Palm Harbor Academy

2017-18 School Improvement Plan

Palm Harbor Academy

95 OLD KINGS RD N, Palm Coast, FL 32137

http://www.pharockets.com/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	B*	A

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 Flagler 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.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 Palm Harbor Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - [Wayne Green](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The Palm Harbor Academy is a charter school for students in Kindergarten-Grade 6. Palm Harbor Academy is located at 95 Old Kings Road N, Palm Coast, FL. The school mission is to create an environment in which students can become exceptional learners committed and equipped to improve their community. Palm Harbor Academy is dedicated to:
1.Recognizing and nurturing all students having diverse backgrounds achieve their full educational potential.
2. Offering an innovative and creative curriculum designed to accelerate student learning.
3. Developing a partnership among staff, students, parents and community leaders to facilitate student achievement and stimulate commitment to community betterment and uplift.

b. Provide the school's vision statement

Palm Harbor Academy is committed to providing a stimulating learning environment in which a team of trained/qualified staff provide exemplary teaching in well-resourced classrooms to address the special needs of our students in partnership with parents, institutions of higher learning, and community leaders. Palm Harbor Academy strives to create a dynamic educational environment that focuses on quality educational experiences, fosters educational excellence; promotes the use of innovative curriculum, accommodates the demands of a diverse population, integrates technological resources and cultivates personal, intellectual, social ,physical and emotional growth and responsibility.

2. School Environment

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

Palm Harbor Academy has a diverse population but we function as a whole of caring students, teachers and parents. The school's motto is "Believe It! Achieve It!" Character building is strongly encouraged and promoted. The students, teachers, and parents demonstrate positive values throughout the school day. Every student believes he/she has self-worth and importance. This atmosphere builds trust and confidence. Students are encouraged to believe in themselves and always do their best as they face challenges. Teachers recognize students while walking through the campus that are displaying positive behavior. Palm Harbor Academy is a small school where each teacher and staff member develops a relationship with every single student in attendance.

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

Palm Harbor Academy promotes positive behaviors and creates a safe environment for all utilizing the Positive Behavior Support System (PBS) school wide. Starting in 2016-2017 school year teachers and staff received professional development on the program and established clear, observable expectations for students during, before, and after school. Expectations were developed based on the values and behaviors reflected in the school's mission and vision and the Flagler County Discipline Code. Discipline referrals did not decrease as much as we anticipated, so this is still an active goal for Palm Harbor Academy. During the 2017-2018 school year professional development will continue as

well as discipline referral tracking in Skyward. The PBS implementation efforts at Palm Harbor Academy will bee adjusted by providing more incentives for students and by encouraging parent participation on the Class Dojo platform. (See action plan for further information)

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

The classroom expectations were developed with teachers and staff, based on a need assessment and teacher observations of behaviors that interfered most frequently with instruction. In each classroom, behavioral expectations are clearly posted along with the use of Class Dojo. The collection of Class Dojo data allows the Problem Solving Team & MTSS Team to analyze and identify specific trends in students behavior that may need to be addressed school wide, or for individual students referred for the MTSS process. Each teacher tracks and rewards students meeting the set behavioral expectations weekly, while the school recognizes students on a monthly basis. Students are given incentives such as recognition awards, ice cream parties, and VIP lunch with Principal at Moe's. All teachers will be provided with continued training in PBS, and its implementation throughout the school. Teachers are also supported by administration and instructional support staff through coaching cycles, informal observations/feedback, as well as modeling.

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

Palm Harbor Academy has a "Ben Carson Scholars" Mentoring Program where volunteer mentors come in once a week to meet with students to read to students, discuss relevant topics in their academic lives, and personal lives.The program was developed based on a needs assessment that indicated that many of our students come from households consisting of single mothers who are working multiple jobs. In addition, students in need of short/long term counseling are referred to a third party provider that services students during the school day. Character education is a component built into our daily curriculum. Our parents partner with us in our character education initiative by using school provided discussion stems to encourage conversations about the monthly character trait.

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

Palm Harbor Academy contacts the parents when a student has 5 or more days from school to determine if the absences are excused or unexcused. If unexcused, intervention will be implemented to ensure that the student attends school on a regular basis. If a student has one or more in-school suspensions, the parent is contacted and an agreement is made with the student, school, and parent to ensure that the problem doesn't surface again. If a student has an out of school suspension, then the Student Services of Flagler County Schools intervenes.

When a student fails English Language Arts or Mathematics, tutoring and intervention is provided to meet the student's needs. Palm Harbor Academy students who scored a level 1 on statewide assessments participate in an hour long intervention program four times per week. These students also participate in the after school tutoring program.

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	2	2	1	2	2	3	2	0	0	0	0	0	0	14
One or more suspensions	0	0	0	1	0	1	2	0	0	0	0	0	0	4
Course failure in ELA or Math	0	3	2	5	3	5	3	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	4	2	4	2	0	0	0	0	0	0	12

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	2	1	4	2	4	2	0	0	0	0	0	0	15

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

Palm Harbor Academy provides ongoing professional development to assist teachers with effective teaching strategies designed to improve their instructional delivery. Teachers are trained to use data to determine student levels for differentiated instruction with research based materials. This professional development is provided by the Title1 Reading/Math Teachers, The Principal, outside consultants, and the Flagler School District. Teachers are required to write detailed weekly lesson plans and submit them to the administrator. Each teacher keeps a student file that contains samples of assignments and data from assessments. In grades K-2 teachers provide interventions in their classrooms during small group instruction. In grades 3-6, tier 2 & 3 students receive interventions in reading and math during our hour intervention block. Teachers keep track of interventions by using an intervention log. The MTSS team meets once every 6 weeks to discuss struggling students and to review data. Based on data from the 2016-2017 school year, we have been working to improve tier 1/ core instruction by providing professional development on state standards, hiring HQ teachers/ intervention teachers, and by providing support to teachers through professional development and coaching.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 442660.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Golden Corral restaurant invites our students to have a traditional Thanksgiving Dinner just before the holiday. Parents and relatives are also invited at cost. Moe's allows our students who have showed positive behavior for three consecutive weeks to participate in a VIP lunch with the principal. Publix provides pastries for refreshments at our parent meetings. Chanfrau and Chanfrau Law firm annually invites ten of our girls to the Nutcracker Ballet and the Sugarplum Tea. Target has donated books during Dr. Seuss Week and volunteers read to the students. The Jewish Federation of Flagler and Volusia Counties donate backpacks filled with school supplies every year and the students in turn collect items for their Food Bank. The Jewish Federation also donates musical instruments to our school band program. Villari's Martial Arts supports our PBIS system by providing a week of free classes.

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
Croot, Taylor	Principal
Muench, Stephanie	Instructional Coach
Heebner, Rich	Instructional Coach
Roman, Melissa	Administrative Support
Acosta-Sing, Marian	Administrative Support
Glover, Gillard	Other

b. Duties

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

The main purpose of the school leadership team will be to develop and implement a school-wide plan to achieve academic excellence and increase student achievement. The school leadership team will be responsible for developing school-based educational policies and ensuring that school resources are aligned to the school improvement goals. Based on the premise that great teaching closes the achievement gap, the school leadership team will focus its efforts on the overarching goal of elevating the quality of instruction in every classroom. The team will meet bi-monthly to provide the guidance, implementation, and direction of implementing a school-wide instructional improvement plan that develops the professional capacity of staff members in order to raise the achievement level of all students.

Mrs.Taylor Croot is the principal who will provide the overall instructional leadership to ensure the team functions effectively and efficiently in order to bring about the school-wide improvement changes that lead to positive outcomes for students.

Dr. Acosta-Sing is the educational consultant who will serve as a mentor and advisor to the principal and who will assist in assessing the school's current capacity to deliver effective teaching in all classes and making recommendations for improvement.

Mrs. Stephanie Meunch is the school-based reading intervention teacher and ESE coordinator, who

will provide professional development and coaching directly to classroom teachers to help teachers improve instruction in literacy and implement the new Ready Language Arts curriculum with fidelity. She will also provide targeted professional development and coaching directly to classroom teachers to help teachers improve instruction in math and implement the new Ready Math curriculum effectively.

Mr.Rich Heebner is the school-based intervention teacher and reading coach, who will provide professional development and coaching to teachers. He will also provide interventions in reading.

Mrs. Melissa Roman is the Principal's secretary, she will provide assistance to the school principal.

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 leadership team will engage in a collaborative, problem solving process of examining and assessing the school's current capacity for improving student learning. The bi-monthly meetings will be organized to have candid, efficient dialogues on how the school will move forward academically based on a comprehensive review of all current resources such as financial, programs, personnel, curricular, parental involvement, external partners, and supplementary funds.
A careful assessment of student test results from last year, and current diagnostic and test data will be conducted in order to identify and align the school resources needed to bring about improvements in student achievement. The Instructional Coach will present an analysis of the MTSS progress monitoring and the effectiveness of Tier 2 and 3 interventions. In addition, an appraisal of the teaching staff's capacity to deliver effective instruction to students, especially struggling students will be completed. The team will then develop an overall strategic plan consisting of vital action steps to effectively leverage all existing and potential resources in an organized effort to apply and reallocate resources for the highest impact on student achievement.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Reverend Gillard S. Glover	Business/Community
William Mosley	Business/Community
Isaiah Harris	Business/Community
Donald O'Brien	Business/Community
Douglas Milne	Business/Community
Betty Green	Business/Community

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

Pursuant to Florida Statute 1002.336(16)(a), charter schools are exempt from the requirement to form a school advisory council. The Board of Directors serves as the school advisory council for purposes of the school improvement plan.

b. Development of this school improvement plan

This year's improvement plan was developed in collaboration with the sate DA Team, Flagler County Schools, and the school LLT.

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

The annual budget plan is developed by our Board of Directors in collaboration with the school Principal and LLT.

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
Muench, Stephanie	Instructional Coach
Heebner, Rich	Instructional Coach
Acosta-Sing, Marian	Administrative Support
Croot, Taylor	Principal
Glover, Gillard	Other

b. Duties

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

The LLT team provides reading intervention support to all classrooms. The LLT team also incentivizes reading for students with the support of the Ben Carson Reading Room. The LLT team analyzes data and makes MTSS decisions to support students. The LLT team provides support to teachers, develops data driven PD, and reviews all school data.

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

Palm Harbor Academy is a small school, which allows for collaboration between all teachers. The academic coaches meet weekly with the primary academy (k-2) and the intermediate academy (3-6). Every week there is a staff meeting with a break out session for teachers to collaborate/plan with one another. Teachers also discuss the learning styles of students and develop effective lessons that will promote mastery learning. These discussions are held ongoing throughout the school year.

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

The Principal works closely with the Human Resources Dept. to identify substitute teachers who meet the classroom teacher criteria and eligible for hiring. The Principal also communicates with Daytona State College, University of Central Florida, Stetson University, Bethune Cookman College, and Flagler College to recruit new graduates who meet the criteria for hiring. Palm Harbor Academy advertises their positions on teachers-teachers to recruit highly qualified teachers. Teacher retention is something that Palm Harbor Academy plans to increase by offering a benefits package and staff development.

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

Teacher mentoring is considered a vital aspect of professional development for teachers that supports teacher retention, teacher development, and improved student learning. Thus, mentoring plan will be an intensive and ongoing process aimed at providing new and experienced teachers with the guidance, support, and professional development they need to be effective in the classroom. The mentoring program is designed to promote a collegial, collaborative professional learning environment that allows teachers to share best classroom practices, educational resources, and encourages teachers to observe each other. The Math and Reading coaches will provide both one on one coaching and in-classroom support in an effort to promote the growth and development of all teachers and in particular, the new teachers.

New teachers will also participate in a series of induction orientation sessions at the beginning of the school year to provide them with support on the new Ready Curriculum that will be implemented school wide. The Coaches, Principal, and Educational Consultant will provide a range of mentoring services throughout the school year that include the following:
• Monthly Teachers' Roundtable on Danielson's Highly Effective Teacher Practices
• Observations of model lessons conducted by coaches
• Participation in assessment data meetings to analyze student assessment
• Analysis of student work to differentiate instruction
• Training on MTSS interventions
• Peer to peer observations
• Staff meetings that are centered on curriculum and teaching issues
Overall, the mentoring plan will include cycles of lesson observations, group training sessions, teacher-team meetings, and coaching and mentoring for individual staff.

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

Palm Harbor Academy uses the Ready curriculum program for math, reading, and writing for all grades. The Ready curriculum program is rigorous and FSA aligned. Ready is guaranteed to be aligned with the Florida State Standards. The school will be providing on-going professional

development for teachers in the following areas: differentiated instruction, diverse learners, unpacking standards, Ready curriculum, small group instruction, and i-Ready diagnostics/reports.

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

Palm Harbor Academy and Curriculum Associates provides professional development training to teachers on utilizing data to guide their instructional delivery to meet each student regardless of the instructional level. Teachers and Coaches look at I-ready data, weekly quizzes, and assessments to differentiate instruction for all students in their classrooms. Differentiated instruction is a strategy used in every classroom to address the needs of our diverse student population. Instruction is modified for students at their level on the I-Ready web application. Students are receiving instruction at their level in this program. The RTI program provides instruction to students on their level as well as tiered intervention. Weekly quizzes are administered in each grade level in every subject. Unit assessments are given at the end of each unit, to track mastery of standards. Students are given the I-Ready diagnostic 4 times a year to track learning gains and to help guide instruction. These ongoing diagnostic assessments are highly predictive of the possibility of success for proficiency on state assessments.

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: Extended School Day

Minutes added to school year: 8,100

After School Tutoring Reading/Math

Strategy Rationale

Students are offered tutoring services every day after school for an hour.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Muench, Stephanie, muenchs@pharockets.com

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

Data is collected from ready diagnostics and i-ready adaptive online curriculum.

Strategy: Extended School Day
Minutes added to school year: 10,800

Bottom 300 plus one program for reading intervention.

Strategy Rationale

Students are provided with an extra hour of reading instruction per day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Muench, Stephanie, muenchs@pharockets.com

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

Data is collected from Ready diagnostics, weekly quizzes, and unit assessments to determine if the strategy is successful or if modifications are needed. Technology utilization is also used to collect data from I-Ready and Performance Matters.

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

Incoming kindergarten students are given the FLKRS test within the first thirty (30) days of school. This test determines if they are ready for kindergarten or in need of more social or readiness skills. The first thirty days is also used to get the students ready for the Kindergarten curriculum which is based on Florida Standards. Ongoing conferences with parents are necessary to get students transitioned from preschool to kindergarten. Students in Grades 1 - Grade 6 receive will continue to receive daily instruction emphasizing best practices and ongoing assessments will determine if they are progressing or have mastered the Florida Standards for their prospective grade. When students graduate from Palm Harbor Academy they attend and orientation at their future middle school.

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

N/A

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

N/A

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

N/A

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

N/A

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:

0070-palm-harbor-academy_earned_points_chart.pdf
School Grade Chart
0070-palm-harbor-academy_accountability_chart.pdf
Accountability Chart

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.

According to the data, Palm Harbor Academy is low in mathematics and reading in terms of gains and student achievement.Palm Harbor is a small charter school with some of the neediest students in Volusia and Flagler Counties. Some of our students come to us grade levels below. With our present student body, intensive interventions in reading and mathematics are a necessity. Our students are also needy in terms of poverty and are in need of a stable and nurturing school environment. In the past years Palm Harbor Academy has attempted to implement a PBS strategy, but it was unsuccessful. With high rates of discipline referrals and suspensions, our goal is to create a positive behavior system to create a positive school culture for all. We plan on keeping track of behavior incidents this year with the use of Classdojo and Skyward. If modifications need to be made during the implementation process, they will be data driven decisions.

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.

The main problems at Palm Harbor Academy are low student performance and high discipline referral rates. The student body at Palm Harbor has been transient in nature, with students entering below grade level. The students who have been at Palm Harbor for multiple years are on grade level. Another issue is administrator and teacher retention, there has been a lot of turnover at Palm Harbor in the past. Working on fostering a positive school culture will help to increase teacher and student retention.

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.   If we implement PBIS effectively, student instructional time will increase, which will lead to an increase in student achievement.

G2.   If we provide standards-based small group instruction daily in every classroom, then student achievement will increase.

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. If we implement PBIS effectively, student instructional time will increase, which will lead to an increase in student achievement. 1a

🔍 G091853

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0
Discipline incidents	100.0

Targeted Barriers to Achieving the Goal 3

- Teacher turn over rate.

- Teacher knowledge about effective classroom management.

- Lack of parental involvement.

- Lack of character/morals and values.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community Partners

- Classdojo Character Lessons

- Small Group Instruction

- Differentiated Instruction (to avoid student frustration and acting out)

Plan to Monitor Progress Toward G1. 8

Class Dojo classroom percentages & discipline referrals.

Person Responsible
Taylor Croot

Schedule
Monthly, from 10/23/2017 to 5/31/2018

Evidence of Completion
Class Dojo classroom percentages & discipline referrals will be monitored to determine if an increase of positive behavior has occurred.

G2. If we provide standards-based small group instruction daily in every classroom, then student achievement will increase. 1a

G091388

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	55.0
FSA ELA Achievement	58.0
FSA Mathematics Achievement	45.0
ELA/Reading Gains District Assessment	60.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Large percentage of tier 2 and 3 students.

- Some students are 2 or more grade levels below according to their beginning of the year ready diagnostic data.

- Lack of teacher knowledge around standards.

- Lack of technology for I-Ready & Intervention Programs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Palm Harbor Academy will use FSA aligned Ready Curriculum

- Support/Performance Coach for tiered intervention.

- I-Ready Diagnostics and Reports.

- FSA Practice Assessments.

- FSA Bootcamp

- Title 1 Tutoring

- Title 1 Funds

- Unisig Funds

- Bottom 300 Funds

- HQ Experienced Teachers

- Small Group Instruction Structure.

- Additional Hour of Instruction.

- Acaletics Math Program

Plan to Monitor Progress Toward G2. `8`

Data from informal weekly quizzes, unit assessments, and software designed for individual instruction.

Person Responsible
Stephanie Muench

Schedule
Monthly, from 9/15/2017 to 9/15/2017

Evidence of Completion
Growth trends indicated in data will identify mastery learning or a need for remediation.

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. If we implement PBIS effectively, student instructional time will increase, which will lead to an increase in student achievement. `1`

🔑 G091853

G1.B1 Teacher turn over rate. `2`

🔑 B245880

G1.B1.S1 Decrease teacher turnover rate by providing teachers with support and a school-wide PBIS system. `4`

🔑 S260244

Strategy Rationale

If teachers feel supported and as if they are part of a team, then teacher retention will decrease.

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Teacher knowledge about effective classroom management. 2

🔑 B245893

G1.B2.S1 Provide professional development to teachers on PBS and effective classroom management. 4

🔑 S259176

Strategy Rationale

Providing professional development to teachers on classroom management will lessen the discipline referrals and increase learning time in the classroom.

Action Step 1 5

Train & Support Teachers With PBIS & Classdojo

Person Responsible

Stephanie Muench

Schedule

On 9/5/2018

Evidence of Completion

Agenda/Sign-in Sheets

Action Step 2 5

Monitor class dojo reports and discipline referrals.

Person Responsible

Taylor Croot

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Reports & Discipline Referrals

Action Step 3 `5`

Train & support teachers to improve classroom management.

Person Responsible

Taylor Croot

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Informal observation notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Dojo & discipline referral analysis and problem solving.

Person Responsible

Taylor Croot

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Reports from classdojo will be monitored and discipline referrals will be reviewed. The
principal will analyze and problem solve to make necessary adjustments to the
implementation.

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

Informal classroom observations.

Person Responsible

Taylor Croot

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

The principal will make informal classroom observations to ensure that the PBIS program is
being implemented.

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

Monitor Class Dojo accounts.

Person Responsible

Taylor Croot

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

The principal will monitor class dojo activity on a weekly basis on all of the teacher's class dojo accounts

G1.B3 Lack of parental involvement. `2`

🔍 B245894

G1.B3.S1 Using Class Dojo school wide would increase parent involvement. `4`

🔍 S260245

Strategy Rationale

By being connected to parents via Class Dojo, parents will be able to see their child's behavior, connect with the teacher, and view the class story.

Action Step 1 `5`

Create Class Dojo accounts for all teachers.

Person Responsible

Rich Heebner

Schedule

On 8/10/2017

Evidence of Completion

Class Dojo codes for all students and parents will be generated.

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

Encourage parents to sign up for Class Dojo.

Person Responsible

Rich Heebner

Schedule

Daily, from 8/10/2017 to 9/1/2017

Evidence of Completion

parent phone call logs and flyers.

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

View the percentage of parents signed up in each classroom.

Person Responsible

Stephanie Muench

Schedule

Daily, from 8/10/2017 to 9/1/2017

Evidence of Completion

Daily percentage log.

G1.B6 Lack of character/morals and values. 2

🔑 B251365

G1.B6.S1 Provide weekly character lessons in classrooms. 4

🔑 S265077

Strategy Rationale

If the teachers are providing the Classdojo weekly character lessons in the classroom, then we should see a decrease in student discipline incidents.

Action Step 1 5

PD on Classdojo character lessons.

Person Responsible

Rich Heebner

Schedule

Weekly, from 10/9/2017 to 5/30/2018

Evidence of Completion

Sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Monitor that character lessons are being taught in each classroom.

Person Responsible

Rich Heebner

Schedule

Weekly, from 10/16/2017 to 5/30/2018

Evidence of Completion

Check Classdojo for character lessons completed.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Check weekly that character lessons and question stems have been sent home.

Person Responsible

Taylor Croot

Schedule

Weekly, from 10/23/2017 to 5/30/2018

Evidence of Completion

Character lesson teacher check list collected from Mr.Heebner.

G2. If we provide standards-based small group instruction daily in every classroom, then student achievement will increase. [1]

🔑 G091388

G2.B1 Large percentage of tier 2 and 3 students. [2]

🔑 B244489

G2.B1.S1 Purchase supplemental materials to increase student exposure to grade level standards. [4]

🔑 S257639

Strategy Rationale

If we purchase standards mastery for ELA and Acaletics for Math, then students will have more exposure to grade level standards.

Action Step 1 [5]

Purchase Acaletics for grades 3-6.

Person Responsible

Gillard Glover

Schedule

On 8/31/2017

Evidence of Completion

Purchase orders and receipt.

Action Step 2 [5]

Purchase Standards Mastery for ELA grade 3-6.

Person Responsible

Gillard Glover

Schedule

On 8/31/2017

Evidence of Completion

Purchase orders and receipt.

Action Step 3 `5`

Provide PD on Acaletics

Person Responsible

Taylor Croot

Schedule

On 9/4/2017

Evidence of Completion

Sign in sheets/Agenda

Action Step 4 `5`

Provide PD on Standards Mastery & Ready Curriculum

Person Responsible

Taylor Croot

Schedule

On 10/16/2017

Evidence of Completion

Sign in sheets/Agenda

G2.B2 Some students are 2 or more grade levels below according to their beginning of the year ready diagnostic data. `2`

🔍 B244490

G2.B2.S1 Increase intervention time for these students by offering after school tutoring, and begin the MTSS process. An additional hour of instruction/intervention in reading and will be implemented. `4`

🔍 S257640

Strategy Rationale

Increasing intervention time will allow students to learn foundational skills and begin to understand grade-level material.

Action Step 1 `5`

After School Tutoring for Tier 2 & 3 Students (Reading & Math)

Person Responsible

Taylor Croot

Schedule

On 5/31/2018

Evidence of Completion

Fidelity forms will be collected for tier 2 and 3 students.

Action Step 2 `5`

Develop a schedule for extended planning sessions and begin conducting teacher planning sessions for data and differentiated instruction.

Person Responsible

Taylor Croot

Schedule

On 9/15/2017

Evidence of Completion

Monitoring tool with feedback.

Action Step 3 5

Provide small group intervention daily in all classrooms.

Person Responsible

Stephanie Muench

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Monitoring tool

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

Monitor i-Ready diagnostic scores for student growth.

Person Responsible

Taylor Croot

Schedule

Quarterly, from 9/15/2017 to 9/15/2017

Evidence of Completion

i-Ready Diagnostic Reports

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

Monitor i-Ready growth monitoring scores for student growth.

Person Responsible

Taylor Croot

Schedule

Monthly, from 10/9/2017 to 5/31/2018

Evidence of Completion

i-Ready Growth Monitoring Reports

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

Teachers are providing differentiated instruction in small groups.

Person Responsible

Taylor Croot

Schedule

Monthly, from 1/1/2017 to 5/31/2017

Evidence of Completion

Feedback monitoring tool/teacher observations.

G2.B7 Lack of teacher knowledge around standards. 2

🔑 B244539

G2.B7.S1 Provide professional development on standards-based instruction. 4

🔑 S260249

Strategy Rationale

If we provide professional development on unpacking the standards, teacher knowledge will increase.

Action Step 1 5

Research professional development opportunities in the area.

Person Responsible

Marian Acosta-Sing

Schedule

On 9/1/2017

Evidence of Completion

Make a list of companies that provide standards-based instruction PD.

Action Step 2 5

Interview professional development teacher.

Person Responsible

Taylor Croot

Schedule

On 9/15/2017

Evidence of Completion

Interview notes

Action Step 3 `5`

Submit the request for PD to the school district.

Person Responsible

Taylor Croot

Schedule

On 10/2/2017

Evidence of Completion

Filled out PD request form.

Action Step 4 `5`

Provide PD on unpacking standards.

Person Responsible

Taylor Croot

Schedule

On 10/16/2017

Evidence of Completion

Sign-in sheet/agenda

Plan to Monitor Fidelity of Implementation of G2.B7.S1 `6`

Weekly standard unpacking with teachers.

Person Responsible

Stephanie Muench

Schedule

Weekly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Standard unpacking worksheets collected from teachers.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Informal classroom observations.

Person Responsible

Taylor Croot

Schedule

Monthly, from 10/30/2017 to 5/31/2018

Evidence of Completion

Classroom observation notes.

G2.B12 Lack of technology for I-Ready & Intervention Programs. 2

B247469

G2.B12.S1 Purchase additional technology for small group instruction. 4

S260717

Strategy Rationale

If we purchase additional computers, students will be able to access. I-Ready and teachers can create technology based small group activities.

Action Step 1 5

Purchase 20 additional student computers.

Person Responsible

Gillard Glover

Schedule

On 10/4/2017

Evidence of Completion

Purchase order/Reciepts

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A350909	[no content entered]		No Start Date		No End Date one-time
G2.B12.S1.MA1 M372540	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.MA1 M357729	Teachers are providing differentiated instruction in small groups.	Croot, Taylor	1/1/2017	Feedback monitoring tool/teacher observations.	5/31/2017 monthly
G1.B3.S1.A1 A342595	Create Class Dojo accounts for all teachers.	Heebner, Rich	8/10/2017	Class Dojo codes for all students and parents will be generated.	8/10/2017 one-time
G2.B1.S1.A1 A343381	Purchase Acaletics for grades 3-6.	Glover, Gillard	8/31/2017	Purchase orders and receipt.	8/31/2017 one-time
G2.B1.S1.A2 A343382	Purchase Standards Mastery for ELA grade 3-6.	Glover, Gillard	8/31/2017	Purchase orders and receipt.	8/31/2017 one-time
G1.B3.S1.MA1 M363198	View the percentage of parents signed up in each classroom.	Muench, Stephanie	8/10/2017	Daily percentage log.	9/1/2017 daily
G2.B7.S1.A1 A342611	Research professional development opportunities in the area.	Acosta-Sing, Marian	8/25/2017	Make a list of companies that provide standards-based instruction PD.	9/1/2017 one-time
G1.B3.S1.MA1 M363197	Encourage parents to sign up for Class Dojo.	Heebner, Rich	8/10/2017	parent phone call logs and flyers.	9/1/2017 daily
G2.B1.S1.A3 A343385	Provide PD on Acaletics	Croot, Taylor	9/4/2017	Sign in sheets/Agenda	9/4/2017 one-time
G2.B2.S1.A2 A338576	Develop a schedule for extended planning sessions and begin conducting teacher planning sessions...	Croot, Taylor	9/15/2017	Monitoring tool with feedback.	9/15/2017 one-time
G2.B7.S1.A2 A342612	Interview professional development teacher.	Croot, Taylor	9/15/2017	Interview notes	9/15/2017 one-time
G2.MA1 M357732	Data from informal weekly quizzes, unit assessments, and software designed for individual...	Muench, Stephanie	9/15/2017	Growth trends indicated in data will identify mastery learning or a need for remediation.	9/15/2017 monthly
G2.B2.S1.MA1 M357730	Monitor i-Ready diagnostic scores for student growth.	Croot, Taylor	9/15/2017	i-Ready Diagnostic Reports	9/15/2017 quarterly
G2.B7.S1.A3 A342613	Submit the request for PD to the school district.	Croot, Taylor	10/2/2017	Filled out PD request form.	10/2/2017 one-time
G2.B12.S1.A1 A343465	Purchase 20 additional student computers.	Glover, Gillard	10/4/2017	Purchase order/Reciepts	10/4/2017 one-time
G2.B1.S1.A4 A343386	Provide PD on Standards Mastery & Ready Curriculum	Croot, Taylor	10/16/2017	Sign in sheets/Agenda	10/16/2017 one-time
G2.B7.S1.A4 A342614	Provide PD on unpacking standards.	Croot, Taylor	10/16/2017	Sign-in sheet/agenda	10/16/2017 one-time
G2.B2.S1.A3 A338577	Provide small group intervention daily in all classrooms.	Muench, Stephanie	8/10/2017	Monitoring tool	5/30/2018 weekly
G1.B6.S1.MA1 M374004	Check weekly that character lessons and question stems have been sent home.	Croot, Taylor	10/23/2017	Character lesson teacher check list collected from Mr.Heebner.	5/30/2018 weekly
G1.B6.S1.MA1 M374003	Monitor that character lessons are being taught in each classroom.	Heebner, Rich	10/16/2017	Check Classdojo for character lessons completed.	5/30/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1 A351160	PD on Classdojo character lessons.	Heebner, Rich	10/9/2017	Sign in sheet	5/30/2018 weekly
G1.B2.S1.A2 A340917	Monitor class dojo reports and discipline referrals.	Croot, Taylor	9/11/2017	Reports & Discipline Referrals	5/31/2018 weekly
G2.B7.S1.MA1 M363212	Weekly standard unpacking with teachers.	Muench, Stephanie	10/23/2017	Standard unpacking worksheets collected from teachers.	5/31/2018 weekly
G1.B2.S1.A3 A340918	Train & support teachers to improve classroom management.	Croot, Taylor	9/11/2017	Informal observation notes.	5/31/2018 weekly
G2.B7.S1.MA1 M363222	Informal classroom observations.	Croot, Taylor	10/30/2017	Classroom observation notes.	5/31/2018 monthly
G1.MA1 M363194	Class Dojo classroom percentages & discipline referrals.	Croot, Taylor	10/23/2017	Class Dojo classroom percentages & discipline referrals will be monitored to determine if an increase of positive behavior has occurred.	5/31/2018 monthly
G1.B2.S1.MA1 M363191	Dojo & discipline referral analysis and problem solving.	Croot, Taylor	9/11/2017	Reports from classdojo will be monitored and discipline referrals will be reviewed. The principal will analyze and problem solve to make necessary adjustments to the implementation.	5/31/2018 monthly
G2.B2.S1.MA3 M363199	Monitor i-Ready growth monitoring scores for student growth.	Croot, Taylor	10/9/2017	i-Ready Growth Monitoring Reports	5/31/2018 monthly
G1.B2.S1.MA1 M363192	Informal classroom observations.	Croot, Taylor	9/11/2017	The principal will make informal classroom observations to ensure that the PBIS program is being implemented.	5/31/2018 monthly
G2.B2.S1.A1 A338575	After School Tutoring for Tier 2 & 3 Students (Reading & Math)	Croot, Taylor	10/2/2017	Fidelity forms will be collected for tier 2 and 3 students.	5/31/2018 one-time
G1.B2.S1.MA3 M363193	Monitor Class Dojo accounts.	Croot, Taylor	9/11/2017	The principal will monitor class dojo activity on a weekly basis on all of the teacher's class dojo accounts	5/31/2018 weekly
G1.B2.S1.A1 A340916	Train & Support Teachers With PBIS & Classdojo	Muench, Stephanie	9/5/2017	Agenda/Sign-in Sheets	9/5/2018 one-time

V. Professional Development Opportunities

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

G1. If we implement PBIS effectively, student instructional time will increase, which will lead to an increase in student achievement.

G1.B2 Teacher knowledge about effective classroom management.

G1.B2.S1 Provide professional development to teachers on PBS and effective classroom management.

PD Opportunity 1

Train & Support Teachers With PBIS & Classdojo

Facilitator

Stephanie Muench

Participants

Teachers

Schedule

On 9/5/2018

G1.B6 Lack of character/morals and values.

G1.B6.S1 Provide weekly character lessons in classrooms.

PD Opportunity 1

PD on Classdojo character lessons.

Facilitator

Rich Heebner

Participants

Teachers

Schedule

Weekly, from 10/9/2017 to 5/30/2018

G2. If we provide standards-based small group instruction daily in every classroom, then student achievement will increase.

G2.B1 Large percentage of tier 2 and 3 students.

G2.B1.S1 Purchase supplemental materials to increase student exposure to grade level standards.

PD Opportunity 1

Provide PD on Acaletics

Facilitator

Acaletics

Participants

Grades 3-6 Teachers

Schedule

On 9/4/2017

PD Opportunity 2

Provide PD on Standards Mastery & Ready Curriculum

Facilitator

Curriculum Associates

Participants

PHA Teachers

Schedule

On 10/16/2017

G2.B7 Lack of teacher knowledge around standards.

G2.B7.S1 Provide professional development on standards-based instruction.

PD Opportunity 1

Provide PD on unpacking standards.

Facilitator

Participants

PHA Teachers

Schedule

On 10/16/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1					$0.00
2	**G1.B2.S1.A1**	**Train & Support Teachers With PBIS & Classdojo**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0070 - Palm Harbor Academy	UniSIG		$1,000.00
			Notes: UniSig Grant			
3	**G1.B2.S1.A2**	**Monitor class dojo reports and discipline referrals.**				**$0.00**
4	**G1.B2.S1.A3**	**Train & support teachers to improve classroom management.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0070 - Palm Harbor Academy	Title, I Part A		$0.00
5	**G1.B3.S1.A1**	**Create Class Dojo accounts for all teachers.**				**$0.00**
6	**G1.B6.S1.A1**	**PD on Classdojo character lessons.**				**$0.00**
7	**G2.B1.S1.A1**	**Purchase Acaletics for grades 3-6.**				**$5,199.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0070 - Palm Harbor Academy	UniSIG		$5,199.00
			Notes: UniSig Grant			
8	**G2.B1.S1.A2**	**Purchase Standards Mastery for ELA grade 3-6.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0070 - Palm Harbor Academy	UniSIG		$2,500.00
			Notes: UniSig Grant			
9	**G2.B1.S1.A3**	**Provide PD on Acaletics**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0070 - Palm Harbor Academy	Other		$0.00
			Notes: Included in price of materials.			
10	**G2.B1.S1.A4**	**Provide PD on Standards Mastery & Ready Curriculum**				**$3,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to $25,000	0070 - Palm Harbor Academy	Title, I Part A		$3,000.00
11	G2.B12.S1.A1	**Purchase 20 additional student computers.**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0070 - Palm Harbor Academy	UniSIG		$4,000.00
			Notes: 20 Computers @ $200 each.			
12	G2.B2.S1.A1	**After School Tutoring for Tier 2 & 3 Students (Reading & Math)**				**$11,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0070 - Palm Harbor Academy	Title, I Part A		$2,520.00
			Notes: Salaries for tutors for interventions.			
	5900	120-Classroom Teachers	0070 - Palm Harbor Academy	UniSIG		$8,580.00
			Notes: Salaries for tutors for interventions.			
13	G2.B2.S1.A2	**Develop a schedule for extended planning sessions and begin conducting teacher planning sessions for data and differentiated instruction.**				**$0.00**
14	G2.B2.S1.A3	**Provide small group intervention daily in all classrooms.**				**$61,015.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0070 - Palm Harbor Academy	Title, I Part A	2.4	$61,015.00
			Notes: 2.4 Intervention Teacher Salaries			
15	G2.B7.S1.A1	**Research professional development opportunities in the area.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	160-Other Support Personnel	0070 - Palm Harbor Academy	General Fund		$500.00
16	G2.B7.S1.A2	**Interview professional development teacher.**				**$0.00**
17	G2.B7.S1.A3	**Submit the request for PD to the school district.**				**$0.00**
18	G2.B7.S1.A4	**Provide PD on unpacking standards.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	311-Subagreements up to $25,000	0070 - Palm Harbor Academy	Title, I Part A		$2,500.00
			Notes: Professional development on "unpacking" standards.			
					Total:	**$90,814.00**