

0%

Highly Qualified Teachers

120%

certified in-field

55, 120%

ESOL endorsed

21, 46%

reading endorsed

2, 4%

with advanced degrees

14, 30%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

15, 33%

with 6-14 years of experience

20, 43%

with 15 or more years of experience

9, 20%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

9, 82%

Other Instructional Personnel

of instructional personnel not captured in the sections above

12

receiving effective rating or higher

12, 100%

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. Utilize the district's Recruitment and Hiring System, ---Principal and Assistant Principal
2. Partner new teachers with Resource Teachers,--- Principal and Assistant Principal
3. Build a purposeful school community with a focus on culture, ideas, and beliefs----Principal and Assistant Principal
4. Set a clear vision and mission for our school-----Principal and Assistant Principal
5. District assigned coaches will collaborate with new teachers.

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

Beginning teachers and teachers new to our school are paired with resource teachers in the area of their expertise. They meet weekly to discuss issues or concerns. Teachers are continuously being mentored in reading math, science and assessing students as well as understanding data and allowing the data to drive instruction. Pairing teachers with resource teachers will allow these teachers to gain knowledge and strategies from experienced teachers.

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 MTSS team is part of the Leadership Team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- *Review school-wide grade level and teacher data to problem-solve needed interventions on level and identify students meeting/exceeding benchmarks, as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data becomes available.
- *Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- *Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- *Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.

*Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence based interventions and support teachers in carrying out intervention plans.

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

Principal-

The principal provides a common vision for the use of data-based decision making, models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide.

Guidance Counselor-

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students academic, emotional, behavioral, and social success.

Network Manager-

Develops the necessary technology to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphs.

Assistant Principal-

Assists principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of MTSS.

Teachers-

Provide information about core instruction; participate in student data collection; deliver Tier 1,2 and 3 instruction and intervention, collaborate with other staff for implementation.

Curriculum Coaches/Resource Teachers-

Develop, lead, and evaluate school core content standard/programs; assist with whole school screening programs that provide live data on student performance.

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

The fidelity of the school's MTSS and SIP is monitored by each leadership team member in their area of expertise. Monitoring the targeted area of need for progress is continuous and weekly reports are discussed with leadership team as a whole. Administrators and Title I facilitator ensure the goals set in the SIP are addressed. The SIP is a continuous work-in-progress and will be subject to modification in order to meet the needs of our students and parents throughout the school year.

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

Tier 1. We will use FAIR for reading, and Discovery Education benchmark assessments for Math and Science, School-wide prompts for writing have been developed by teachers and the leadership team, aligned with District prompts when available.

Tier 2 Academics- We will use the results from FAIR and Discovery in addition to all data from Tier 1, monthly writing prompts and scored according to District rubric.

Tier 3 Academics- Information will be gathered from Tier 1 and 2 evaluations as well leveled literacy intervention assessment data for reading and Discovery targeted diagnostic assessments for math and science.

Tier 1 Behavior- The leadership Team will use reports from Genesis to monitor for trends in behavior and attendance of all students.

Tier 2 Behavior- Check-in and check-out system will be in place for all students. This will be monitored to track students with frequent absences and tardies. Parents will be notified of concern by letter. Parental

Involvement and SAC workshops will address tardies and absences.

Tier 3 Behavior- Students with attendance issues will be referred to the school social worker for investigation. Students who have not responded to their behavior plan with positive results will have a Behavior Intervention Plan developed and a Functional Behavior Plan will be developed by the Guidance with assistance from the school psychologist.

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

Teachers are trained by our school psychologist, guidance counselor and ESE resource teachers in the understanding of the MTSS process. This is an ongoing process for staff. Parents are actively involved in the MTSS process of their child.

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: Before or After School Program

Minutes added to school year: 60

An after-school program will target the ELL students only at this time.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student progress will be monitored through benchmark testing and iReady, a computer-based program.

Who is responsible for monitoring implementation of this strategy?

Mrs. Ali, the reading resource teacher and Mrs. Ford, the assistant principal.

Literacy Leadership Team (LLT)

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

Name	Title
Luis.P. Alvarez	Principal
Beth Ford	Assistant Principal
Carolyn Craft	Title I Facilitator
Wanda Martinez	Guidance counselor
Teresa Shaw	ESE Resource
Francina Mainer	Writing Resource
Giatrei Ali	Reading Resource

Name	Title
Robert Holmberg	Math/Science Resource
Victoria Moller	ELL Resource Teacher

How the school-based LLT functions

The team meets weekly to review data, identify opportunities for enrichment, and intensive interventions for students based on FAIR and Discovery. Additionally the team reviews the school-wide literacy plan to assure implementation.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to increase teachers usage of data to drive instruction, analysis of FAIR assessment data to identify areas of academic weaknesses for remediation, analysis of FCAT to identify areas of weakness for remediation, implement increased iii time and I-Ready program for all students not proficient in reading, increase utilization of written summaries in all content areas, implement the core reading curriculum with fidelity and ultimately, reduce the number of level 1's and 2's in reading measured by the FCAT while increasing the number of level 4's and 5's.

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

Palmetto Elementary conducts a Kindergarten Round-up in April to register new students. During Round-Up, students will be provided with academic and social materials for parents to work at home in preparing students for Kindergarten. Palmetto uses a variety of readiness screening tools within the first thirty days of school to assess the preparedness of all student arriving in kindergarten. These include: FLKRS, Discovery Education benchmark assessments, teacher-made assessments, and teacher observations. The Kindergarten teachers administer these assessments. As a result of this screening, the kindergarten teachers and administration are able to target specific needs for intervention.

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	50%	50%	No	55%
American Indian				
Asian				
Black/African American	42%	42%	No	48%
Hispanic	53%	53%	No	58%
White	43%	43%	No	49%
English language learners	42%	42%	No	48%
Students with disabilities	34%	34%	No	41%
Economically disadvantaged	49%	49%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	20%	
Students scoring at or above Achievement Level 4	51	15%	

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	45	62%	
Students in lowest 25% making learning gains (FCAT 2.0)	26	65%	

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)	134	55%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	31%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	80	32%	

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	28	27%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	58%		No	62%
American Indian				
Asian				
Black/African American	48%		No	53%
Hispanic	62%		No	66%
White	53%		No	57%
English language learners	54%		No	59%
Students with disabilities	39%		No	45%
Economically disadvantaged	58%		No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	21%	62%
Students scoring at or above Achievement Level 4	45	13%	

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	50	59%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	38%	

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	13	13%	
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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)	4		6
Participation in STEM-related experiences provided for students	337	90%	100%

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	119	16%	14%
Students retained, pursuant to s. 1008.25, F.S.	47	6%	5%
Students who are not proficient in reading by third grade	79	11%	10%
Students who receive two or more behavior referrals	25	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	3%	2%

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

See Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase the effectiveness of instruction and instructional delivery in all subjects to all students.
- G2.** Develop a school-wide culture of high expectations for student success.
- G3.** Increase student engagement schoolwide

Goals Detail

G1. Increase the effectiveness of instruction and instructional delivery in all subjects to all students.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- District Coaches, Resource Teachers, Classroom Teachers and Administrators

Targeted Barriers to Achieving the Goal

- Staff Instructional Delivery
- Classroom management
- Higher Order Thinking

Plan to Monitor Progress Toward the Goal

lesson plans

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

weekly

Evidence of Completion:

lesson plans and classroom observations

G2. Develop a school-wide culture of high expectations for student success.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- IST, Community Involvement, and School Advisory Council

Targeted Barriers to Achieving the Goal

- Historical Test Data

Plan to Monitor Progress Toward the Goal

Historical review of testing data

Person or Persons Responsible

Administration and Resource Teachers

Target Dates or Schedule:

9/16/2013

Evidence of Completion:

Strategic Improvement Plan

G3. Increase student engagement schoolwide

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-wide behavior plan, Technology, Coaches, Community Eligibility programs assures all students access to breakfast and lunch

Targeted Barriers to Achieving the Goal

- Lack of interest
- Inappropriate Ability Level

Plan to Monitor Progress Toward the Goal

lesson plans and Ongoing Progress Monitoring data

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Classroom Observations and classroom OPM data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the effectiveness of instruction and instructional delivery in all subjects to all students.

G1.B1 Staff Instructional Delivery

G1.B1.S1 1.Follow instructional pacing guide

Action Step 1

Lesson Plans will correlate with student learning schedules

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

lessons plans and classroom observation

Facilitator:

Resource Teachers

Participants:

Teachers

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

lesson plans

Person or Persons Responsible

Principaal and Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

classroom observation

Plan to Monitor Effectiveness of G1.B1.S1

lesson plans

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom observations

G1.B1.S3 3.Develop and implement a lesson plan that is researched based

Action Step 1

Lesson Plans will correlate with with student learning schedules.

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom observations

Facilitator:

Administrator

Participants:

Principal and AP

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Lesson plans will correlate with the student learning schedules.

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of G1.B1.S3

Lesson plans will correlate with the student learning schedules.

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and observations

G1.B1.S4 4, Incorporate a check for understanding in obtaining knowledge and skills to be successful.

Action Step 1

Teachers are using a variety of techniques to check for understanding

Person or Persons Responsible

Principal

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

Facilitator:

Participants:

Principal

Plan to Monitor Fidelity of Implementation of G1.B1.S4

teachers will use a variety of techniques to check for understanding

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

weekly

Evidence of Completion

walk-throughs and observations

Plan to Monitor Effectiveness of G1.B1.S4

teachers will use a variety of techniques to check for understanding

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

weekly

Evidence of Completion

walk-throughs and observations

G1.B1.S7 7. Unpack the standards to determine the content at each level

Action Step 1

Teachers will have the opportunity to dig deeper into the standards by using a variety of activities.

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

The administration will monitor the implementation and effectiveness by : 1. daily classroom observations 2. ongoing progress monitoring of students and data reports. 3. Check lesson plans supporting rigorous and relevant learning. 4. Administration will meet with each grade level weekly for planning and support. 5. Leadership team members will assist in classroom walkthroughs and provide teachers with supportive feedback. 6. Teachers will be coached in providing different activities in the delivery of lessons to increase student mastery, and provide professional developments for teachers in the area of instructional delivery.

Facilitator:

Reading ,Math, and Science Resources Teachers. Administration and leaership team will also provide training specific areas of expertise.

Participants:

Principal, Assistant Principal, Resource Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Teachers will have the opportunity to dig deeper in the standards by using a variety of activities.

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

ongoing

Evidence of Completion

Grade Level Meeting

Plan to Monitor Effectiveness of G1.B1.S7

Teachers will have the opportunity to dig deeper into the standards by using a variety of activities.

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

ongoing

Evidence of Completion

Grade level meetings

G1.B2 Classroom management

G1.B2.S2 Set clear expectation for classroom procedures are established, communicated ,model, and maintained

Action Step 1

walk-throughs and observations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

on-going

Evidence of Completion

walk-through and observations, increase in student performance

Facilitator:

Resource teachers and Assistant Principal

Participants:

Principal and Assistant Principal

Plan to Monitor Fidelity of Implementation of G1.B2.S2

walk-throughs and observations

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

on-going

Evidence of Completion

walk-throughs and observations

Plan to Monitor Effectiveness of G1.B2.S2

Teacher delivery, Student progress report(are moving closer to our goals)

Person or Persons Responsible

Principal and Assistant Principal, Resource Teachers, District Coaches, and Classroom Teachers.

Target Dates or Schedule

on-going

Evidence of Completion

walk-throughs and observations

G1.B2.S4 Follow classroom schedules organize activities transition smoothly between activities and instructions.

Action Step 1

Teachers are to use Reading Wonders and student learning schedules with fidelity.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

Facilitator:

Participants:

Principal and classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Teachers are to use Reading Wonders and student learning schedules with fidelity.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

Plan to Monitor Effectiveness of G1.B2.S4

Teachers are to use Reading Wonders and students learning schedules with fidelity.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

G1.B4 Higher Order Thinking

G1.B4.S2 2. Model higher order thinking skills using think alouds.

Action Step 1

To provide questioning that generate opportunities for students to show, tell, and explain.

Person or Persons Responsible

Principal, assistant Principal, Classroom Teachers, District Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and classroom observations

Facilitator:

Resource teachers

Participants:

Principal, assistant Principal, Classroom Teachers, District Coaches

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Teachers will provide questioning that allows for opportunities for the students to show, tell and explain.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

Plan to Monitor Effectiveness of G1.B4.S2

Teachers will provide questioning that will allow students the opportunities to show, tell, and explain.

Person or Persons Responsible

Principal and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

G2. Develop a school-wide culture of high expectations for student success.

G2.B1 Historical Test Data

G2.B1.S1 Study historical data

Action Step 1

Review historical data looking for trends and develop and implement strategies for improvement.

Person or Persons Responsible

Administration and Resource Teachers

Target Dates or Schedule

9/16/2013

Evidence of Completion

Strategic Improvement Plan.

Facilitator:

Data Day

Participants:

Administration and Resource Teachers

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

Historical review of testing data

Person or Persons Responsible

Administration

Target Dates or Schedule

9/16/2013

Evidence of Completion

Strategic Involvement Plan

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase student engagement schoolwide

G3.B2 Inappropriate Ability Level

G3.B2.S1 Differentiate instruction to met the needs of student. Ability grouping

Action Step 1

Lesson Plans, Centers assignments and rotation, assigned groups and Teacher groups

Person or Persons Responsible

Principal, Assistant Principal, Resource Teachers, District Coaches, and Classroom Teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Ongoing Progress Monitoring, classroom observations, and walk throughs.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Title I , Part A--Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates summer school programs.

Title I, Part D--District supports the Educational Alternative outreach program. These services are coordinated with the district Drop-Out Prevention programs.

Title III---Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X---District Homeless Social Worker provides resources for students identified as homeless.

Violence Prevention Programs--- Palmetto Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service.

Nutrition Program---All students at Palmetto Elementary receives breakfast and lunch at no charge.

Head Start--- We have no Head Start this school year.

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. Increase the effectiveness of instruction and instructional delivery in all subjects to all students.

G1.B1 Staff Instructional Delivery

G1.B1.S1 1.Follow instructional pacing guide

PD Opportunity 1

Lesson Plans will correlate with student learning schedules

Facilitator

Resource Teachers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

lessons plans and classroom observation

G1.B1.S3 3.Develop and implement a lesson plan that is researched based

PD Opportunity 1

Lesson Plans will correlate with with student learning schedules.

Facilitator

Administrator

Participants

Principal and AP

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans and classroom observations

G1.B1.S4 4, Incorporate a check for understanding in obtaining knowledge and skills to be successful.

PD Opportunity 1

Teachers are using a variety of techniques to check for understanding

Facilitator

Participants

Principal

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

G1.B1.S7 7. Unpack the standards to determine the content at each level

PD Opportunity 1

Teachers will have the opportunity to dig deeper into the standards by using a variety of activities.

Facilitator

Reading ,Math, and Science Resources Teachers. Administration and leadership team will also provide training specific areas of expertise.

Participants

Principal, Assistant Principal, Resource Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

The administration will monitor the implementation and effectiveness by : 1. daily classroom observations 2. ongoing progress monitoring of students and data reports. 3. Check lesson plans supporting rigorous and relevant learning. 4. Administration will meet with each grade level weekly for planning and support. 5. Leadership team members will assist in classroom walkthroughs and provide teachers with supportive feedback. 6. Teachers will be coached in providing different activities in the delivery of lessons to increase student mastery, and provide professional developments for teachers in the area of instructional delivery.

G1.B2 Classroom management

G1.B2.S2 Set clear expectation for classroom procedures are established, communicated ,model, and maintained

PD Opportunity 1

walk-throughs and observations

Facilitator

Resource teachers and Assistant Principal

Participants

Principal and Assistant Principal

Target Dates or Schedule

on-going

Evidence of Completion

walk-through and observations, increase in student performance

G1.B2.S4 Follow classroom schedules organize activities transition smoothly between activiites and instructions.

PD Opportunity 1

Teachers are to use Reading Wonders and student learning schedules with fidelity.

Facilitator

Participants

Principal and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and observations

G1.B4 Higher Order Thinking

G1.B4.S2 2. Model higher order thinking skills using think alouds.

PD Opportunity 1

To provide questioning that generate opportunities for students to show, tell, and explain.

Facilitator

Resource teachers

Participants

Principal, assistant Principal, Classroom Teachers, District Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

walk-throughs and classroom observations

G2. Develop a school-wide culture of high expectations for student success.

G2.B1 Historical Test Data

G2.B1.S1 Study historical data

PD Opportunity 1

Review historical data looking for trends and develop and implement strategies for improvement.

Facilitator

Data Day

Participants

Administration and Resource Teachers

Target Dates or Schedule

9/16/2013

Evidence of Completion

Strategic Improvement Plan.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G1. Increase the effectiveness of instruction and instructional delivery in all subjects to all students.

G1.B1 Staff Instructional Delivery

G1.B1.S4 4, Incorporate a check for understanding in obtaining knowledge and skills to be successful.

Action Step 1

Teachers are using a variety of techniques to check for understanding

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B1.S7 7. Unpack the standards to determine the content at each level

Action Step 1

Teachers will have the opportunity to dig deeper into the standards by using a variety of activities.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Classroom management

G1.B2.S4 Follow classroom schedules organize activities transition smoothly between activities and instructions.

Action Step 1

Teachers are to use Reading Wonders and student learning schedules with fidelity.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B4 Higher Order Thinking

G1.B4.S2 2. Model higher order thinking skills using think alouds.

Action Step 1

To provide questioning that generate opportunities for students to show, tell, and explain.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed