

The School District of Palm Beach County

North Grade Elementary School



2015-16 School Improvement Plan

North Grade Elementary School

824 N K ST, Lake Worth, FL 33460

www.edline.net/pages/north_grade_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	77%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	A	A

**Preliminary 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 was approved by the Palm Beach County School Board on 11/17/2015.

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

North Grade is committed to providing the best education possible with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

North Grade envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

North Grade will infuse the content required by Florida Statute 1003.42 (2) and S.B.Policy 2.09 (b), as applicable to appropriate grade levels, including but not limited to :

- * History of Holocaust
- * History of Africans and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans

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

North Grade creates an environment where students feel safe and respected during the school day by doing the following:

- * Demonstrate and teach the specific practices that reflect the application of the schools SWPBS Universal

Guidelines. We have a created "Guidelines for Success". The premise of our guidelines for success is Show Respect, Act Responsibly, Be Kind. We have a positive behavior support matrix that provides examples of what the guidelines for success looks like in the hallways, cafeteria, bathrooms, playground, bus and assemblies. We also have a school wide attention getter that is used in all settings, These expectations are modeled and implemented all year round by the entire school staff.

- * Provide a before and after school program the fully implements the School wide Positive Behavior Program to mirror the school expectations.
- * Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying and harassment.

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

North Grade will:

- * Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will

convey and

review expectations for each learning activity.

- * Bell to Bell instruction will occur to keep distractions to a minimum by expecting all students to follow our school wide plan and all staff adhere to the PBS expectations.

- * Tiger Tickets are used as a School-Wide recognition system.

- * Make reference to Universal Guidelines and behavioral expectations when providing students with positive feedback.

- * Our protocol for disciplinary incidents is to use the corrective behavior intervention report form were to look for trends of behavior incidents the first incident is verbal counseling to the student. The second incident is written and verbal counseling where the parent is contacted. The third incident is also a verbal and written counseling

where the parent is contacted. If there is a fourth incident a referral is written as well as a behavior intervention plan is created to try to change the behavior.

North Grade Elementary uses the code of student conduct for elementary school students distributed by

the School District of Palm Beach County for the guidelines to ensure the behavior system is implemented fairly and consistently to all students.

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

North Grade will

- * will meet with the School Based Team (SBT) weekly to discuss students with barriers to academic and social success and access the needs of the students and what the barriers are blocking their success.

- * SBT will identify interventions that the research suggests works to remove the barrier to success (Evidence Based Intervention) and evaluate the intervention. We will utilize a data-based decision making process to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. .

- * Instruction and various campus activities will address social/emotional needs of students.

- * Our guidance counselors are on the fine arts wheel so that every class sees them twice consecutively every

12 days. During class the counselors teach character education, non-tolerance to bullying and daily hygiene. Any teacher that has suspicion or knowledge of an emotional issue with a student refers that student to the guidance counselor for further evaluation. In extreme cases where there is knowledge of a life threatening situation DCF is contacted by the teachers and then refer to administration.

Provide classroom guidance and small group counseling, partner with local law enforcement on anti-bullying workshops as well as mentorship.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Administrators along with faculty members utilize EDW data reports and other data systems to identify students who have attendance, behavioral, and or academic concerns. Any students identified in one of these areas of concern are referred to our School Based Team to begin the Tier process.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	22	16	15	12	11	101
One or more suspensions	7	5	0	5	2	3	22
Course failure in ELA or Math	54	68	48	1	0	3	174
Level 1 on statewide assessment	0	0	0	40	34	29	103

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	
Students exhibiting two or more indicators	15	16	6	7	5	8	57

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

North Grade provides the following strategies to improve the academic performance of students identified by the early warning system:

- * Students performing significant below grade level receive services, such as, iii, SAI, Wilson, Foundations, and LLI. They are also referred to our SBT for Tiered interventions. In addition to these services we also provide Reading Plus, V Math, Ticket to Read, Think Central, and FASST Math.
- * Our ESE and ESL are mainstreamed on a daily basis in grades K - 5.
- * Our Guidance Counselors play an integral role with mediating students who are having difficulty behaviorally. They meet in small groups throughout the day, as well as, provide families with the information to contact outside agencies.
- * Parent Conferences, parent trainings and home visits to offer support

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Increase Parental Communication, behavior and steady attendance between home and school to increase student achievement.

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

The process by which the school will build and sustain partnerships with the community will include inviting community members to the School Advisory Council meetings, held on the first Monday of

every month. Community members, business partners, and outside family agencies will be encouraged to participate and provide information during school events such as Curriculum Night and Family Math/ Science Night. We have partnerships with local PBSO to offer services to our Lake Worth community, as well as anti-bullying and mentorship programs. We also have a partnership with the Boynton Beach police and Barnes and Nobles bookstore for an annual literacy event. We host a annual community Thanksgiving dinner where faculty serves over 500 people from the community. We have a partnership with the Lake Worth Fire Department (Station 91) to sponsor holiday gifts for our neediest students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Patterson, Nicole	Principal
Larralde, Sarah	Assistant Principal
Prno, Bridgette	Instructional Coach
Glace, Heather	Instructional Coach
Johnson, Leticia	Instructional Coach
Rossello, Celena	Instructional Coach
Voytek, David	Instructional Media
Fuentes, Rosanne	Other
Neal, Patricia	Teacher, ESE

Duties

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

Principal /Assistant Principal: Provide a common vision for the use of data-based decision making, ensure the SBT is implementing RTI. Ensure the use of data when making decisions. Ensure that RTI Leadership team attends appropriate professional development, communicates with parents regarding the RTI goals, interventions and plans as needed. Communicates with parents as needed.

School Based Team Leader (Bridgette Prno): Facilitates SBT meetings helps develop plans for interventions. Helps implement Tier 3 interventions and monitors that interventions are being administered as scheduled, and assists with data collection.and turns in plans as scheduled. Monitors the progress of student plans.

Guidance Counselor: Coordinates school activities with outside social agencies, provides small group and individual counseling as needed. Serves as team member as appropriate.

Reading and Math Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic pattern of student need while working district personnel. Assists in the design and development of professional development.Help develop plans for interventions as needed, assists with data collection, support the implementation of Tier 2 and Tier 3 interventions.

School Psychologists: Assists with the development of intervention plans. Provides technical assistance for data collection, data analysis, intervention planning, and program evaluations.

ESE Contact/ Teacher: Develops plans for interventions, assists with data collection, and supports

the implementation of Tier 2 and Tier 3 interventions. Helps integrate core instructional activities/ materials into Tier 3 instruction, and collaborate with general education teachers.

ESOL/Dual Language Coordinator: Provides guidance on the development of language acquisition of ELL students. Presents and interprets student data contained within the LEP folder. The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The SBT include all the people above as well as the speech pathologist and the child's teacher.

Parents, school nurse, SAI teachers and outside agencies will be invited on a case by case basis.

The SBT uses a variety of data to identify students at risk academically and for behavior. Such forms of data include but are not limited to attendance, RRR, FSA, Palm Beach Performance Assessment, Diagnostic scores, Pupil progression, classroom behavior plans, and discipline referrals. In addition, teachers are asked to bring student work samples and conferring notes.

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

Teachers meet with the Administration, RTI Coordinator, ESOL Coordinator, Reading Coaches to discuss the daily expectations for the iii block and Tier 1 instruction during the 90 minute literacy block and the math block. These expectations included appropriate interventions and ways to identify students who need Tier 2. Administrators monitor the fidelity of Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom walkthroughs, formal and informal observations). Coaches monitor Tier 1, 2 and 3 instruction through walkthroughs, weekly planning with subject areas and implementation of the coach and implementation of the coaching model. To monitor the fidelity of and progress of students regarding their goal teachers will keep accurate records of the days that the intervention is provided and scores of the weekly assessment for academic concerns and behavior documentation for behavior concerns. This is monitored by the RTI coordinator and Administration. The team will meet every Monday of every week participants will be invited as needed based on concerns being addressed.

North Grade receives additional funds from Title 1 for personnel, supplies, staff development, parent involvement and tutoring. District Migrant Liasion provides additional services and support to students and parents if needed. The District receives funds for this program and are coordinated through the district. The district receives supplement funds for the improvement and development of staff through Title II for professional growth. District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement educational program and new technology. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Migrant Liaison provides support and services to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met....Services are provided by Title III through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district supports a SAI teacher who gives additional reading instruction to our second grade and third grade students (3rd grade retainees), The school integrates Single School Culture by sharing our Guidelines for Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Learning

Team Meetings and SWPBS committee meetings. We instill an appreciation of Multicultural Diversity to assist in No place for hate campaign and our SWPBS programs. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status. The District Title I and Title II funds provide support through: Area support teams, Curriculum support, Literacy cohort support, Reading Interventionist/LLI support, MTSS support, and Second Grade Academy.

Other: North Grade receives a Pew Grant which is used for a Summer Book Swap in the prevention of the summer slide. We also have a partnership with the Children Services Council - Happily ever after that provides a free book to every student to help prevent the summers slide. We have a volunteer program where volunteers come to read with K-1 students which gives additional reading time.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nicole Patterson	Principal
Rosanne Fuentes	Teacher
Christa Simmons	Parent
Marie Isabel Monge	Parent
Sofia Metz	Parent
Ernest Anderson	Parent
Myra Schneider	Teacher
Tasha Westbrook	Parent
Jennifer White	Parent
Rebecca Currie	Teacher
Fernando Figueroa	Teacher
Myra Schneider	Teacher
Shannon Alviar	Parent
Paulette Reese-Hart	Parent
Dhanian Schumacher	Parent

Duties

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

Evaluation of last year's school improvement plan

North Grade Elementary Leadership Team will inform the School Advisory Council (SAC) of the school improvement plan goals that were met and the goals that are still challenges for the 2016 year. SAC will be asked to provide input on the 2016 School Improvement Plan and assist in creating goals for the 2016 school improvement plan. Utilizing the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion will include but are not limited to the Florida Standards Assessments, lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring and other services.

Development of this school improvement plan

The North Grade Elementary School Advisory Council (SAC) will analyze previous year's data. SAC members with the Principal will analyze data identifying grade 3-5 student strengths and weaknesses in reading, writing, math and science. Parent Involvement is also considered. After analysis and discussion, the SAC identified goals for the FY16 School Improvement Plan.

Preparation of the school's annual budget and plan

The annual school budget is given to us by the district. The Title I Budget is presented to staff and SAC for input and agreement with appropriate expenditures. The majority of Title I funds are allocated for instructional resource positions to increase student achievement and monitor fidelity of instruction. Funds are also allocated for additional instructional materials to assist supporting teachers with small group instruction in both reading, writing and math as well as enhance science supplies for the classroom

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

Yes

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

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Patterson, Nicole	Principal
Glance, Heather	Instructional Coach
Fuentes, Rosanne	Teacher, ESE
Johnson, Leticia	Instructional Coach
Bryson, Audra	Teacher, K-12
Neal, Patricia	Teacher, ESE
Voytek, David	Instructional Media
Larralde, Sarah	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Some of the major initiatives of the LLT this year will be to build leveled classroom libraries to promote more effective independent reading within the 90 minute literacy block and for teachers to have a strong foundation of all of the components of the Balanced Literacy program. The Fountas and Pinnell reading levels will be used to level the libraries. We are also implementing LLI and I-Station during instruction.

This team promotes and supports literacy in a variety of ways: through literacy events, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. LLT will meet and work to ensure the district's Balanced Literacy plan is implemented with fidelity.

The Literacy Leadership Team will also focus on the implementation of Wilson Foundations in all Kindergarten classrooms and participation as well as the use of I-station in

K -5th grade classrooms. LLI will be used for our targeted Tier 2 and Tier 3 students.

In FY16 Leadership Learning Team (LLT) will utilize regularly scheduled grade level LTM

Meetings to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at other times will focus on instructional interventions that provide immediate intensive intervention (iii) for targeted children. The goal of the LLT will work to play an integral role in fostering a rich literacy environment at the school for all students and staff. The team will build professional conversations, promote collegiality, collaboration, and a literacy culture.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet during common planning and lunch. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

1. Meet with new teacher to North Grade prior to the start of the academic school year. Teachers will meet other staff members and get introduced and acquainted to the school culture and its policies.
2. New teachers will be partnered with veteran staff members, who will serve as mentors or buddies
3. To recruit highly qualified teachers we participate in job fairs and work with school district recruiters to expedite the identification of the most talented instructional applicants.
4. To retain these highly qualified teachers we rely on the activities through the Educator Support Program (ESP) to assist in supporting and strengthening teachers' best practices through collaboration. Master and novice teachers participate in the "collaborative coaching model", with the reading coach for readers/writers workshop to scaffold small groups of teachers around strategies for increasing rigor and relevance in daily instruction.
5. District based math specialist assigned to the school and math coach will participate in LTMs and common planning, modeling strategies for instructional improvement in grades K-5.
6. Teachers have various opportunities through LTMs, Common planning, and formal training to gain expertise in their field.

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

A plan has been developed to support beginning teachers. The plan includes; completing the district educator support program(ESP), Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development.

In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has Clin Ed certified outside of the teachers grade level.

New 1st grade teacher Jennifer Pavon will be assigned as a mentor Heather Glace, Ms. Glace has 15 year of experience as a primary reading teacher, and is the Reading Coach for North Grade.

New Kindergarten teacher Jennifer Obranic will be assigned as a mentor, David Voytek. Mr. Voytek has over 15 years of teaching experience and is the Media Specialist of North Grade.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

North Grade Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Core academic areas including ELA (Balanced Literacy Units of Study) and Mathematics (Go Math Florida) are aligned to state standards. Performance Matters program will also allow teachers to access/create/develop online learning assessments which are aligned to the Florida standards.

North Grade also ensures successful implementation of the following to assist with increasing student proficiency;

- Utilizing a Balance Literacy Approach including mini lessons, whole group, small group, and independent reading
- Establish and maintain a schedule that provides an uninterrupted 90 minute reading block
- Establish and maintain a schedule that provides an uninterrupted 45-60 minute writing block
- Establish and maintain a schedule that provides an uninterrupted 60 minute math block.
- Providing iii instruction during the day as well as daily after school tutorials
- Providing resources to support instruction (classroom libraries, leveled books for small group instruction, texts to support units of study)
- Administering assessments which measures instructed standards.

Instructional Strategies

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

Each teacher has access to the district's EDW portal and is responsible for entering their students' data, i.e. Running Records for Reading, etc. Learning Team Meetings with the resource tools of Performance tools and I-station will review data to plan differentiate instruction to meet the needs of diverse learners. The iObservations conducted provide teachers feedback regarding observations

conducted. Conferences and data chats provide opportunities for modifications in instruction and strategies to assist students not meeting proficiency.

This program, along with selected, approved, and recommended programs such as I-station and Reading A-Z

for Reading and ten mark with Vmath for Math will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

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: 2,520

Lowest 25% of students not reaching proficiency in all tested areas will receive content based remediation through vocabulary development, hands on activities and research based programs

Strategy Rationale

Students are provided home work assistance during aftercare with participating in computer based programs for Reading and Math

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

Pre-Test to determine proficiency and post-test at the completion of the 14 weeks. Also EDW reports will reflect any progress made.

Strategy: After School Program

Minutes added to school year: 3,900

Below grade level students will be invited to participate in our Math tutorial. Students will get enrichment opportunities throughout the tenmark math program as well as differentiated small group instruction.

Strategy Rationale

This will assist students to get on grade level and have a better or deeper understanding of Math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Prno, Bridgette, bridgette.prno@palmbeachschools.org

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

Students will participate in the diagnostic assessment as well as take Mini Benchmark Assessments. Data from assessments will be used to determine effectiveness of the tutorial and drive the instruction that is taking place.

Strategy: After School Program

Minutes added to school year: 4,800

Below grade level students will be invited to participate in our Reading afternoon tutorial. Students will get enrichment opportunities based on grade level. These opportunities will be guided reading groups, as well as enrichment opportunities through the Reading Plus program.

Strategy Rationale

This will assist students to get on grade level and have a better or deeper understanding of orally fluency, vocabulary and reading comprehension

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

Students who attend program will participate in the diagnostic assessment as well as take Mini Benchmark Assessments. Data from assessments will be used to determine effectiveness of the tutorial and drive the instruction that is taking place.

Strategy: Extended School Day

Minutes added to school year: 2,800

21st Century Community Learning Center is a program that supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Strategy Rationale

This focuses on sixty five students, 10 -12 per grade level that must overcome various obstacles toward reaching their goals. These obstacles are homelessness, retention, lowest 25 percent in their class, no english language interaction after school hours and learning disabilities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

Students who attend program will participate in the diagnostic assessment as well as take Mini Benchmark Assessments. Data from assessments will be used to determine effectiveness of the tutorial and drive the instruction that is taking place.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:

- Literacy Night, Math Night, Science Night, Curriculum Night
- Kindergarten Round-up

North Grade Elementary will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Student and parents will be invited back to attend Kindergarten round-up. Within the first 30 days of kindergarten, all students will be assessed using FLKRS (Florida Kindergarten Readiness Screener) and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academics and behavioral instruction will be included through guided and independent practice and modeling.

College and Career Readiness

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

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

n/a

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will support data driven and differentiated instruction with the rigorous implementation of Florida Standards, then our student academic growth and achievement will increase across all content areas in English and Spanish.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will support data driven and differentiated instruction with the rigorous implementation of Florida Standards, then our student academic growth and achievement will increase across all content areas in English and Spanish. 1a

G070003

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Title 1 funding for Reading, Math and Science Coach/resource teachers
- Parent and Teacher Resource room
- Online Learning, such as, V-Math, I-station, Reading A - Z, Achieve 3000 and Tenmark
- Classroom workbooks, such as, Triumph Learning Common Core Performance Coach Workbooks for ELA and Math, Common Core Scholastic Workbooks in ELA and Math
- Materials to prepare incoming Kindergarten students, such as, (alphabet/sight words/colors/ math facts) flash cards. white boards, magnetic letters, Kindergarten informational summer packets, etc.
-

Targeted Barriers to Achieving the Goal 3

- Parental awareness of Florida Standards and Assessments
- Professional Development to focus specifically on lesson needs, curriculum, and data to increase instructional rigor
- A high level of non proficient students in Reading and Math
- Students are not coming into Kindergarten with any prior skills, such as, colors or their alphabet

Plan to Monitor Progress Toward G1. 8

Monitor students progress using multiple forms of data, such as, RRR, Palm Beach Performance Assessment, and Pre and Post Formal/infomal Assessmentts

Person Responsible

Sarah Larralde

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Achievement data related to goal and targets (FSA, benchmark testing , RRR)

Plan to Monitor Progress Toward G1. 8

Extended learning opportunities for reading and math

Person Responsible

Sarah Larralde

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

benchmark testing, and RRR

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. We will support data driven and differentiated instruction with the rigorous implementation of Florida Standards, then our student academic growth and achievement will increase across all content areas in English and Spanish. **1**

 G070003

G1.B1 Parental awareness of Florida Standards and Assessments **2**

 B182187

G1.B1.S1 Provide parent trainings to help build parent capacity to support student learning across content areas at home to increase proficiency in both English and Spanish in reading, writing and math.

4

 S193893

Strategy Rationale

Increase parental awareness of the Florida standards and assessments.

Action Step 1 **5**

Increase parent opportunities to raise their awareness of the information

Person Responsible

Sarah Larralde

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

parent signatures/Agenda's/SEQ

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

Communication with parents through Facebook, Twitter, email, agendas, SAC meeting, parent conferences, and parent trainings

Person Responsible

Sarah Larralde

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Parent Conference notes spreadsheet, agendas, Resource room sign-in sheets

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

Parent training surveys, Communication through student agendas and parent conferences regarding student achievement,

Person Responsible

Sarah Larralde


Schedule

Monthly, from 8/17/2015 to 6/3/2016


Evidence of Completion

Material check out logs, phone logs, debriefing/conference notes form meeting with p/t parent liaison; notes from informal discussion with parents;

G1.B2 Professional Development to focus specifically on lesson needs, curriculum, and data to increase instructional rigor **2**

 B182188

G1.B2.S1 Provide Professional development for all teachers to bridge the instructional gap between the old FCAT to the rigors of the FSA standards with opportunities for data analysis and collaborative planning **4**

 S193894

Strategy Rationale

To provide effective Professional Development on standard based instruction

Action Step 1 **5**

Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading, Dual Language, Math, and Science coaches

Person Responsible

Bridgette Prno

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Coach's Schedule, Coaching Log, PD agendas/sign-in/handouts pre-conference notes observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins

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

LTMs, Common Planning Meetings

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Evidence of review of coach's schedule and coaching log, review of PD agendas/sign-ins/handouts, debriefing/conference notes, observation notes, evidence of review of collegial planning, LTMS in which coach participates/facilitates, coach's reflections, teacher's comments/survey info on services provided by coach

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

Progress Monitoring of Student Data

Person Responsible

Nicole Patterson

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

EDW data, RRR, agendas, sign-in, Coach's log detailing coaching cycle, teacher reflection, class assessment data

G1.B3 A high level of non proficient students in Reading and Math 2

 B182189

G1.B3.S1 Reading and math instruction will be focused to ensure that rigorous instruction of comprehension is provided. We will also provide extended learning opportunities in the morning and afternoon. 4

 S193895

Strategy Rationale

Math and Reading resource teachers will push into classes to increase proficiency in Reading and math. We will also provide extended time (tutorials) for students to learn and review related concepts and meanings in reading and math.

Action Step 1 5

Reading and Math resource teacher will build capacity of reading, math, and science strategies during small group instructional time to ensure rigor and comprehension during Reading Math and Science lessons.

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student Data and LTM/PDD agendas, Class rosters, usage reports by teacher, tutorial lesson plans noting program use. Coach's Schedule, Coaching Log, PD agendas/sign-ins/handouts, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins.

Action Step 2 5

Provide extended learning opportunities in the morning and afternoon.

Person Responsible

Sarah Larralde

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher sign-in sheets, student sign-in sheets, lesson plans

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

Data, Classroom walkthroughs

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Evidence of review of coach's schedule and coaching log, review of PD agendas/sign-ins/handouts, debriefing/conference notes, observations notes, evidence of review of collegial planning /LTMs in which coach participates/facilitates, coach's reflections, teacher's comments/survey info on services provided by coach. Evidence of review of monitoring usage reports generated by program, reflections showing analysis of usage data; narrative description of adjustments made based on monitoring for fidelity debriefing conference notes.

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

Extended day opportunities for reading and math

Person Responsible

Sarah Larralde

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Evidence of review of teacher sign-in sheets, student sign-in sheets for attendance tracking and grouping, lesson plans for rigor/relevance, observation notes

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

Administration and Leadership team will progress monitor student assessment to determine if rigorous instruction is present

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Coaches log, class assessment data. Evidence of review of monitoring/data reports generated by program; reflections showing analysis of student progress; narrative descriptions of adjustment made based on monitoring for effectiveness, debriefing conference notes

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

Extended learning opportunities for reading and math

Person Responsible

Sarah Larralde


Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Evidence of review of progress of students - comparison of baseline data used to identify students for tutorial, summative and formative assessments, post tests.

G1.B4 Students are not coming into Kindergarten with any prior skills, such as, colors or their alphabet 2

 B182190

G1.B4.S1 We will have a kindergarten roundup packets with supplies, such as, white boards with magnetic letters and flash cards, such as alphabet, sight words, math facts, and colors will be passed out for students to practice with so they are more prepared for Kindergarten. 4

 S193896

Strategy Rationale

To better prepare the students for Kindergarten standards

Action Step 1 5

Kindergarten teachers will ensure that rigorous instruction utilizing the Florida State Standards is being taught in all subjects.

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

RRR/ formal and informal assessments/writing journals

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Data and classroom walkthroughs

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, RRR Data, LTMs agendas and sign-ins, FLKRS, walkthrough observation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administraion and leadership team will review student assessments and lesson plans to determine if rigorous instruction is present

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

RRR, formal and informal assessments, writing journals, Lesson plans notes, observations,

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Increase parent opportunities to raise their awareness of the information	Larralde, Sarah	8/18/2014	parent signatures/Agenda's/SEQ	6/3/2015 quarterly
G1.B2.S1.A1	Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading, Dual Language, Math, and Science coaches	Prno, Bridgette	8/17/2015	Coach's Schedule, Coaching Log, PD agendas/sign-in/handouts pre-conference notes observation notes, debriefing notes, lesson planning notes, LTM meeting sign-ins	6/2/2016 weekly
G1.B3.S1.A1	Reading and Math resource teacher will build capacity of reading, math, and science strategies during small group instructional time to ensure rigor and comprehension during Reading Math and Science lessons.	Patterson, Nicole	8/17/2015	Student Data and LTM/PDD agendas, Class rosters, usage reports by teacher, tutorial lesson plans noting program use. Coach's Schedule, Coaching Log, PD agendas/sign-ins/handouts, observation notes, debriefing notes, lesson planning notes, LTM meeting sign ins.	6/3/2016 weekly
G1.B4.S1.A1	Kindergarten teachers will ensure that rigorous instruction utilizing the Florida State Standards is being taught in all subjects.	Patterson, Nicole	8/17/2015	RRR/ formal and informal assessments/ writing journals	6/3/2016 monthly
G1.B3.S1.A2	Provide extended learning opportunities in the morning and afternoon.	Larralde, Sarah	8/17/2015	Teacher sign-in sheets, student sign-in sheets, lesson plans	6/3/2016 daily
G1.MA1	Monitor students progress using multiple forms of data, such as, RRR, Palm Beach Performance Assessment, and Pre and Post Formal/infomal Assessmentts	Larralde, Sarah	8/17/2015	Achievement data related to goal and targets (FSA, benchmark testing , RRR)	6/3/2016 monthly
G1.MA2	Extended learning opportunities for reading and math	Larralde, Sarah	8/17/2015	benchmark testing, and RRR	6/3/2016 daily
G1.B1.S1.MA1	Parent training surveys, Communication through student agendas and parent conferences regarding student achievement,	Larralde, Sarah	8/17/2015	Material check out logs, phone logs, debriefing/conference notes form meeting with p/t parent liaison; notes from informal discussion with parents;	6/3/2016 monthly
G1.B1.S1.MA1	Communication with parents through Facebook, Twitter, email, agendas, SAC meeting, parent conferences, and parent trainings	Larralde, Sarah	8/18/2014	Parent Conference notes spreadsheet, agendas, Resource room sign-in sheets	6/3/2015 monthly

Palm Beach - 0681 - North Grade Elementary School - 2015-16 SIP
North Grade Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Progress Monitoring of Student Data	Patterson, Nicole	8/18/2014	EDW data, RRR, agendas, sign-in, Coach's log detailing coaching cycle, teacher reflection, class assessment data	6/3/2015 biweekly
G1.B2.S1.MA1	LTMs, Common Planning Meetings	Patterson, Nicole	8/18/2014	Evidence of review of coach's schedule and coaching log, review of PD agendas/sign-ins/handouts, debriefing/ conference notes, observation notes, evidence of review of collegial planning, LTMS in which coach participates/ facilitates, coach's reflections, teacher's comments/survey info on services provided by coach	6/3/2015 weekly
G1.B3.S1.MA1	Administration and Leadership team will progress monitor student assessment to determine if rigorous instruction is present	Patterson, Nicole	8/18/2014	Coaches log, class assessment data. Evidence of review of monitoring/data reports generated by program; reflections showing analysis of student progress; narrative descriptions of adjustment made based on monitoring for effectiveness, debriefing conference notes	6/3/2015 monthly
G1.B3.S1.MA4	Extended learning opportunities for reading and math	Laralde, Sarah	8/17/2015	Evidence of review of progress of students - comparison of baseline data used to identify students for tutorial, summative and formative assessments, post tests.	6/3/2016 weekly
G1.B3.S1.MA1	Data, Classroom walkthroughs	Patterson, Nicole	8/18/2014	Evidence of review of coach's schedule and coaching log, review of PD agendas/sign-ins/handouts, debriefing/ conference notes, observations notes, evidence of review of collegial planning /LTMs in which coach participates/ facilitates, coach's reflections, teacher's comments/survey info on services provided by coach. Evidence of review of monitoring usage reports generated by program, reflections showing analysis of usage data; narrative description of adjustments made based on monitoring for fidelity debriefing conference notes.	6/3/2015 daily
G1.B3.S1.MA3	Extended day opportunities for reading and math	Laralde, Sarah	8/17/2015	Evidence of review of teacher sign-in sheets, student sign-in sheets for attendance tracking and grouping, lesson plans for rigor/relevance, observation notes	6/3/2016 weekly
G1.B4.S1.MA1	Administration and leadership team will review student assessments and lesson plans to determine if rigorous instruction is present	Patterson, Nicole	8/17/2015	RRR, formal and informal assessments, writing journals, Lesson plans notes, observations,	6/3/2016 weekly
G1.B4.S1.MA1	Data and classroom walkthroughs	Patterson, Nicole	8/18/2014	Lesson plans, RRR Data, LTMs agendas and sign-ins, FLKRS, walkthrough observation.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will support data driven and differentiated instruction with the rigorous implementation of Florida Standards, then our student academic growth and achievement will increase across all content areas in English and Spanish.

G1.B2 Professional Development to focus specifically on lesson needs, curriculum, and data to increase instructional rigor

G1.B2.S1 Provide Professional development for all teachers to bridge the instructional gap between the old FCAT to the rigors of the FSA standards with opportunities for data analysis and collaborative planning

PD Opportunity 1

Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading, Dual Language, Math, and Science coaches

Facilitator

Heather Glace/Bridgette Prno

Participants

K-5 teachers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G1.B3 A high level of non proficient students in Reading and Math

G1.B3.S1 Reading and math instruction will be focused to ensure that rigorous instruction of comprehension is provided. We will also provide extended learning opportunities in the morning and afternoon.

PD Opportunity 1

Reading and Math resource teacher will build capacity of reading, math, and science strategies during small group instructional time to ensure rigor and comprehension during Reading Math and Science lessons.

Facilitator

Ms. Glace. Mrs. Prno and Ms. Rosello

Participants

K -5 teachers

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

G1. We will support data driven and differentiated instruction with the rigorous implementation of Florida Standards, then our student academic growth and achievement will increase across all content areas in English and Spanish.

G1.B3 A high level of non proficient students in Reading and Math

G1.B3.S1 Reading and math instruction will be focused to ensure that rigorous instruction of comprehension is provided. We will also provide extended learning opportunities in the morning and afternoon.

PD Opportunity 1

Provide extended learning opportunities in the morning and afternoon.

Facilitator

I-Station, Tenmark

Participants

Adminstration, Teachers

Schedule

Daily, from 8/17/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	Increase parent opportunities to raise their awareness of the information				\$5,302.54
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0681 - North Grade Elementary School	Title I Part A		\$5,003.92
			Notes: Salary and benefits for Temp. PT parent liaison to provide parent training and parent resource center support			
			0681 - North Grade Elementary School	Title I Part A		\$0.00
			Notes: Student Agendas for parent communication			
			0681 - North Grade Elementary School	Title I Part A		\$298.62
			Notes: Supplies for Communication and Training's to include paper, ink, food, chart paper, literacy books, academic games, folders, laminating for make and take activities, and other training maerials			

Budget Data

2	G1.B2.S1.A1	Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during LTM with Reading, Dual Language, Math, and Science coaches				\$67,406.93
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0681 - North Grade Elementary School	Title I Part A		\$32,504.23
			<i>Notes: Heather Glace .5 Reading Coach</i>			
			0681 - North Grade Elementary School	Title I Part A		\$900.00
			<i>Notes: Color Printers to print EDW/Performance Matters/Unified/I-station/Tenmarks reports in color</i>			
			0681 - North Grade Elementary School	Title I Part A		\$1,498.47
			<i>Notes: Supplies for PD, such as chart paper, paper, ink, folders, binders, post it notes, laminating paper, high lighters, mobile dry erase board</i>			
			0681 - North Grade Elementary School	Title I Part A		\$32,504.23
			<i>Notes: Bridgette Prno 05 Math Coach</i>			
3	G1.B3.S1.A1	Reading and Math resource teacher will build capacity of reading,math, and science strategies during small group instructional time to ensure rigor and comprehension during Reading Math and Science lessons.				\$114,136.93
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0681 - North Grade Elementary School	Title I Part A		\$6,624.24
			<i>Notes: classroom supplies, such as, reading, math and science baskets, bookshelves, classroom libraries, math and science classroom manipulative's, chart paper, post it notes, copy paper, ink, high lighters, pencil, pens, index cards, binder clips, composition books, manila folders, student folders, binders</i>			
			0681 - North Grade Elementary School	Title I Part A		\$10,000.00
			<i>Notes: On line learning with programs such as, V Math, I-Station, Reading A to Z, tenmark.</i>			
			0681 - North Grade Elementary School	Title I Part A		\$32,504.23
			<i>Notes: .5 Reading Resource</i>			
			0681 - North Grade Elementary School	Title I Part A		\$32,504.23
			<i>Notes: .5 Math Resource</i>			
			0681 - North Grade Elementary School	Title I Part A		\$32,504.23
			<i>Notes: .5 Science Resource</i>			

Budget Data						
4	G1.B3.S1.A2	Provide extended learning opportunities in the morning and afternoon.				\$10,000.48
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0681 - North Grade Elementary School	Title I Part A		\$10,000.48
			Notes: Tutorial			
5	G1.B4.S1.A1	Kindergarten teachers will ensure that rigorous instruction utilizing the Florida State Standards is being taught in all subjects.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0681 - North Grade Elementary School	Title I Part A		\$100.00
			Notes: Kindergarten round up packets that include, white boards, dry erase marker, magnetic letters, flash cards, such as, alphabet/sight words/colors/math facts. Packets will prepare them for Kindergarten			
					Total:	\$196,946.88