

Palm Cove ES (3311)

School Improvement Plan (SIP)

School Info



The School Improvement Plan (SIP) is a live document that is subject to change based on School Advisory Council (SAC) recommendations.

School Grade (2018 - 2019) B
Title 1 School Yes
Differentiated Accountability (DA) No

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Palm Cove PLC's 2019-2020	Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	8/27/2019 - 5/28/2020	2:15 PM - 3:00 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

GRADUATION/COLLEGE AND CAREER READINESS (EARLY WARNING INDICATORS)

Data for: 2017-2018						
Grade Level	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
KG	102	24.00	1.00	0.00	0.00	0.00
01	97	22.00	1.00	0.00	0.00	0.00
02	90	12.00	2.00	0.00	0.00	4.00
03	104	19.00	1.00	0.00	24.00	14.00
04	114	20.00	2.00	0.00	25.00	23.00
05	124	21.00	8.00	0.00	43.00	44.00

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

Palm Cove Elementary has many intervention strategies put into place for the students identified by the early warning system. First, those students were placed into RTI on a TIER 2 or TIER 3 as a result of the initial meeting with the MTSS/RTI Team, parents, and the classroom teacher. They were given a goal and an intervention to be implemented in the classroom. Students in Grades 3, 4, and 5 are also receiving interventions with an academic coach for that grade level. Additionally, students are working on ready for 45 minutes a week in both reading and math. They work on a personal pathway and additional lessons added by the teachers to reinforce skills taught in the classroom. Students who were identified that have an IEP in the mainstreamed classrooms and/or in the cluster classrooms, have reading goals that match the area of concern. Those goals are worked on both by the classroom teacher and with the ESE facilitator for pull out services.

RTI TEAM MEETING SCHEDULE

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/22/2020	8:00 AM - 3:00 PM
Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/22/2020	8:00 AM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	
Governance and Leadership	
Teaching and Assessing for Learning	
Resources and Support Systems	
Using Results for Continuous Improvement	

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC UPLOAD CENTER

File Name	Meeting Month	Document Type	Uploaded Date
SAC-October-2019.pdf	October	Developed	10/31/2019
SAC-Composition.pdf	October	None	10/15/2019
Meeting-Dates.pdf	September	None	9/11/2019
SAF-By-Laws-2019-2020.pdf	September	SAF ByLaws	9/11/2019
SAC-By-Laws-2019-2020.pdf	September	SAC ByLaws	9/11/2019

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

GOALS

Who is responsible to ensure classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards?

The Instructional Coaches are responsible to ensure that the instruction in all classrooms Kindergarten through Grade Five is aligned with the grade level standards. Instructional plans are created with the coaches and the teams that are standards based. The plans are updated weekly as grade level data is analyzed and reviewed. Grade level teams are required to submit a CARRES form to administration and the coaches that includes weekly curriculum goals and activities and weekly data.

What specific progress monitoring data is collected to determine that students by subgroups are progressing toward reading proficiency and who at the school level is responsible for collecting and reviewing student progress monitoring data?

Grade Level progress monitoring data sources are listed below by grade level. The data is documented and reviewed weekly by the team leader in the weekly team meeting. The data is documented on a CARRES form and submitted to the Academic Coaches and Administration who review the data as well.
 All Grade Levels: iReady Diagnostic Tests 1,2, & 3
 All Grade Levels: BAS AP 1, 2, & 3
 Kindergarten: Letter Names, Letter Sounds, and Concepts of Print AP 1,2,3,
 Kindergarten: Flickers
 All Grade Levels; Weekly Teacher Created Standards Assessment and Quarterly Instructional Coach created Standards Assessments
 Grades 3,4,5: Broward Standards Assessment
 Grades 3,4,5: Florida Standards Assessment

How does your school ensure that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart?

Students who are not progressing towards their individual and /or grade level goals are first identified at the beginning of each school year using the previous years data and the new data that is collected during the first two weeks of school. The students who have an IEP and are in the ESE program are placed in a pull out group with the ESE Facilitator for extra assistance in both reading and math according to the goals set forth by their IEP. Students who are in the general education program are targeted by the classroom teacher for extra assistance in the classroom and placed into the RTI program. Goals are created for the RTI program to provide extra assistance in both the classroom by the teacher and a pull out group through the Instructional Coaches. Data for these students is closely monitored and recorded on the CARRES form weekly in the team meetings.

What instructional practices and resources are used at your school, including specially designed instruction for SWDs, to provide targeted supplemental intervention (Tier 2) and/or Intensive interventions (Tier 3) to students, when, and by whom?

SWD: The students who have an IEP and are in the ESE program are placed in a general education classroom with a certified ESE teacher. The students are also placed in a pull out group with the ESE Facilitator for extra assistance in both reading and math according to the goals set forth by their IEP. The ESE Specialist and Facilitator meet weekly to ensure that the students are making progress towards their IEP goals and review data.
 TIER 2: Students who are placed in the RTI program and advance to TIER 2 are provided with additional programs according to grade levels. Students who needs support with letter names and sounds are using the Journeys Toolkit. Students who are struggling with reading comprehension and fluency skills are using extra lessons in iReady, iReady Toolbox lessons, and the Ready books, and the Write In Reader in the classroom.
 TIER 3: Students who are placed in the RTI program and advance to TIER 3 are provided with additional programs according to grade levels. Students who needs support with letter names and sounds are using the FOUNDATIONS/WILSON program. Students who are struggling with reading comprehension and fluency skills are using the Great Leaps program, LLI: Leveled Literacy Intervention Program, and the Journeys Literacy Toolbox.

What type of professional learning have your teachers had to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching)?

All teachers and coaches have had Balanced Literacy training either through the Literacy department or through PLC's on campus. Each classroom teacher has been trained and utilizes the Literacy Continuum and Prompting Guides

Describe the activities implemented at your school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs.

All teachers and coaches are ESOL certified or endorsed. Each classroom teacher pulls ELL students in small groups to reinforce skills. Strategies are included in all instructional plans. All correspondence from the school is sent out in multiple languages and translators are utilized for parent conferences and family nights.

STRATEGIES & ACTIVITIES

Strategies	Persons responsible	Deadline	Professional Development	Budget
Palm Cove will use our ESE Support Facilitator to push in/ pull out ESE students for extra support and the ESE Specialist will monitor the ESE IEP goals of the students.	Administration and Instructional Coaches	6/3/2020	PLC's will be held in team curriculum talks the last two weeks of each month and monthly teacher trainings will be conducted.	\$11,000.00
Palm Cove is using our accountability dollars for substitute teachers in order to create opportunities for teachers and staff to attend District trainings to support our SIP goals and increase student achievement	Administration and Instructional Coaches	6/3/2020	PLC's will be held in team curriculum talks the last two weeks of each month and monthly teacher trainings will be conducted.	\$11,000.00