

Polk County Public Schools

# Palmetto Elementary School



2017-18 School Improvement Plan

## Palmetto Elementary School

315 PALMETTO ST, Poinciana, FL 34759

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

### School Demographics

**School Type and Grades Served**  
 (per MSID File)

Elementary School  
 PK-4

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
 (As Reported on Survey 3)

100%

**Primary Service Type**  
 (per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
 (Reported as Non-white on Survey 2)

93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Polk 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

**Polk - 1702 - Palmetto Elementary School - 2017-18 SIP**

*Palmetto Elementary School*

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Palmetto Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission of Palmetto Elementary School is to promote a lifelong love for learning through rigorous and diverse learning experiences.

##### b. Provide the school's vision statement

The vision of Palmetto Elementary is to educate and prepare all students to reach their highest potential to become productive citizens of their community.

#### 2. School Environment

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

Each parent is asked to complete a Home Language Survey when their child is enrolled. A survey is conducted near the beginning of the school year to determine which language parents would prefer to receive communication from school. As the population of our school is primarily Hispanic, we celebrate Hispanic Heritage month and encourage both staff and students to share about their culture. Our school encourages teachers and staff members to build relationships with students and families through holding several family nights during the school year, in which information is provided regarding academic expectations of students and provide suggestions for parents to support their students. Teachers create a safe environment of mutual respect for their students. Parent/teacher conferences are scheduled to take place in the evenings twice per school year and teachers conference with parents often to ensure communication between home and school.

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

The staff of Palmetto Elementary ensure that students are supervised at all times. We have implemented PBIS and CHAMPS strategies for classrooms to ensure students and faculty are aware of school-wide expectations. Students are encouraged to speak with the adults on campus when issues arrive and all issues are dealt with accordingly.

##### c. 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

Palmetto Elementary uses the PBIS behavioral approach. Students are taught the expectations and teachers and staff model desired behaviors. The PBIS team provides continuous training to staff to ensure the system is fair and consistent. In addition, we will be implementing the C.H.A.M.P.S school-wide during the 2016-17 school year. Teachers were provided training, beginning in August 2016, and will be provided continued support throughout the school year. Students with a need for interventions, will be identified,



retought school and classroom expectations, and will be monitored for progress in the area of behavior.

**d. 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**

Students with social-emotional needs may be referred to the Guidance office by any staff member. The Guidance Counselor meets with students and parents to determine the best way to meet the student's individual needs. Community resources, guidance counseling, mental health services, or behavioral interventions may be recommended and implemented.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

A district report is compiled monthly identifying students meeting the criteria for the Early Warning System.

- > Attendance below the 90%
- > One or more in or out of school suspensions
- > Course Failure of English Language Arts or Mathematics
- > Level 1 score on statewide , standarized assessments in English Language Arts or Mathematics

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	7	9	36	33	49	0	0	0	0	0	0	0	0	134
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	3	0	0	0	0	0	0	0	0	3

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

Reading Interventionist works with the lowest 25% of students in third and fourth grade to improve academic performance in reading, including retainees in 3rd grade by providing differentiated instruction based on the student's individual needs.

Math interventionist works the lowest 25% of students in third and fourth grade to improve academic performance in math by providing differentiated instruction based on the student's individual needs.

Math Coach provides PLC's to increase teachers' knowledge and provide strategies to promote a rigorous math program that will improve student performance in Math.

Reading Coach provides PLC's to increase teachers' knowledge and provide strategies to promote a rigorous reading program that will improve student performance in Reading.

Guidance Counselors provide guidance for students and parents on behavioral concerns causing disruption for the learning process.

The Leadership Team will monitor attendance and behavioral record keeping and assist teachers with identifying specific interventions for students.

Teachers along with the leadership team will use the MTSS process to meet the needs of individual students.

Home Visits and parent conferences will be conducted by the Social Worker for students with attendance issues.

Students will be monitored throughout the school year, using STAR, STAR Early Literacy, I-Station, and other MTSS research-based interventions, as appropriate.

Parent workshops will be provided throughout the school year and resources will be provided to parents to ensure they have the appropriate tools to assist students in the home environment.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP Link

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

##### 2. Description

See Parent Involvement Plan.

### 2. 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 Elementary builds and sustains a partnership with the Poinciana community through it's School

Advisory Council, a school representative serves on the local Hospital Council, as well as participation in community affairs and activities.

## C. Effective Leadership

## 1. School Leadership Team

### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Craft, Carolyn	Other
Santiago, Edgar	Principal
Holmberg, Robert	Instructional Coach
Short, Jessica	Dean
Shifley, Sarah	Guidance Counselor
McCall, Pamela	Instructional Media
Worthington, Amy	Other
Perry, Tamara	Instructional Coach

### b. Duties

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

Edgar Santiago (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.

Jessica Short (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.

Amy Worthington (Reading Resource)

The reading resource teachers works with the principal and assistant principal to carry out academic and behavior programs; provides proactive leadership to engage all stakeholders in the delivery of program and services to support the students' academic achievement, personal, and social development.

Richard Todd (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.

Tamara Perry (Reading Coach)

Develops, leads, and evaluates the school's core content standard/programs in literacy; assists with whole school screening programs that provide live data on student performance in literacy.

Robert Holmberg (Math Coach)

Develops, leads, and evaluates the school's core content standard/programs in

mathematics; assists with whole school screening programs that provide live data on student performance in mathematics.

\*\*TBA (Reading Interventionist)

Assists in data analysis, works with lowest 25% of third and fourth grade students according to FSA data, as well as additional district and school based data. Leads instructional paras in the development of instructional supports for targeted students.

Melissa Rivera (Math Interventionist)

Assists in data analysis, works with lowest 25% of third graders and fourth grade students according to FSA data, as well as additional district and school based data. Leads instructional paras in the development of instructional supports for targeted students.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The MTSS team is part of the Leadership Team of the school. It focuses meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Team Model. The MTSS team meets 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 identify needed interventions to assist a student in achieving grade level expectations, 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 instructional practices, evaluating implementation, assisting 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 educators, promote the use of evidence based interventions and support teachers in carrying out intervention plans.

Title I , Part A--Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. After-school programs are made available based on the availability of district funds. 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 incorporates field trips and/or community service.

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

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

Title I -School Readiness

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Steven Perez	Parent
Edgar Santiago	Principal
Tamara Perry	Teacher

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

\*\*The School Advisory Committee met in October to approve the School Improvement Plan. It is at this meeting that the committee evaluated the plan, made changes as to how the 1% from Title I will be used for parental involvement. A motion was made and seconded to accept the 2014-2015 School Improvement Plan.

##### *b. Development of this school improvement plan*

\*\*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.

##### *c. Preparation of the school's annual budget and plan*

\*\*The School Advisory Council discusses goals of the school in relationship to the school improvement plan, needed resources and available funds. The proposed expenditures are then discussed and either approved or rejected by the council.

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

\*\*N/A

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

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Short, Jessica	Assistant Principal
Holmberg, Robert	Instructional Coach
Santiago, Edgar	Principal
McCall, Pamela	Instructional Media
Worthington, Amy	Other
Perry, Tamara	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

The major initiatives of the LLT this year will be unpacking the standards in an effort to identify "Criteria for Success" at each grade level, increase teachers' usage of data to drive instruction, analysis of STAR, STAR Early Literacy, and I-Station data to identify areas of academic strengths and weaknesses, analysis of classroom data to identify areas of academic strengths and weaknesses.

We will implement efficient differentiated instructional time and utilize written summaries including source citations, implement the reading curriculum with fidelity, focusing on increasing proficiency for the students scoring Level 1 and 2 in reading as measured by state testing, while increasing the number of level 4's and 5's. The Reading Interventionist will provide extra reading instruction to the lowest 25% of third graders and fourth graders, including those promoted "good cause" to fourth grade based on alternate assessments and portfolios.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

All grade levels have a common planning time and meet as a team twice a week for collaborative planning. Teachers are encouraged and rewarded for sharing teaching and modeling tips with their peers. A focus on data analysis and "criteria for success" will be used to ensure that teachers are focused on instruction.

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

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.
6. Grade Levels meet with Principal and Assistant Principal weekly for team building, academic support, and review of data.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and 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, and science, as well as assessing students, understanding data and allowing the data to drive instruction. Pairing teachers with resource teachers will allow new teachers to gain knowledge and strategies from experienced teachers. In addition, new teachers participate in the Teacher Induction Program Seminar(TIPS) provided by the district.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Palmetto will ensure its core instructional program and materials are aligned with the standards by providing professional development in using the district provided curriculum maps to plan for instruction that meets the full intent of the standards and developing criteria for success as students gain proficiency of the standard, differentiation of small group instruction, and collaborative planning with instructional coaches within the grade level and in vertical teams. The administration will provide support and feedback from walk-throughs and review of lesson plans.

#### **b. Instructional Strategies**

##### ***1. 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***

Palmetto Elementary uses:

Weekly Reading Wonders assessments to determine individual student mastery of the standards, as well as error analysis of the weekly tests to tailor test taking strategies to the needs of our students.

Beginning of year math assessment to identify areas of needed remediation

Ongoing Math assessments to determine mastery

Reading Wonders leveled texts, leveled assessments, center groups

Teachers reteach and remediate skills not mastered

FCRR,FAIR researched-based center activities focused on skills not proficient

Math-Small group remediation with teacher

Use of manipulatives



Center activities based on skills not proficient  
STAR, STAR Early Literacy and Accelerated Reader  
I-Station

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

**Strategy:** After School Program

**Minutes added to school year:** 2,400

An after-school program will target students in 2nd-4th grades.

\*\*

**Strategy Rationale**

\*\*

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Perry, Tamara, tamara.perry@polk-fl.net

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

\*\*Student progress will be monitored through benchmark testing and Focused Reading Interventions data.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Palmetto Elementary conducts a Kindergarten Round-up in April to register new students. During Round-Up, students are provided with academic and social materials for parents to work at home to help prepare 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: STAR Early Literacy, teacher-made assessments, and teacher observations. The Kindergarten teachers administer these assessments. As a result of these screenings, the kindergarten teachers and administration are able to target specific needs for intervention.

**b. College and Career Readiness**

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

Non-Applicable



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

Non-Applicable

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

Non-Applicable

**4. 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**

Non-Applicable

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Points of strength:

1. Increased proficiency in 3rd and 4th grade math for ELL and Non-ELL students.
2. Increased proficiency in 3rd and 4th grade ELA for all racial/ethnic groups, as well as ELL and Non-ELL students.
3. Increased learning gains among students in bottom quartile in 4th grade ELA and Math.

Points of weakness:

1. Data driven instruction to meet individual student needs (MTSS).
2. SWD and ELL proficiency.
3. Excessive absences and tardies.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

1. Release of tasks to students - whole group and small group
2. Student motivation/engagement
3. Disconnect between collaborative planning process and classroom instruction
4. Teachers basic understanding of how to analyze data to meet the needs of the individual student

### **C. Strategic Goals**

## 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.** Teachers will collaboratively create performance scales in order to refine their standards-based instruction to include rigorous instruction and differentiation based on student data aimed at maximizing student engagement and increasing student achievement.
  
- G2.** Palmetto Elementary will increase student achievement by creating an environment conducive to support student learning.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Teachers will collaboratively create performance scales in order to refine their standards-based instruction to include rigorous instruction and differentiation based on student data aimed at maximizing student engagement and increasing student achievement. 1a

G098856

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
FSA ELA Achievement	70.0
ELA/Reading Gains	70.0
Math Gains	70.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack experience analyzing data to inform instruction and are not transferring information learned from data to guide instruction.
- Teachers lack experience developing steps toward mastery for each standard.
- Students lack proficiency in reading and math standards.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Curriculum Maps and SharePoint resource files
- Reading Wonders Assessment Data
- Math Unit Assessment Data
- Reading Interventionist
- Math Interventionist
- CPALMS
- STAR/STAR Early Literacy
- I-Station
- Mentors

**Plan to Monitor Progress Toward G1.** 8

During weekly leadership and administrator meetings, the information from the weekly planning sessions will be discussed to determine teachers in need of coaching support.

**Person Responsible**

Jessica Short

**Schedule**

Weekly, from 8/24/2017 to 5/25/2018

**Evidence of Completion**

Minutes from leadership meetings will reflect discussion of next steps for support.

**Plan to Monitor Progress Toward G1. 8**

Progress monitoring of student achievement will be collected, discussed and analyzed to determine student needs and growth (STAR, STAR Early Literacy, I-Station, formative assessments, district wide assessments).

**Person Responsible**

Jessica Short

**Schedule**

Every 6 Weeks, from 8/24/2017 to 5/25/2018

**Evidence of Completion**

Reading Wonders Unit Assessment Data, Math Unit Assessment Data, STAR, STAR Early Literacy, I-Station

**Plan to Monitor Progress Toward G1. 8**

Progress monitoring of student achievement and attendance for the tutoring programs will be collected, discussed and analyzed to determine student needs and growth.

**Person Responsible**

Amy Worthington

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

**G2.** Palmetto Elementary will increase student achievement by creating an environment conducive to support student learning. 1a

G098857

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	93.75
Discipline incidents	120.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack the motivation to attend school regularly.
- Students do not know and understand school expectations for behaviors.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Early Warning System
- District's database (Genesis) attendance reports
- Lesson plans
- District's database (Genesis) Discipline reports
- Attendance Contact Logs

**Plan to Monitor Progress Toward G2.** 8

Attendance and Discipline logs will be monitored regularly for implementation purposes and the district's database (Genesis) reports will be monitored to determine the impact of the implementation for each strategy.

**Person Responsible**

Edgar Santiago

**Schedule**

Monthly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

Attendance logs, Discipline logs, Attendance reports and Discipline reports from Genesis.

## 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.** Teachers will collaboratively create performance scales in order to refine their standards-based instruction to include rigorous instruction and differentiation based on student data aimed at maximizing student engagement and increasing student achievement. **1**

 G098856

**G1.B1** Teachers lack experience analyzing data to inform instruction and are not transferring information learned from data to guide instruction. **2**

 B266091

**G1.B1.S1** Instructional Coaches and Interventionists will work with teachers to analyze data and determine specific strategies to meet the needs of individual students. **4**

 S282023

### Strategy Rationale

Teachers will gain an understanding of how to interpret and analyze data to meet individual student's needs.

### Action Step 1 **5**

Instructional coaches and interventionists will work with teachers to analyze data and determine specific strategies to meet the needs of individual students.

#### Person Responsible

Tamara Perry

#### Schedule

Weekly, from 8/3/2017 to 5/25/2018

#### Evidence of Completion

Coach's Logs, Data Analysis Spreadsheet, Ongoing Assessment Data sheet, Performance Matters Data

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

A member of the administrative team (Principal, AP, or Reading Resource) will sit in on planning meetings to provide support and ensure data is being analyzed and interpreted appropriately.

**Person Responsible**

Jessica Short

**Schedule**

Weekly, from 8/3/2017 to 5/25/2018

**Evidence of Completion**

Coach's log, collaborative planning agenda, Performance Matters data

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

Student data will be monitored to show student progress.

**Person Responsible**

Jessica Short

**Schedule**

Every 6 Weeks, from 9/6/2016 to 5/25/2017

**Evidence of Completion**

Reading Wonders Unit Assessments, Math Unit Assessments, STAR/STAR Early Literacy, I-Station



**G1.B2** Teachers lack experience developing steps toward mastery for each standard. 2

B266092

**G1.B2.S1** The leadership team will assist teachers in developing appropriate performance scales for mastery of standards throughout the school year. 4

S282024

### **Strategy Rationale**

If teachers and students identify specific short-term and long-term goals for standard mastery, they will see small successes on their journey to gain mastery of the standard.

### **Action Step 1** 5

Administrative team and instructional coaches will work with teachers to develop appropriate performance scales for standards-based instruction.

#### **Person Responsible**

Jessica Short

#### **Schedule**

Weekly, from 8/3/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, performance scales, and exemplars for progression toward standards mastery.

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

Leadership team will discuss the progress toward writing performance scales for standards mastery and will provide additional support to teachers as needed.

#### **Person Responsible**

Jessica Short

#### **Schedule**

Weekly, from 8/24/2017 to 5/25/2018

#### **Evidence of Completion**

Leadership team meeting notes, lesson plans, grade books, student exemplars along the scales.

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

Teachers will collaborate to create performance scales consistent throughout the grade level and additional support will be provided by instructional coaches as needed.

**Person Responsible**

Jessica Short

**Schedule**

Weekly, from 8/24/2017 to 5/25/2018


**Evidence of Completion**

Planning agendas, meeting notes, performance scales.

**G1.B3** Students lack proficiency in reading and math standards. 2

 B266093

**G1.B3.S1** The school will provide additional academic tutoring and enrichment opportunities to students selected based on progress monitoring data. 4

 S282025

**Strategy Rationale**

Additional tutoring and enrichment will increase student proficiency.

**Action Step 1** 5

Tutoring will be provided for students through after-school, morning, and Saturday programs targeting students based on data.

**Person Responsible**

Jessica Short

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Student attendance logs, Performance Matters assessment data.

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

Student attendance to tutoring programs will be maintained and assessment data will be analyzed.

**Person Responsible**

Amy Worthington

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Attendance logs, Performance Matters assessment data.

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

Student growth will be determined using pre- and post-assessment data for the area in which the students are receiving tutoring.

**Person Responsible**

Amy Worthington

**Schedule**

Monthly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Pre- and post-assessment data (STAR Reading, STAR Early Lit, STAR Math, I-Station Reading, I-Station Math, teacher created assessments) as appropriate for the tutoring.

**G2.** Palmetto Elementary will increase student achievement by creating an environment conducive to support student learning. 1

G098857

**G2.B1** Students lack the motivation to attend school regularly. 2

B266094

**G2.B1.S1** All parents will be required to sign the district's attendance contract that states Florida's attendance statutes. 4

S282026

### **Strategy Rationale**

Parents may be unaware of the attendance policies in the state of Florida.

### **Action Step 1** 5

The attendance contract will be sent home with all students for parent signatures and will be kept on file.

#### **Person Responsible**

Amy Worthington

#### **Schedule**

Annually, from 8/31/2017 to 5/25/2018

#### **Evidence of Completion**

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

Attendance contracts will be distributed and collected from all parents

#### **Person Responsible**

Amy Worthington

#### **Schedule**

Annually, from 8/31/2017 to 5/25/2018

#### **Evidence of Completion**

Attendance contracts for each student will be collected and maintained in the office by class enrollment.

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

Attendance contracts will be collected and maintained for every student and attendance will be monitored using the district's database attendance reports (Genesis).

**Person Responsible**

Amy Worthington

**Schedule**

Annually, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

Attendance contracts, Pinnacle attendance records.

**G2.B1.S2** Parents of students missing 5 or more school days within a quarter will be contacted regarding attendance issues. 4

 S282027

**Strategy Rationale**

School personnel and parents can work together to determine an appropriate solution for attendance issues.

**Action Step 1 5**

Using the district's database for attendance, students who accumulate 5 or more days of non-attendance will be contacted by a staff member (teacher, guidance, office, or administrative personnel) to determine the reason for the absence and to determine if Tier 2 interventions are needed.

**Person Responsible**

Edgar Santiago

**Schedule**

Weekly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

A contact log will be maintained in the guidance office noting the student's name, date of contact, person contacted, a brief description of the conversation, and any potential interventions discussed.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Attendance contact logs will be maintained in the guidance office and reviewed by administrative personnel.

**Person Responsible**

Edgar Santiago

**Schedule**

Biweekly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

Attendance contact logs.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Attendance contact logs will be maintained and monitored frequently and attendance reports from the district's database (Genesis) will be monitored.

**Person Responsible**

Edgar Santiago

**Schedule**

Biweekly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

Attendance contact logs and bi-weekly attendance reports from the district's database (Genesis).

**G2.B1.S3** Teachers will create a climate in their classroom that encourages students to attend school regularly and makes all students feel comfortable in the classroom. 4

S282028

### **Strategy Rationale**

Students who feel welcomed in the classroom are more likely to attend school regularly.

### **Action Step 1** 5

Teachers will greet students each morning, plan engaging lessons, and will incorporate CHAMPS strategies for building relationships with students.

#### **Person Responsible**

Amy Worthington

#### **Schedule**

Biweekly, from 8/31/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, observations, discussions with teachers.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Lesson plans will be monitored for student engagement and CHAMPS strategies.

#### **Person Responsible**

Amy Worthington

#### **Schedule**

Biweekly, from 8/31/2017 to 5/25/2018

#### **Evidence of Completion**

Lesson plans, walk-throughs.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Lesson plans and classroom walk-throughs will be monitored for student engagement activities.

**Person Responsible**

Jessica Short

**Schedule**

Biweekly, from 8/31/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans and Journey notes.

**G2.B2** Students do not know and understand school expectations for behaviors. 2

 B266095

**G2.B2.S1** Teachers will explicitly teach and reteach expectations for classroom and school-wide behaviors in all areas of campus using CHAMPS strategies at the beginning of the year and as often as needed. 4

 S282029

**Strategy Rationale**

All students must know and understand what is expected of them in each environment/setting/activity in order to successfully participate in school.

**Action Step 1** 5

Teachers will be provided with training for the implementation of CHAMPS, monthly meetings with the CHAMPS team will be held to ensure proper implementation and support.

**Person Responsible**

Jessica Short

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

**Evidence of Completion**

Professional development slides, participant sign-in sheets, monthly meeting logs, and observation notes in Journey.



**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Lesson plans and observations will be used to ensure that CHAMPS is being implemented and maintained throughout the school.

**Person Responsible**

Jessica Short

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, CHAMPS team monthly meeting notes, and observation notes from Journey.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Teachers will include CHAMPS expectations for activities and locations around campus, the CHAMPS team will meet to discuss the implementation and support needed to maintain consistency.

**Person Responsible**

Amy Worthington

**Schedule**

Monthly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans, monthly CHAMPS meeting notes, observations notes from Journey.

**G2.B2.S2** Students with frequent misbehaviors will be identified and taught in small groups and/or one-on-one appropriate behaviors in a variety of settings, which will be monitored using MTSS data. 4

S282030

### **Strategy Rationale**

Some students require additional instruction to be successful learners and need more frequent reminders to stay on task.

### **Action Step 1** 5

Students with frequent misbehaviors will be identified, antecedents will be determined and students will be retaught appropriate behaviors for the classroom in small-group and/or one-on-one settings using Tier 2 and Tier 3 strategies to meet their needs. These students will be frequently monitored and retraining and/or new strategies will be implemented as appropriate.

#### **Person Responsible**

Amy Worthington

#### **Schedule**

Weekly, from 8/31/2017 to 5/25/2018

#### **Evidence of Completion**

Discipline logs for these students will be maintained for targeted behaviors, retraining, and monitoring.

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Discipline logs for each student will be maintained by the dean and updated as behaviors, retraining, monitoring, and modifications occur.

#### **Person Responsible**

Amy Worthington

#### **Schedule**

Weekly, from 8/31/2017 to 5/25/2018

#### **Evidence of Completion**

Discipline logs will be maintained by the resource teacher for these students.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Discipline logs and discipline reports from the district's database (Genesis) will be used to monitor the impact of individual interventions.

**Person Responsible**

Amy Worthington

**Schedule**

Monthly, from 9/1/2017 to 9/1/2017

**Evidence of Completion**

Discipline logs and discipline reports from the district's database (Genesis).

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.MA1 M412886	Student data will be monitored to show student progress.	Short, Jessica	9/6/2016	Reading Wonders Unit Assessments, Math Unit Assessments, STAR/STAR Early Literacy, I-Station	5/25/2017 every-6-weeks
G2.B2.S1.MA1 M412901	Teachers will include CHAMPS expectations for activities and locations around campus, the CHAMPS...	Worthington, Amy	8/15/2016	Lesson plans, monthly CHAMPS meeting notes, observations notes from Journey.	6/2/2017 monthly
G2.B2.S1.MA1 M412902	Lesson plans and observations will be used to ensure that CHAMPS is being implemented and...	Short, Jessica	8/8/2016	Lesson plans, CHAMPS team monthly meeting notes, and observation notes from Journey.	6/2/2017 monthly
G2.B2.S1.A1 A380555	Teachers will be provided with training for the implementation of CHAMPS, monthly meetings with the...	Short, Jessica	8/8/2016	Professional development slides, participant sign-in sheets, monthly meeting logs, and observation notes in Journey.	6/2/2017 monthly
G2.B2.S2.MA1 M412903	Discipline logs and discipline reports from the district's database (Genesis) will be used to...	Worthington, Amy	9/1/2017	Discipline logs and discipline reports from the district's database (Genesis).	9/1/2017 monthly
G1.MA1 M412892	During weekly leadership and administrator meetings, the information from the weekly planning...	Short, Jessica	8/24/2017	Minutes from leadership meetings will reflect discussion of next steps for support.	5/25/2018 weekly
G1.MA2 M412893	Progress monitoring of student achievement will be collected, discussed and analyzed to determine...	Short, Jessica	8/24/2017	Reading Wonders Unit Assessment Data, Math Unit Assessment Data, STAR, STAR Early Literacy, I-Station	5/25/2018 every-6-weeks
G1.MA3 M412894	Progress monitoring of student achievement and attendance for the tutoring programs will be...	Worthington, Amy	9/5/2017		5/25/2018 monthly
G2.MA1 M412905	Attendance and Discipline logs will be monitored regularly for implementation purposes and the...	Santiago, Edgar	8/31/2017	Attendance logs, Discipline logs, Attendance reports and Discipline reports from Genesis.	5/25/2018 monthly
G1.B1.S1.MA1 M412887	A member of the administrative team (Principal, AP, or Reading Resource) will sit in on planning...	Short, Jessica	8/3/2017	Coach's log, collaborative planning agenda, Performance Matters data	5/25/2018 weekly
G1.B1.S1.A1 A380549	Instructional coaches and interventionists will work with teachers to analyze data and determine...	Perry, Tamara	8/3/2017	Coach's Logs, Data Analysis Spreadsheet, Ongoing Assessment Data sheet, Performance Matters Data	5/25/2018 weekly
G1.B2.S1.MA1 M412888	Teachers will collaborate to create performance scales consistent throughout the grade level and...	Short, Jessica	8/24/2017	Planning agendas, meeting notes, performance scales.	5/25/2018 weekly
G1.B2.S1.MA1 M412889	Leadership team will discuss the progress toward writing performance scales for standards mastery...	Short, Jessica	8/24/2017	Leadership team meeting notes, lesson plans, grade books, student exemplars along the scales.	5/25/2018 weekly
G1.B2.S1.A1 A380550	Administrative team and instructional coaches will work with teachers to develop appropriate...	Short, Jessica	8/3/2017	Lesson plans, performance scales, and exemplars for progression toward standards mastery.	5/25/2018 weekly
G1.B3.S1.MA1 M412890	Student growth will be determined using pre- and post-	Worthington, Amy	9/5/2017	Pre- and post-assessment data (STAR Reading, STAR Early Lit,	5/25/2018 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
	assessment data for the area in which the...			STAR Math, I-Station Reading, I-Station Math, teacher created assessments) as appropriate for the tutoring.	
G1.B3.S1.MA1 M412891	Student attendance to tutoring programs will be maintained and assessment data will be analyzed.	Worthington, Amy	9/5/2017	Attendance logs, Performance Matters assessment data.	5/25/2018 monthly
G1.B3.S1.A1 A380551	Tutoring will be provided for students through after-school, morning, and Saturday programs...	Short, Jessica	9/5/2017	Student attendance logs, Performance Matters assessment data.	5/25/2018 monthly
G2.B1.S1.MA1 M412895	Attendance contracts will be collected and maintained for every student and attendance will be...	Worthington, Amy	8/31/2017	Attendance contracts, Pinnacle attendance records.	5/25/2018 annually
G2.B1.S1.MA1 M412896	Attendance contracts will be distributed and collected from all parents	Worthington, Amy	8/31/2017	Attendance contracts for each student will be collected and maintained in the office by class enrollment.	5/25/2018 annually
G2.B1.S1.A1 A380552	The attendance contract will be sent home with all students for parent signatures and will be kept...	Worthington, Amy	8/31/2017		5/25/2018 annually
G2.B1.S2.MA1 M412897	Attendance contact logs will be maintained and monitored frequently and attendance reports from the...	Santiago, Edgar	8/31/2017	Attendance contact logs and bi-weekly attendance reports from the district's database (Genesis).	5/25/2018 biweekly
G2.B1.S2.MA1 M412898	Attendance contact logs will be maintained in the guidance office and reviewed by administrative...	Santiago, Edgar	8/31/2017	Attendance contact logs.	5/25/2018 biweekly
G2.B1.S2.A1 A380553	Using the district's database for attendance, students who accumulate 5 or more days of...	Santiago, Edgar	8/31/2017	A contact log will be maintained in the guidance office noting the student's name, date of contact, person contacted, a brief description of the conversation, and any potential interventions discussed.	5/25/2018 weekly
G2.B2.S2.MA1 M412904	Discipline logs for each student will be maintained by the dean and updated as behaviors,...	Worthington, Amy	8/31/2017	Discipline logs will be maintained by the resource teacher for these students.	5/25/2018 weekly
G2.B2.S2.A1 A380556	Students with frequent misbehaviors will be identified, antecedents will be determined and students...	Worthington, Amy	8/31/2017	Discipline logs for these students will be maintained for targeted behaviors, retraining, and monitoring.	5/25/2018 weekly
G2.B1.S3.MA1 M412899	Lesson plans and classroom walk-throughs will be monitored for student engagement activities.	Short, Jessica	8/31/2017	Lesson plans and Journey notes.	5/25/2018 biweekly
G2.B1.S3.MA1 M412900	Lesson plans will be monitored for student engagement and CHAMPS strategies.	Worthington, Amy	8/31/2017	Lesson plans, walk-throughs.	5/25/2018 biweekly
G2.B1.S3.A1 A380554	Teachers will greet students each morning, plan engaging lessons, and will incorporate CHAMPS...	Worthington, Amy	8/31/2017	Lesson plans, observations, discussions with teachers.	5/25/2018 biweekly

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Instructional coaches and interventionists will work with teachers to analyze data and determine specific strategies to meet the needs of individual students.</b>				<b>\$241,923.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	461800-REGISTRATION FEE/TRAINING WITH NO TRAVEL EXPENSE	1702 - Palmetto Elementary School	Title, I Part A		\$515.00
	6400	140-Substitute Teachers	1702 - Palmetto Elementary School	Title, I Part A		\$4,787.20
<i>Notes: Substitutes for on-site professional development</i>						
	6400	100-Salaries	1702 - Palmetto Elementary School	Title, I Part A		\$59,668.07
<i>Notes: Instructional Coaches</i>						
	5100	100-Salaries	1702 - Palmetto Elementary School	Title, I Part A		\$175,351.98
<i>Notes: Instructional Interventionists</i>						
	5100	500-Materials and Supplies	1702 - Palmetto Elementary School	Title, I Part A		\$1,601.55
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>Administrative team and instructional coaches will work with teachers to develop appropriate performance scales for standards-based instruction.</b>				<b>\$4,787.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1702 - Palmetto Elementary School	Title, I Part A		\$4,787.20
<i>Notes: Substitutes for on-site professional development</i>						
<b>3</b>	<b>G1.B3.S1.A1</b>	<b>Tutoring will be provided for students through after-school, morning, and Saturday programs targeting students based on data.</b>				<b>\$8,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	1702 - Palmetto Elementary School	Title, I Part A		\$8,000.00
<i>Notes: Salaries for tutors</i>						
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>The attendance contract will be sent home with all students for parent signatures and will be kept on file.</b>				<b>\$0.00</b>

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<b>5</b>	<b>G2.B1.S2.A1</b>	<b>Using the district's database for attendance, students who accumulate 5 or more days of non-attendance will be contacted by a staff member (teacher, guidance, office, or administrative personnel) to determine the reason for the absence and to determine if Tier 2 interventions are needed.</b>	<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S3.A1</b>	<b>Teachers will greet students each morning, plan engaging lessons, and will incorporate CHAMPS strategies for building relationships with students.</b>	<b>\$0.00</b>
<b>7</b>	<b>G2.B2.S1.A1</b>	<b>Teachers will be provided with training for the implementation of CHAMPS, monthly meetings with the CHAMPS team will be held to ensure proper implementation and support.</b>	<b>\$0.00</b>
<b>8</b>	<b>G2.B2.S2.A1</b>	<b>Students with frequent misbehaviors will be identified, antecedents will be determined and students will be retaught appropriate behaviors for the classroom in small-group and/or one-on-one settings using Tier 2 and Tier 3 strategies to meet their needs. These students will be frequently monitored and retraining and/or new strategies will be implemented as appropriate.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$254,711.00</b>