The School District of Palm Beach County

Glade View Elementary School

2015-16 School Improvement Plan

Glade View Elementary School

1100 SW AVENUE G, Belle Glade, FL 33430

www.edline.net/pages/glade_view_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

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.

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 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
Focus	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

Glade View Elementary Visual, Performing, and Communication Arts School is committed to providing a quality education with excellence and equity empowering every student to reach his or her maximum potential with the most effective staff to cultivate the knowledge, skills, and ethics necessary for academic achievement, responsible and productive citizens.

Provide the school's vision statement

Glade View Elementary School foresees a dynamic collaborative multi-cultural community where education and learning are respected and supported and all learners attain their maximum 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

Glade View Elementary learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team Identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Professional development is provided in supporting teachers in implementing evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.
Single School Culture for Academics approach is sustained through the Learning Team process. Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.
*Faculty & Staff will participate in the Learning Science International Initiative (LSI) beginning with setting Conditions for Learning from the first day of school. (Establishing Rules & Procedures, Using encouragement strategies with students, establishing & maintaining effective relationships with and communicating high expectations for all students).
Our school promotes the Single School Culture philosophy and embrace appreciation for multi-cultural diversity. Glade View will implement the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(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
* Haitian Flag Day

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

Glade View Elementary provides an environment where school wide expectations have been established in the areas of academics, behavior, and climate. This begins with the implementation of a School-wide Positive Behavior Plan that outlines what is expected of every adult and student who

becomes a member of our campus. Our School-wide Positive Behavior Support Plan is a guide to how we create an environment where students feel safe and respected. School administration review the school-wide positive behavioral plan with the bus drivers, cafeteria staff, teachers, students and parents emphasizing the importance of positive student interaction and consistency. Teachers and support staff are strategically placed throughout the campus during arrival and dismissal to ensure the safety of all students.

When students first arrive, expectations have already been reviewed, implemented, and enforced as to how they enter campus/cafeteria for breakfast. The day continues with a point system for students to earn points when expectations are followed throughout the day. Consequences are also given. After school/dismissal procedures have been put in place for students/adults to follow as well. All expectations/consequences are reviewed at the beginning of the school year, presented and reviewed during discipline assemblies conducted twice a year, and through guidance lessons.

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

School administration conducts a School-wide Positive Behavior training with all teachers reviewing the effective implementation of the school's behavior management system with appropriate interventions for disciplinary incidents. Desired student behaviors will be explicitly taught, modeled and discussed strategically at the beginning of the year, mid-year and as needed. The Universal Guidelines and behavior matrix are reviewed daily via morning announcements. Professional Development provided by Safe Schools for instructional staff ensures the one voice of our SwPBS Plan.In addition, the School-wide Positive Behavior Team meets monthly with each grade level to review the grade level's implementation and effectiveness of the behavior management plan. Furthermore, administration meets with each grade level to review expectations with students.Teachers provide explicit instructions of expected behavior in which role playing of behaviors (examples and non examples) provide active engagement of students in the learning process. Desired behaviors are acknowledge using our school-wide "Eagle Bucks" System.

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

The School-based Team and Child Study Team meet weekly to discuss and review interventions and response to intervention for all Tiered students. In addition, our school provides counseling and character education through our guidance center. The Guidance Counselor infuses character traits and spearheads our anti-bullying school-wide initiative.

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

• Utilize data systems to identify students who have attendance, behavioral or academic concerns
• Create data decision rules for number of absences or OSS before referral generated to SBT
• Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
• Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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	18	9	7	12	6	1	53
One or more suspensions	1	10	14	13	8	4	50
Course failure in ELA or Math	31	24	25	34	20	25	159
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	11	10	12	16	7	4	60

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

• Effective multi-disciplinary teams in place to problem solve and create action plans;
•iReady (Math & Reading), SAI , iii, Tutorials, LLI;
The school utilizes LLI, Words their Way, Triumphs, and other research-based intervention for all Level 1 and 2 students. Our school students will have 3 levels, Tier 1 provision of group intervention within the general education classroom assessments likely 3-4 times/year. Tier II students not making adequate progress in Tier 1 will have more targeted services and interventions required small group settings in addition to general education curriculum. In addition, iii is used with all students daily.
ELL & ESE
• Conduct the BEST PRACTICES FOR INCLUSIVE EDUCATION Assessment
• Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
• ELL Resource and ESE Resource provide support for students with LEPs and IEPs along with general education teachers. Monitoring of progress at least bi-weekly with approximately 6-10 weeks of research base interventions.
Parent collaboration/education through the Academic Parent-Teacher Teams (APTT Grant). Through APTT partnerships will be formed between parents and teachers to support our students'/their child's learning.
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

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

Parent Involvement targets include an increase in parent involvement to at least 50% at school related activities and daily school operations by June 2015..

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 school invites all local businesses and community organizations to participate in the monthly SAC meetings. At the SAC meetings, the school shares the academic action plan to increase student achievement and the resources needed to support the goal. In addition, the school solicits donations from local business to support the Parent Store which is part of the school's Parent Involvement Point System. Parents also support the vision of the school in regards to student safety. This consistency of support from parents strengthens the partnership between home and school.

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
Edgecomb, Linda	Principal
Richardson, Anita	Assistant Principal
Augustin, Marleine	Guidance Counselor
Wood, Sharon	Instructional Media
Moreland, Pam	Instructional Coach
Galbraith, Rochelle	Instructional Coach
Dowdell-Smith, L'loren	Teacher, K-12
McKinnes, Mickey	Other
freeman, jackie	Teacher, ESE

Duties

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

The Leadership Team works collaboratively to meet the instructional needs of students, professional development needs of teachers, and to promote a climate that's clean, healthy and safe maximizing the potential for maximum learning on a daily basis. Glade View's school based leaders provide guidance to teachers as to the completion of the referral packet, invites all parties to meetings that they schedule, facilitate the meetings, and document concerns, strategies identified, and next steps through conference notes. Finally, the facilitator schedules follow-up meetings and monitors that all students being referred and/or going through the process are seen within a timely manner.
Linda Edgecomb, Principal: Instructional Leader, ensure safe campus conducive for maximum learning, SIP lead
Anita Richardson, Assistant Principal: Testing Coordinator, SwPBSS Coordinator, Textbook Mgr, Title I Contact

***The principal and Assistant Principal are members who assist the team and instructional staff with developing strategies for individual students, serve as models and guides for the implementation of school-wide expectations. The administrators also monitor the scheduling of meetings, implementation of strategies/interventions, and progress of individual students in meeting targeted goals.

Marleine Augustin, Guidance Counselor: SBT Coordinator, Character Ed., Volunteer Coordinator, Anti-Bullying

*** Our Guidance Counselor serves as a member who gives insight into implementation of behavioral concerns, strategies to address behavioral concerns, and assists with monitoring implementation of school-wide and individual behavior plans.

Pam Moreland, Instructional Coach: SBT, Literacy Coach, PDD member, Collaborative Planning Facilitator

Rochelle Galbraith, Instructional Coach; Math Coach, Collaborative Planning Facilitator, STEM Certified/Lead

*** Instructional coaches collaborate with teachers by planning, reviewing data and determining next steps for instruction.

Mickey McKinnes, Learning Team Facilitator (LTF)

***The LTF provides the team and the instructional staff with identifying research based best practices to meet the need of students using data to drive decisions.

Jackie Freeman, ESE Coordinator: CST Lead, SBT Support,

L'Loren Dowdell-Smith, SAI: Teaching Garden Coordinator, SBT Support, SAC Chair

Sharon Wood, Instructional Media: Magnet Coordinator, PDD Coordinator., Marzano Liaison, Business Partner Contact, Inst. Support

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 school's data-based problem-solving processes for the implementation and monitoring of our MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs encompass on-going collaboration of all stakeholders. The members of the team assist with writing strategies to support the goals of the School Improvement Plan as well as delivering information in forums such as Open House, Curriculum Night, and Parent Trainings. The team consistently analyze data to determine next instructional steps in working with students. The action plan includes:

1. Administrators will align the implementation of the coaching cycle with fidelity and monitor critical data points to facilitate improved instructional planning.
2. Administrators will continue to monitor multiple measures of universal data to support school's success.
3. Administrators and Leadership Team will integrate the problem solving process within the school culture to provide ongoing progress toward functionality of the school.
4. School based leadership team will monitor the implementation of the School Improvement Plan with complete fidelity.

Title I, Part A funds will be used to support and enhance classroom instruction.. Various parent trainings in regards to supporting academic at home will be provided through Literacy based monthly parent trainings as well as a Parent Technology Night. Coaches will provide professional growth opportunities for teachers to receive more researched based strategies and best practices. Classroom Library Books as well as professional development literature (Instructional book studies) will be supported through Title I. Partnership with business partners and community stakeholders will enhance school-community relations and build a stronger commitment to increasing student academic achievement., purchase of ink for printing flyers and other documents for parent

communication/trainings will be supported by Title I.
- Single School Culture reflecting our Universal Guidelines for Success, is embraced by all stakeholders.The Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBSS
with fidelity will ensure desired student outcome.Our Action Plans are monitored and revisited on a regular basis
-An appreciation for multi-cultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBSS program is evident.
-Implementation of APTT in kindergarten and grade 1 only.
-SAI Supplemental Academic Instruction: (provides small group instruction to assist struggling readers to improve in reading proficiency.
-Single School Culture: (Systemic way of providing rigorous instruction, climate conducive for maximum instruction and a safe environment for all)
-Boys and Girls Club: An extension of the school day providing a structured safe environment that supports academics
-Head Start: Provides 3 and 4 year olds with a structured, nurturing environment conducive for maximum learning. Promotes parent involvement in school
-Agricultural Grant (Nutritional snacks provided daily): Provide nutritional snacks for extended school day students.
Title I, Part C: Migrant - The MEP provides formula grants to establish or improve education programs for migrant children. Generally, the MEP ensures that migrant children fully benefit from the same free public education provided to other children. Students are provided with academic support as well as school uniforms and school supplies.
Title X, Part C: Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, ensures educational rights and protections for children and youth experiencing homelessness. Students are provided with academic support as well as school uniforms and school supplies.The Guidance Counselor also provides support and serves as a liaison to other resources needed by these families.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Edgecomb	Principal
L'loren Dowdell-Smith	Education Support Employee
Shakera Putmon	Parent
Kizzy Frazier	Teacher
Imma Allen Allstate Insurance	Business/Community
Roy Mattis	Business/Community
Alexia Catholic	Parent
Harold Joseph	Education Support Employee
Eirick Green	Parent
Chrystal Holloway	Parent
Gerald Fields	Student
Arsene Prophete	Parent
	Student
Marie Vernet	Parent
Nicole Noezil	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

Members of the School Advisory Council reviewed the School Improvement Plan in relation to the results of the Florida Standards Assessment Test and the number of discipline referrals generated. Improvement in the area of fifth grade science was commendable as well as an improvement in third grade reading and math compared to the previous years' results. As a result of various interventions, a reduction of discipline referrals were also noted.
In regards to fourth and fifth grade reading and math, the SAC agreed that an increase of parental involvement was needed as well as more consistent communication between home and school.

Development of this school improvement plan

The School Advisory Council is involved in the development and monitoring of goals and strategies regularly as reviewed and discussed in scheduled monthly meetings. The SAC intend to review most recent data during monthly meetings, participate in discussions centered around students' academic needs and teachers' professional development needs.

Preparation of the school's annual budget and plan

To support the academic and safety needs of the school, SAC will determine the instructional needs of students and the professional needs of teachers to reach desired goal of high student achievement for all students. Exposing students to various genres will continue .In addition to APTT, parent trainings will be an area of focus to support academic initiatives. Trainings with staff on effective parent communication will be on-going (all supported by TitleI).

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

2014-2015 School Improvement funds $148,702
Family Involvement: $2,322
Math Coach: $70,783
Math Tutoring: $3,742
Reading Tutoring: $3,742
Staff Development:$9,860
Writing Supplies:535
Staff Development Writing: $1500
Writing: Part-Tine in System: $1784
Para professional $24,000
Staff Development: Teachers' College: $10,557
Common Core Staff Registration: $240
Literacy Supplies:$2500
Science Tutoring: $1788
Ed. Consultants for students $400
Reading Plus License $7,500
Science Classroom Supplies: $2,240
Reading Supplies: $2500
Math Classroom Supplies: $2509
Math Staff Development Supplies $200

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
Edgecomb, Linda	Principal
Richardson, Anita	Assistant Principal
Moreland, Pam	Instructional Coach
McKinnes, Mickey	Other
Dowdell-Smith, L'loren	Teacher, K-12
Jones, Mary	Teacher, K-12
Edwards, Tonya	Teacher, K-12
Ruggiero, Nicholas	Teacher, K-12
Thompson, Arleatha	Teacher, K-12
Marshall, Glenda	Teacher, K-12
stewart, sonja	Teacher, K-12
Smith, Trenice	Teacher, K-12
Geffrard, Guerlie	Teacher, K-12
Nelson-Posey, Luna	Teacher, K-12
Augustin, Marleine	Guidance Counselor
Wood, Sharon	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Analyze data, grasp a better understanding of Florida State Standards grade level specific concepts and use research base strategies to provide differentiated instruction to meet the instructional needs of all students.

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

Multiple venues for encouraging positive working relationships with teachers is participation in Learning Team Meetings and meetings/planning sessions listed below. The master schedule has been designed to provide consistent time for teachers to meet by common content. 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.
* Weekly Grade level meetings/interdisciplinary planning
* Monthly Collaborative Planning by Content
* Once /Trimester Vertical Collaborative Planning by content area

* Faculty & Staff will participate in the Learning Science International Initiative (LSI): Essentials for Achieving Rigor, an ongoing job embedded professional development.

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

1. Promote a culture of professional learning and collaboration where students' academic needs are the center of every decision.
2. Cultivate a climate of high academic expectations, maximum effort, and team work among all stakeholders.
3. Provide professional development (i.e. Literacy Roll Out; Readers/Writers Workshop, Teacher Leaders, SBT/RtI Process)
4. Educators' Support Program as well as through mentoring based on expertise and strength in content areas.
5. Creating a safe, secure, non-threatening, positive atmosphere are all strategies to recruit and retain highly qualified, certified-in-field, effective teachers.
6. The Human Resource Department at the district level, area office, principal, and school leadership will work collaboratively to recruit and retain educators.
7. Glades Supplement, opportunities for additional earnings through tutoring, club sponsorship, extended school day
8. FDOE grant with FAU students for pre-service teacher preparation and practical clinical education experiences with teachers,
9. Palm Beach State College Goodfit Program for aspiring teachers.
10. LSI Initiative

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

Effective veteran teachers are paired with new educators to provide content area support as well as acclimation to the school community. On going horizontal and vertical collaboration. Participation in professional development trainings on site as well as at the area, district, and state levels. Modeling of researched based strategies and best practices provided. Regular feedback provided by colleagues as well as administration, Opportunities to self-reflect via journaling as well as through video clips for own professional growth.

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

Vertical planning is held once a week for content area teachers to work collaboratively with academic coaches to unpack standards and determine effective instructional methods aligned to the Florida 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

Data Chats are conducted four times / trimester to analyze student data and determine next instructional steps.Using multiple sources (data chats, iObservations, Performance Matters,etc.) instruction is adjusted to accommodate individual learning needs of students.

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: 10,800

Intensive Reading Block (60 minutes) for all students based on area of deficiencies. Use of LLI, small group instruction,IReady, FCRR learning activities and other researched based resources.

Strategy Rationale

To provide additional time for differentiated instruction to meet student's instructional needs

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Edgecomb, Linda, linda.edgecomb@palmbeachschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

On going observations and assessments to determine next steps in regards to instructional needs.

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

Schedule and conduct Kindergarten Roundup activities with local daycare providers and head start programs touring the school. District and state expectations are shared in regards to kindergarten readiness. Provide parents with school district's website to access educational vodcast and kindergarten readiness packets.
Work collaboratively with VPK/Head Start Program to provide on-site services to two 4-year old classes and their parents.In addition, vertical collaboration between VPK Headstart and on-site Kindergarten Teachers in regards to kindergarten readiness. Kindergarten students participate in Kindergarten Roundup by displaying skills in reading, writing, and mathematics at the proficient level for kindergarten to display expected outcome at the end of kindergarten.
Guidance counselors at both Glade View and the middle school(s) work collaboratively to ensure smooth transition from elementary to middle school. Meetings are held in the spring where the middle school guidance counselors visit Glade View to provide an overview presentation of 6th grade course offerings and extracurricular programs. Students are provided a course selection offerings form in which to make selection regarding electives. Students also visit middle school campus with guidance counselor in the spring observing program(s) of interests as well as overall campus.

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

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

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

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:

.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If school leaders, teachers and instructional coaches work collaboratively to determine students' differentiated needs and identify how parents can support home learning, then student achievement will increase in all grade levels.

G2.   If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas.

G3.   If all staff implement the School-wide Positive Behavior Support System with fidelity, then students will learn to make better choices, experience more positive outcomes and student learning will increase.

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. If school leaders, teachers and instructional coaches work collaboratively to determine students' differentiated needs and identify how parents can support home learning, then student achievement will increase in all grade levels. 1a

🔍 G074936

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	9.0
FSA Mathematics - Achievement	12.0
FSA Mathematics - Achievement	36.0
FSA English Language Arts - Achievement	35.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- 1. Florida State Standards 2. District's Assessment Data Base 3. Learning Team Facilitator 4. Teacher Collaboration (Human Resource) 5. Academic Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers and parents are unfamiliar with new Florida Standards

- Time constraint for students below grade level

Plan to Monitor Progress Toward G1. 8

Administration will conduct iObservations & classroom visits; Conduct Content Area Learning Walks; Participate in and Progress Monitor LTMs; Regular access and use of data from new district data warehouse

Person Responsible
Linda Edgecomb

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

Evidence of Completion
Ability to pull various reports for instructional planning; Explicit feedback via iObservation for professional growth that will impact student academic outcome; LTM Binder / Notes and Strategies reflecting continual academic progress of students based on data driven instruction

G2. If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas. `1a`

`G074937`

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	36.0
FSA Mathematics - Achievement	12.0
FSA English Language Arts - Achievement	9.0
FSA English Language Arts - Achievement	35.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- 1. Florida State Standards 2. Content Area Resources 3. Technological Resources 4. Human Resources: Literacy & Math Coaches, Resource Teachers: SAI, ELL, ESE; Fine Arts Teachers, LTF, Area, District, Transformation Support

Targeted Barriers to Achieving the Goal `3`

- Lack of understanding the depth of Florida State Standards

- Stronger academic connection between home and school

Plan to Monitor Progress Toward G2. `8`

iObservations, lesson plans, walk throughs, data chats

Person Responsible
Linda Edgecomb

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

Evidence of Completion
iObservations, assessment results, LTMs Data Chats, students' portfolios, lesson plans

G3. If all staff implement the School-wide Positive Behavior Support System with fidelity, then students will learn to make better choices, experience more positive outcomes and student learning will increase. 1a

🔍 G074938

Targets Supported 1b

Indicator	Annual Target
1+ Suspensions Grade 04	50.0
1+ Suspensions Grade 05	50.0
1+ Suspensions Grade 03	50.0

Resources Available to Support the Goal 2

- 1. SwPBSS Matrix 2. Grade Level Classroom Behavior Management System 3. Safe Schools Facilitator

Targeted Barriers to Achieving the Goal 3

- SwPBSS posted but not referenced

- Not explicitly stated in student friendly terms nor followed with fidelity

Plan to Monitor Progress Toward G3. 8

Evidence of participation in SwPBSS Professional Development; iobservation, classroom observations; data collection (referrals & interventions); data chats (students/administration); Increase in communication with parents and participation in Parent Trainings about SwPBSS

Person Responsible
Linda Edgecomb

Schedule
Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion
Agendas & Attendance Sheets from Parent Training Sessions, discipline logs and Teacher iObservation (Marzano), Teacher Data Chats/Data Binders, Notes from Admin/student data chats

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 school leaders, teachers and instructional coaches work collaboratively to determine students' differentiated needs and identify how parents can support home learning, then student achievement will increase in all grade levels. [1]

🔍 G074936

G1.B1 Teachers and parents are unfamiliar with new Florida Standards [2]

🔍 B195714

G1.B1.S1 Teachers will participate in weekly Learning Team Meetings by grade level and/or content area. [4]

🔍 S207399

Strategy Rationale

To analyze data, collaboratively determine and plan for next instructional steps needed to increase academic achievement for all students

Action Step 1 [5]

Teachers will collaboratively meet with Area and District support for literacy, math, and science roll-outs for successful research-based instructional strategies.

Person Responsible

Rochelle Galbraith

Schedule

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

Evidence of Completion

Collaborative Planning Agendas (Literacy/Math Roll Outs; Science PD), Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions will serve as evidence

Action Step 2 `5`

The school site administrators will facilitate Academic Leadership Team Meetings, participate in Learning Team Meetings and attend collaborative planning meetings to identify instructional needs and determine a plan of action to be implemented, which will be shared through Faculty Connection Meetings and Grade Chair Meetings.

Person Responsible

Linda Edgecomb

Schedule

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

Evidence of Completion

Agenda and notes from Weekly Leadership Team Meetings, LTM, Collaborative Planning Agendas, Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions

Action Step 3 `5`

Math Coach will model best practices, provide data feedback and support instructional planning.

Person Responsible

Linda Edgecomb

Schedule

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

Evidence of Completion

Math Coach to provide K-5 support in mathematics

Action Step 4 `5`

Provide professional development for math coach and math teachers

Person Responsible

Rochelle Galbraith

Schedule

On 4/7/2016

Evidence of Completion

TDE, travel expenses

Action Step 5 5

Math Resource teacher will provide small group instruction

Person Responsible

Rochelle Galbraith

Schedule

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

Evidence of Completion

Lesson Plans, progress monitoring data

Action Step 6 5

Provide reinforcement using computer-based program

Person Responsible

Rochelle Galbraith

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

I-Ready Math reports, rosters

Action Step 7 5

Principal will conduct individual data chats with teachers

Person Responsible

Schedule

Every 6 Weeks, from 10/5/2015 to 6/3/2016

Evidence of Completion

Invites, Calendar, Data Chat Documents/Notes

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

Agendas are sent home daily, Tuesday Folders sent home weekly, monthly newsletters provided.

Person Responsible

Linda Edgecomb

Schedule

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

Evidence of Completion

signed agendas, Visitors' sign in, copies of newsletters

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

Staff will meet to review data and plan next steps for instruction and coaching needs.

Person Responsible

Linda Edgecomb

Schedule

Biweekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Notes from meetings with administration, collegial planning minutes, reflection /conference notes from meeting where data is reviewed.

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

Student agendas returned daily, increased parent participation in: SAC, parent trainings, parent conferences

Person Responsible

L'loren Dowdell-Smith

Schedule

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

Evidence of Completion

Signed agendas, Sign in sheets, Parent conference notes

G1.B1.S3 Provide parents with trainings and resources to support academics at home. `4`

Strategy Rationale

Parents are unfamiliar with new Florida Standards

Action Step 1 `5`

To provide parents of K-1 students support through Academic Parent Teacher Teams

Person Responsible

Marleine Augustin

Schedule

Quarterly, from 9/9/2015 to 5/4/2016

Evidence of Completion

Parent Sign in sheets, agendas, flyers/Invitation

Action Step 2 `5`

Provide materials and resources for parent trainings

Person Responsible

Pam Moreland

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

agendas, sign in sheets, evaluations

Action Step 3 `5`

Summer Leadership Overview Training of APTT

Person Responsible

Linda Edgecomb

Schedule

On 6/22/2015

Evidence of Completion

Training agenda and materials

Action Step 4 `5`

APTT Teacher Overview Training

Person Responsible

Linda Edgecomb

Schedule

On 6/24/2015

Evidence of Completion

Training Agenda, Teacher created agenda for parent training

Action Step 5 `5`

On-site grade level training for teachers to prepare for Parent Training

Person Responsible

Marleine Augustin

Schedule

On 9/16/2015

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 6 `5`

Teachers finalize assessment information and activities that will be presented and modeled for parents

Person Responsible

Pam Moreland

Schedule

Daily, from 9/17/2015 to 10/5/2015

Evidence of Completion

Finalized agenda, assessment information completed on each student and activities prepared for parents to assist the students at home

Action Step 7 5

Teachers facilitate training with parents

Person Responsible

Marleine Augustin

Schedule

On 10/6/2015

Evidence of Completion

Parent training agenda; completed assessment tracking forms for each student; SMART
Goal Sheet, sample activities for parents to use at home

Action Step 8 5

One on One Academic-Parent Teacher Team conferences

Person Responsible

Linda Edgecomb

Schedule

Quarterly, from 10/9/2015 to 12/18/2015

Evidence of Completion

Conference Notes & Parent Sign-In Sheet

Action Step 9 5

District APTT Training

Person Responsible

Linda Edgecomb

Schedule

On 10/9/2015

Evidence of Completion

Meeting agenda

Action Step 10 5

On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training

Person Responsible

Linda Edgecomb

Schedule

On 1/19/2016

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 11 5

Teachers finalize assessment information and activities that will be presented and modeled for parents

Person Responsible

Linda Edgecomb

Schedule

Daily, from 1/20/2016 to 2/10/2016

Evidence of Completion

Finalized agenda for parent training; assessment information completed on each student and activities prepared for parents to assist the students at home.

Action Step 12 5

Teachers facilitate training with parents

Person Responsible

Marleine Augustin

Schedule

On 2/11/2016

Evidence of Completion

Parent training agenda; completed assessment tracking forms for each student; sample activities for parents to use at home

Action Step 13 5

One on One Academic-Parent Teacher Team conferences

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 2/12/2016 to 3/15/2016

Evidence of Completion

Conference notes; parent sign-in sheet

Action Step 14 5

District APTT Training

Person Responsible

Linda Edgecomb

Schedule

On 2/12/2016

Evidence of Completion

Meeting agenda

Action Step 15 5

On-site grade level training for teachers to prepare for Parent Training

Person Responsible

Linda Edgecomb

Schedule

On 3/16/2016

Evidence of Completion

Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals

Action Step 16 `5`

Teachers finalize assessment information and activities that will be presented and modeled for parents.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 3/17/2016 to 4/20/2016

Evidence of Completion

Finalized agenda; assessment information completed on each student and activities prepared for parents to assist the students at home

Action Step 17 `5`

Teachers facilitate training with parents

Person Responsible

Marleine Augustin

Schedule

On 4/21/2016

Evidence of Completion

Parent training agenda; completed assessment tracking forms for each student to show mastery and/or progress made throughout the school year

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Parent Trainings and resources on targeted standards

Person Responsible

Rochelle Galbraith

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

Parent survey, sign in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Attend parent trainings of targeted standards, provide Q & A sessions

Person Responsible

Pam Moreland

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

Parent survey, agenda, sign in sheets

G1.B1.S4 Provide administrators and teachers with ongoing professional development through the LSI initiative with a focus on the essentials for achieving rigor. `4`

🔍 S207402

Strategy Rationale

Increasing the instructional knowledge and strategies will support providing students with rigorous learning environments.

Action Step 1 `5`

Conditions for Learning Training

Person Responsible

Linda Edgecomb

Schedule

On 8/12/2015

Evidence of Completion

Training Materials, Agenda, Sign in Sheets

Action Step 2 5

Provide opportunities to visit the classrooms and share successes on the effective implementation of the Conditions for Learning training.

Person Responsible

Linda Edgecomb

Schedule

Every 3 Weeks, from 9/7/2015 to 10/30/2015

Evidence of Completion

List of teachers & scheduled for peer observations

Action Step 3 5

Coaching for implementation Job Embedded PD days (4 Days throughout the year)

Person Responsible

Linda Edgecomb

Schedule

Every 2 Months, from 9/14/2015 to 5/27/2016

Evidence of Completion

Sign in, PD Resources, Classroom Observation Schedule

Action Step 4 5

Monitoring for Learning Training

Person Responsible

Schedule

On 10/23/2015

Evidence of Completion

Sign In Sheet, Agenda, Training Materials

Action Step 5 5

PLC Team Leader Training Part 1

Person Responsible

Linda Edgecomb

Schedule

On 11/27/2015

Evidence of Completion

SIgn In, Agenda, PD Materials

Action Step 6 5

Teaching Foundations Training

Person Responsible

Linda Edgecomb

Schedule

On 1/4/2016

Evidence of Completion

SIgn In, Agenda, PD Materials

Action Step 7 5

Goals & Scales Training

Person Responsible

Linda Edgecomb

Schedule

On 6/3/2016

Evidence of Completion

SIgn In, Agenda, PD Materials

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Review agendas, sign-in sheets of trainings, lesson plans to demonstrate use of learned strategies and classroom walkthroughs

Person Responsible

Linda Edgecomb

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom Walkthrough Notes & Feedback given during data chats with teachers

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Rigor walks with Area Leadership and LSI Administrator Coach

Person Responsible

Linda Edgecomb

Schedule

Quarterly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Completed Action Plan (Follow-through with action plan created during the rigor walk), Walkthrough Notes & Feedback, Lesson Plans, Teacher & Student Feedback, Improved student outcomes.

G1.B4 Time constraint for students below grade level 2

B195717

G1.B4.S1 Provide small group support for targeted students. 4

S207403

Strategy Rationale

Time constraints limits instructional time needed for mastery of skills

Action Step 1 5

Provide students in grades 3-5 extended learning opportunities

Person Responsible

Rochelle Galbraith

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Rosters, sign in sheets, data from I-Ready

Action Step 2 5

Provide Temp Tutor to support literacy small group needs based on RRR data

Person Responsible

Pam Moreland

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign in, student roster

Action Step 3 `5`

Provide technology to engage students in reading

Person Responsible

Sharon Wood

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Purchase Order for Nooks and e-Readers

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

Observations and progress monitoring for evidence of targeted learning goal

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, progress monitoring evidence, assessment data will be used as evidence

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

Administration will conduct walk throughs and the review of lesson plans and progress monitoring evidence

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Lesson plans, feedback via iObservation, teacher data chats, LTM data

G2. If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas. 1

G074937

G2.B1 Lack of understanding the depth of Florida State Standards 2

B195718

G2.B1.S1 Provide relevant differentiated instruction, materials , and technology using multiple delivery models 4

S207404

Strategy Rationale

Maximize quality of time by using proven effective strategies & utilize accessible human resources who can provide immediate support using proven strategies of effective collaborative planning

Action Step 1 5

Implement I-Ready reading during and after school

Person Responsible

Pam Moreland

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring and Usage Reports

Action Step 2 5

Teachers' College Saturday Reunion in NY

Person Responsible

Pam Moreland

Schedule

On 3/27/2016

Evidence of Completion

TDEs and travel documentation

Action Step 3 5

Provide colleague planning after school and on Saturdays

Person Responsible

Pam Moreland

Schedule

Monthly, from 9/5/2015 to 6/3/2016

Evidence of Completion

Lesson plans, sign in sheets, and agendas

Action Step 4 5

Provide materials to support reading and writing instruction

Person Responsible

Pam Moreland

Schedule

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

Evidence of Completion

Purchase order, P-Card Statements

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

Monitor delivery of instruction, bell-to-bell schedule and instructional resources

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Generate reports from I-Ready, Lesson plans, progress monitoring evidence, assessments

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

Monitor delivery of instruction, bell-to-bell schedule and instructional resources

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Generate reports from I-Ready, Lesson plans, progress monitoring evidence, assessments

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

Monitor delivery of instruction, bell-to-bell schedule and instructional resources

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Generate reports from I-Ready, Lesson plans, progress monitoring evidence, assessments

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

Administration will monitor instruction for effectiveness of strategies

Person Responsible

Linda Edgecomb

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

iObservations, walk throughs, lesson plans, LTMs, data chats, data binders, students' portfolios

G2.B3 Stronger academic connection between home and school [2]

B195720

G2.B3.S1 Provide parents of students in grades 2-5 strategies in reading and writing [4]

S207410

Strategy Rationale

To support academics at home by providing trainings and resources.

Action Step 1 [5]

Provide ongoing communication (K-5) and trainings for parents for students in grades 2-5.

Person Responsible

Pam Moreland

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

Sign in sheets, agendas, flyers, evaluations

Action Step 2 [5]

Parent Conferences during the day

Person Responsible

Anita Richardson

Schedule

On 6/1/2016

Evidence of Completion

Conference Notes, Calendar appointments

Action Step 3 `5`

K-1 Parents will be provided academic awareness/support/strategies to better support learning at home through Academic Parent Teacher Teams (APTT).

Person Responsible

Pam Moreland

Schedule

Quarterly, from 10/7/2015 to 6/3/2016

Evidence of Completion

Flyers/invitations, agendas, sign-ins, evaluations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Parent Trainings

Person Responsible

Pam Moreland

Schedule

Quarterly, from 10/7/2015 to 4/6/2016

Evidence of Completion

Agenda, sign-in sheets, recording of trainings

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Parent Trainings

Person Responsible

Anita Richardson

Schedule

Quarterly, from 10/7/2015 to 5/4/2016

Evidence of Completion

Progress monitoring data, agenda, flyers, parentlink data, remind 101 data, mid progress and progress reports

G3. If all staff implement the School-wide Positive Behavior Support System with fidelity, then students will learn to make better choices, experience more positive outcomes and student learning will increase. 1

G074938

G3.B1 SwPBSS posted but not referenced 2

B195722

G3.B1.S2 Share clear expectations with all stakeholders (in English and Creole) and progress monitor implementation of SwPBSS providing explicit feedback 4

S207412

Strategy Rationale

Students, parents, and teachers will understand expectations resulting in an increase of desired behavior and positive student academic outcomes

Action Step 1 5

iObservation, discipline logs, parent contact logs

Person Responsible

Anita Richardson

Schedule

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

Evidence of Completion

Decrease of discipline infractions and discipline referrals

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Use of SwPBSS in classrooms and in common areas in addition to daily communication with parents.

Person Responsible

Anita Richardson

Schedule

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

Evidence of Completion

Guidance logs, Parent Contact logs, student agendas, and walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

On task behavior of students during instruction

Person Responsible

Anita Richardson

Schedule

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

Evidence of Completion

iObservations, classroom visits

G3.B2 Not explicitly stated in student friendly terms nor followed with fidelity `2`

🔑 B195723

G3.B2.S1 Teachers will display and explicitly teach expected behaviors. `4`

🔑 S207413

Strategy Rationale

To provide students with clear expectations of classroom and school wide behavior

Action Step 1 `5`

Teachers will be provide materials from Safe Schools to display and lessons to support the school's Universal Guidelines

Person Responsible

Anita Richardson

Schedule

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

Evidence of Completion

Safe School Materials, Lesson plans, and Discipline Dashboard

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

The SwPBS school-based committee will meet monthly to evaluate system

Person Responsible

Anita Richardson

Schedule

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

Evidence of Completion

Agenda, Notes, Calendar, decrease in discipline referrals as reflected in district's data base

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

SwPBS Committee to provide assistance as needed to identified staff members needing support.

Person Responsible

Anita Richardson

Schedule

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

Evidence of Completion

SwPBS notes, decrease in discipline referrals

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	Teachers will collaboratively meet with Area and District support for literacy, math, and science roll-outs for successful research-based instructional strategies.	Galbraith, Rochelle	8/17/2015	Collaborative Planning Agendas (Literacy/Math Roll Outs; Science PD), Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions will serve as evidence	6/2/2016 weekly
G1.B1.S3.A1	To provide parents of K-1 students support through Academic Parent Teacher Teams	Augustin, Marleine	9/9/2015	Parent Sign in sheets, agendas, flyers/ Invitation	5/4/2016 quarterly
G1.B1.S4.A1	Conditions for Learning Training	Edgecomb, Linda	8/12/2015	Training Materials, Agenda, Sign in Sheets	8/12/2015 one-time
G1.B4.S1.A1	Provide students in grades 3-5 extended learning opportunities	Galbraith, Rochelle	10/1/2015	Rosters, sign in sheets, data from I-Ready	5/27/2016 monthly
G2.B1.S1.A1	Implement I-Ready reading during and after school	Moreland, Pam	8/24/2015	Progress Monitoring and Usage Reports	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Provide ongoing communication (K-5) and trainings for parents for students in grades 2-5.	Moreland, Pam	9/2/2015	Sign in sheets, agendas, flyers, evaluations	5/4/2016 monthly
G3.B1.S2.A1	iObservation, discipline logs, parent contact logs	Richardson, Anita	8/17/2015	Decrease of discipline infractions and discipline referrals	6/2/2016 daily
G3.B2.S1.A1	Teachers will be provide materials from Safe Schools to display and lessons to support the school's Universal Guidelines	Richardson, Anita	8/17/2015	Safe School Materials, Lesson plans, and Discipline Dashboard	6/2/2016 daily
G1.B1.S1.A2	The school site administrators will facilitate Academic Leadership Team Meetings, participate in Learning Team Meetings and attend collaborative planning meetings to identify instructional needs and determine a plan of action to be implemented, which will be shared through Faculty Connection Meetings and Grade Chair Meetings.	Edgecomb, Linda	8/17/2015	Agenda and notes from Weekly Leadership Team Meetings, LTM, Collaborative Planning Agendas, Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions	6/2/2016 monthly
G1.B1.S3.A2	Provide materials and resources for parent trainings	Moreland, Pam	9/2/2015	agendas, sign in sheets, evaluations	5/4/2016 monthly
G1.B1.S4.A2	Provide opportunities to visit the classrooms and share successes on the effective implementation of the Conditions for Learning training.	Edgecomb, Linda	9/7/2015	List of teachers & scheduled for peer observations	10/30/2015 every-3-weeks
G1.B4.S1.A2	Provide Temp Tutor to support literacy small group needs based on RRR data	Moreland, Pam	8/24/2015	Sign in, student roster	6/3/2016 daily
G2.B1.S1.A2	Teachers' College Saturday Reunion in NY	Moreland, Pam	3/24/2016	TDEs and travel documentation	3/27/2016 one-time
G2.B3.S1.A2	Parent Conferences during the day	Richardson, Anita	10/7/2015	Conference Notes, Calendar appointments	6/1/2016 one-time
G1.B1.S1.A3	Math Coach will model best practices, provide data feedback and support instructional planning.	Edgecomb, Linda	8/17/2015	Math Coach to provide K-5 support in mathematics	6/2/2016 annually
G1.B1.S3.A3	Summer Leadership Overview Training of APTT	Edgecomb, Linda	6/22/2015	Training agenda and materials	6/22/2015 one-time
G1.B1.S4.A3	Coaching for implementation Job Embedded PD days (4 Days throughout the year)	Edgecomb, Linda	9/14/2015	Sign in, PD Resources, Classroom Observation Schedule	5/27/2016 every-2-months
G1.B4.S1.A3	Provide technology to engage students in reading	Wood, Sharon	8/24/2015	Purchase Order for Nooks and e-Readers	6/3/2016 daily
G2.B1.S1.A3	Provide colleague planning after school and on Saturdays	Moreland, Pam	9/5/2015	Lesson plans, sign in sheets, and agendas	6/3/2016 monthly
G2.B3.S1.A3	K-1 Parents will be provided academic awareness/support/strategies to better support learning at home through Academic Parent Teacher Teams (APTT).	Moreland, Pam	10/7/2015	Flyers/invitations, agendas, sign-ins, evaluations	6/3/2016 quarterly
G1.B1.S1.A4	Provide professional development for math coach and math teachers	Galbraith, Rochelle	4/4/2016	TDE, travel expenses	4/7/2016 one-time
G1.B1.S3.A4	APTT Teacher Overview Training	Edgecomb, Linda	6/24/2015	Training Agenda, Teacher created agenda for parent training	6/24/2015 one-time
G1.B1.S4.A4	Monitoring for Learning Training		10/23/2015	Sign In Sheet, Agenda, Training Materials	10/23/2015 one-time
G2.B1.S1.A4	Provide materials to support reading and writing instruction	Moreland, Pam	8/17/2015	Purchase order, P-Card Statements	6/3/2016 quarterly
G1.B1.S1.A5	Math Resource teacher will provide small group instruction	Galbraith, Rochelle	8/17/2015	Lesson Plans, progress monitoring data	6/2/2016 weekly
G1.B1.S3.A5	On-site grade level training for teachers to prepare for Parent Training	Augustin, Marleine	9/16/2015	Agenda; Teachers develop assessment tool and activities for	9/16/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				parents to assist students in meeting and exceeding the goals	
G1.B1.S4.A5	PLC Team Leader Training Part 1	Edgecomb, Linda	11/2/2015	SIgn In, Agenda, PD Materials	11/27/2015 one-time
G1.B1.S1.A6	Provide reinforcement using computer-based program	Galbraith, Rochelle	8/24/2015	I-Ready Math reports, rosters	6/2/2016 daily
G1.B1.S3.A6	Teachers finalize assessment information and activities that will be presented and modeled for parents	Moreland, Pam	9/17/2015	Finalized agenda, assessment information completed on each student and activities prepared for parents to assist the students at home	10/5/2015 daily
G1.B1.S4.A6	Teaching Foundations Training	Edgecomb, Linda	1/4/2016	SIgn In, Agenda, PD Materials	1/4/2016 one-time
G1.B1.S1.A7	Principal will conduct individual data chats with teachers		10/5/2015	Invites, Calendar, Data Chat Documents/Notes	6/3/2016 every-6-weeks
G1.B1.S3.A7	Teachers facilitate training with parents	Augustin, Marleine	10/6/2015	Parent training agenda; completed assessment tracking forms for each student; SMART Goal Sheet, sample activities for parents to use at home	10/6/2015 one-time
G1.B1.S4.A7	Goals & Scales Training	Edgecomb, Linda	5/2/2016	SIgn In, Agenda, PD Materials	6/3/2016 one-time
G1.B1.S3.A8	One on One Academic-Parent Teacher Team conferences	Edgecomb, Linda	10/9/2015	Conference Notes & Parent Sign-In Sheet	12/18/2015 quarterly
G1.B1.S3.A9	District APTT Training	Edgecomb, Linda	10/9/2015	Meeting agenda	10/9/2015 one-time
G1.B1.S3.A10	On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training	Edgecomb, Linda	1/19/2016	Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals	1/19/2016 one-time
G1.B1.S3.A11	Teachers finalize assessment information and activities that will be presented and modeled for parents	Edgecomb, Linda	1/20/2016	Finalized agenda for parent training; assessment information completed on each student and activities prepared for parents to assist the students at home.	2/10/2016 daily
G1.B1.S3.A12	Teachers facilitate training with parents	Augustin, Marleine	2/11/2016	Parent training agenda; completed assessment tracking forms for each student; sample activities for parents to use at home	2/11/2016 one-time
G1.B1.S3.A13	One on One Academic-Parent Teacher Team conferences	Edgecomb, Linda	2/12/2016	Conference notes; parent sign-in sheet	3/15/2016 weekly
G1.B1.S3.A14	District APTT Training	Edgecomb, Linda	2/12/2016	Meeting agenda	2/12/2016 one-time
G1.B1.S3.A15	On-site grade level training for teachers to prepare for Parent Training	Edgecomb, Linda	3/16/2016	Agenda; Teachers develop assessment tool and activities for parents to assist students in meeting and exceeding the goals	3/16/2016 one-time
G1.B1.S3.A16	Teachers finalize assessment information and activities that will be presented and modeled for parents.	Edgecomb, Linda	3/17/2016	Finalized agenda; assessment information completed on each student and activities prepared for parents to assist the students at home	4/20/2016 weekly
G1.B1.S3.A17	Teachers facilitate training with parents	Augustin, Marleine	4/21/2016	Parent training agenda; completed assessment tracking forms for each student to show mastery and/or progress made throughout the school year	4/21/2016 one-time
G1.MA1	Administration will conduct iObservations & classroom visits; Conduct Content Area Learning Walks; Participate in and Progress Monitor LTMs; Regular access and	Edgecomb, Linda	8/17/2015	Ability to pull various reports for instructional planning; Explicit feedback via iObservation for professional growth that will impact student academic outcome; LTM Binder / Notes and Strategies	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	use of data from new district data warehouse			reflecting continual academic progress of students based on data driven instruction	
G1.B1.S1.MA1	Student agendas returned daily, increased parent participation in: SAC, parent trainings, parent conferences	Dowdell-Smith, L'loren	8/17/2015	Signed agendas, Sign in sheets, Parent conference notes	6/2/2016 weekly
G1.B1.S1.MA1	Agendas are sent home daily, Tuesday Folders sent home weekly, monthly newsletters provided.	Edgecomb, Linda	8/17/2015	signed agendas, Visitors' sign in, copies of newsletters	6/2/2016 weekly
G1.B1.S1.MA3	Staff will meet to review data and plan next steps for instruction and coaching needs.	Edgecomb, Linda	8/24/2015	Notes from meetings with administration, collegial planning minutes, reflection /conference notes from meeting where data is reviewed.	5/31/2016 biweekly
G1.B4.S1.MA1	Administration will conduct walk throughs and the review of lesson plans and progress monitoring evidence	Edgecomb, Linda	8/24/2015	Lesson plans, feedback via iObservation, teacher data chats, LTM data	6/3/2016 weekly
G1.B4.S1.MA1	Observations and progress monitoring for evidence of targeted learning goal	Edgecomb, Linda	8/24/2015	Lesson plans, progress monitoring evidence, assessment data will be used as evidence	6/3/2016 weekly
G1.B1.S3.MA1	Attend parent trainings of targeted standards, provide Q & A sessions	Moreland, Pam	9/2/2015	Parent survey, agenda, sign in sheets	5/4/2016 monthly
G1.B1.S3.MA1	Parent Trainings and resources on targeted standards	Galbraith, Rochelle	9/2/2015	Parent survey, sign in sheets, agendas	5/4/2016 monthly
G1.B1.S4.MA1	Rigor walks with Area Leadership and LSI Administrator Coach	Edgecomb, Linda	9/21/2015	Completed Action Plan (Follow-through with action plan created during the rigor walk), Walkthrough Notes & Feedback, Lesson Plans, Teacher & Student Feedback, Improved student outcomes.	6/3/2016 quarterly
G1.B1.S4.MA1	Review agendas, sign-in sheets of trainings, lesson plans to demonstrate use of learned strategies and classroom walkthroughs	Edgecomb, Linda	8/24/2015	Classroom Walkthrough Notes & Feedback given during data chats with teachers	6/3/2016 monthly
G2.MA1	iObservations, lesson plans, walk throughs, data chats	Edgecomb, Linda	8/17/2015	iObservations, assessment results, LTMs Data Chats, students' portfolios, lesson plans	6/2/2016 weekly
G2.B1.S1.MA1	Administration will monitor instruction for effectiveness of strategies	Edgecomb, Linda	8/24/2015	iObservations, walk throughs, lesson plans, LTMs, data chats, data binders, students' portfolios	6/3/2016 biweekly
G2.B1.S1.MA1	Monitor delivery of instruction, bell-to-bell schedule and instructional resources	Edgecomb, Linda	8/24/2015	Generate reports from I-Ready, Lesson plans, progress monitoring evidence, assessments	6/3/2016 daily
G2.B1.S1.MA1	Monitor delivery of instruction, bell-to-bell schedule and instructional resources	Edgecomb, Linda	8/24/2015	Generate reports from I-Ready, Lesson plans, progress monitoring evidence, assessments	6/3/2016 daily
G2.B1.S1.MA1	Monitor delivery of instruction, bell-to-bell schedule and instructional resources	Edgecomb, Linda	8/24/2015	Generate reports from I-Ready, Lesson plans, progress monitoring evidence, assessments	6/3/2016 daily
G2.B3.S1.MA1	Parent Trainings	Richardson, Anita	10/7/2015	Progress monitoring data, agenda, flyers, parentlink data, remind 101 data, mid progress and progress reports	5/4/2016 quarterly
G2.B3.S1.MA1	Parent Trainings	Moreland, Pam	10/7/2015	Agenda, sign-in sheets, recording of trainings	4/6/2016 quarterly
G3.MA1	Evidence of participation in SwPBSS Professional Development; iobservation, classroom observations; data collection (referrals & interventions); data chats (students/ administration); Increase in	Edgecomb, Linda	8/17/2015	Agendas & Attendance Sheets from Parent Training Sessions, discipline logs and Teacher iObservation (Marzano), Teacher Data Chats/Data Binders, Notes from Admin/student data chats	6/2/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	communication with parents and participation in Parent Trainings about SwPBSS				
G3.B2.S1.MA1	SwPBS Committee to provide assistance as needed to identified staff members needing support.	Richardson, Anita	8/17/2015	SwPBS notes, decrease in discipline referrals	6/2/2016 monthly
G3.B2.S1.MA1	The SwPBS school-based committee will meet monthly to evaluate system	Richardson, Anita	8/17/2015	Agenda, Notes, Calendar, decrease in discipline referrals as reflected in district's data base	6/2/2016 monthly
G3.B1.S2.MA1	On task behavior of students during instruction	Richardson, Anita	8/17/2015	iObservations, classroom visits	6/2/2016 daily
G3.B1.S2.MA1	Use of SwPBSS in classrooms and in common areas in addition to daily communication with parents.	Richardson, Anita	8/17/2015	Guidance logs, Parent Contact logs, student agendas, and walkthroughs	6/2/2016 daily

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. If school leaders, teachers and instructional coaches work collaboratively to determine students' differentiated needs and identify how parents can support home learning, then student achievement will increase in all grade levels.

G1.B1 Teachers and parents are unfamiliar with new Florida Standards

G1.B1.S1 Teachers will participate in weekly Learning Team Meetings by grade level and/or content area.

PD Opportunity 1

Teachers will collaboratively meet with Area and District support for literacy, math, and science roll-outs for successful research-based instructional strategies.

Facilitator

Instructional Coaches, Learning Team Facilitator, Area Support Team Members, District Staff Developers

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

The school site administrators will facilitate Academic Leadership Team Meetings, participate in Learning Team Meetings and attend collaborative planning meetings to identify instructional needs and determine a plan of action to be implemented, which will be shared through Faculty Connection Meetings and Grade Chair Meetings.

Facilitator

Literacy & Math Coaches; LTF, Area/ District Curriculum Support

Participants

Instructional Staff

Schedule

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

PD Opportunity 3

Math Coach will model best practices, provide data feedback and support instructional planning.

Facilitator

Math Coach

Participants

Instructional Staff

Schedule

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

PD Opportunity 4

Provide professional development for math coach and math teachers

Facilitator

NCTM

Participants

Math Coach and math teachers

Schedule

On 4/7/2016

G1.B1.S3 Provide parents with trainings and resources to support academics at home.

PD Opportunity 1

Summer Leadership Overview Training of APTT

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I)

Participants

Leadership Team Members

Schedule

On 6/22/2015

PD Opportunity 2

APTT Teacher Overview Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I)

Participants

Administrators and Teacher

Schedule

On 6/24/2015

PD Opportunity 3

On-site grade level training for teachers to prepare for Parent Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I)

Participants

Classroom Teachers

Schedule

On 9/16/2015

PD Opportunity 4

District APTT Training

Facilitator

APTT Facilitator, Title I

Participants

APTT School-based team

Schedule

On 10/9/2015

PD Opportunity 5

On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I Specialist)

Participants

Classroom teachers

Schedule

On 1/19/2016

PD Opportunity 6

District APTT Training

Facilitator

APTT Facilitator, Title I

Participants

APTT School-based Team

Schedule

On 2/12/2016

PD Opportunity 7

On-site grade level training for teachers to prepare for Parent Training

Facilitator

Melanie Packham (APTT Facilitator); Sandra Sanchez (Title I Specialist)

Participants

Classroom teachers

Schedule

On 3/16/2016

G1.B1.S4 Provide administrators and teachers with ongoing professional development through the LSI initiative with a focus on the essentials for achieving rigor.

PD Opportunity 1

Conditions for Learning Training

Facilitator

LSI Staff Developer

Participants

All Faculty & Staff

Schedule

On 8/12/2015

PD Opportunity 2

Provide opportunities to visit the classrooms and share successes on the effective implementation of the Conditions for Learning training.

Facilitator

Administrators

Participants

Coaches & Teachers

Schedule

Every 3 Weeks, from 9/7/2015 to 10/30/2015

PD Opportunity 3

Coaching for implementation Job Embedded PD days (4 Days throughout the year)

Facilitator

LSI Staff Developer

Participants

Administrators, LTF & Teacher Leaders

Schedule

Every 2 Months, from 9/14/2015 to 5/27/2016

PD Opportunity 4

Monitoring for Learning Training

Facilitator

LSI Staff Developer

Participants

All faculty & Staff

Schedule

On 10/23/2015

PD Opportunity 5

PLC Team Leader Training Part 1

Facilitator

LSI Staff Developer

Participants

Administrators, LTF & Team Leaders

Schedule

On 11/27/2015

PD Opportunity 6

Teaching Foundations Training

Facilitator

LSI Staff Developer

Participants

All faculty & Staff

Schedule

On 1/4/2016

PD Opportunity 7

Goals & Scales Training

Facilitator

LSI Staff Developer

Participants

All faculty & Staff

Schedule

On 6/3/2016

G2. If teachers facilitate and progress monitor instruction aligned to the grade level expectations of the Florida Standards, then student learning will accelerate in all grade levels and content areas.

G2.B1 Lack of understanding the depth of Florida State Standards

G2.B1.S1 Provide relevant differentiated instruction, materials , and technology using multiple delivery models

PD Opportunity 1

Teachers' College Saturday Reunion in NY

Facilitator

Teachers' College

Participants

Literacy Teachers

Schedule

On 3/27/2016

PD Opportunity 2

Provide colleague planning after school and on Saturdays

Facilitator

Pam Moreland

Participants

Literacy Teachers

Schedule

Monthly, from 9/5/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will collaboratively meet with Area and District support for literacy, math, and science roll-outs for successful research-based instructional strategies.				$0.00
2	G1.B1.S1.A2	The school site administrators will facilitate Academic Leadership Team Meetings, participate in Learning Team Meetings and attend collaborative planning meetings to identify instructional needs and determine a plan of action to be implemented, which will be shared through Faculty Connection Meetings and Grade Chair Meetings.				$0.00
3	G1.B1.S1.A3	Math Coach will model best practices, provide data feedback and support instructional planning.				$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$32,504.23
			Notes: Math Coach (.5) - Salary and benefits			
4	G1.B1.S1.A4	Provide professional development for math coach and math teachers				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$4,000.00
			Notes: NCTM Conference			
5	G1.B1.S1.A5	Math Resource teacher will provide small group instruction				$35,618.03
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$32,504.23
			Notes: .5 Math Resource Teacher salary and benefits			
			1251 - Glade View Elementary School	Title I Part A		$3,113.80
			Notes: Supplies: chart paper, math journals, binders, composition books, anchor charts, markers, pens, literacy math books			
6	G1.B1.S1.A6	Provide reinforcement using computer-based program				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$4,500.00

Budget Data

			Notes: I-Ready Math			

7	G1.B1.S1.A7	**Principal will conduct individual data chats with teachers**				**$0.00**
8	G1.B1.S3.A1	**To provide parents of K-1 students support through Academic Parent Teacher Teams**				**$3,000.34**

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$300.00
			Notes: Supplies to support APTT: paper, ink, chart paper, highlighters and refreshments for parent trainings.			
			1251 - Glade View Elementary School	Title I Part A		$1,000.34
			Notes: Substitutes for APTT parent conferences during the day K-1			
			1251 - Glade View Elementary School	Title I Part A		$1,700.00
			Notes: Part time in system for K-1 teachers to attend APTT			

9	G1.B1.S3.A10	**On-site grade level training for teachers with APTT Facilitator to prepare for Parent Training**				**$0.00**
10	G1.B1.S3.A11	**Teachers finalize assessment information and activities that will be presented and modeled for parents**				**$0.00**
11	G1.B1.S3.A12	**Teachers facilitate training with parents**				**$0.00**
12	G1.B1.S3.A13	**One on One Academic-Parent Teacher Team conferences**				**$0.00**
13	G1.B1.S3.A14	**District APTT Training**				**$0.00**
14	G1.B1.S3.A15	**On-site grade level training for teachers to prepare for Parent Training**				**$0.00**
15	G1.B1.S3.A16	**Teachers finalize assessment information and activities that will be presented and modeled for parents.**				**$0.00**
16	G1.B1.S3.A17	**Teachers facilitate training with parents**				**$0.00**
17	G1.B1.S3.A2	**Provide materials and resources for parent trainings**				**$0.00**
18	G1.B1.S3.A3	**Summer Leadership Overview Training of APTT**				**$0.00**
19	G1.B1.S3.A4	**APTT Teacher Overview Training**				**$0.00**
20	G1.B1.S3.A5	**On-site grade level training for teachers to prepare for Parent Training**				**$0.00**
21	G1.B1.S3.A6	**Teachers finalize assessment information and activities that will be presented and modeled for parents**				**$0.00**
22	G1.B1.S3.A7	**Teachers facilitate training with parents**				**$0.00**
23	G1.B1.S3.A8	**One on One Academic-Parent Teacher Team conferences**				**$0.00**
24	G1.B1.S3.A9	**District APTT Training**				**$0.00**

Budget Data

25	G1.B1.S4.A1	Conditions for Learning Training				$0.00
26	G1.B1.S4.A2	Provide opportunities to visit the classrooms and share successes on the effective implementation of the Conditions for Learning training.				$0.00
27	G1.B1.S4.A3	Coaching for implementation Job Embedded PD days (4 Days throughout the year)				$0.00
28	G1.B1.S4.A4	Monitoring for Learning Training				$0.00
29	G1.B1.S4.A5	PLC Team Leader Training Part 1				$0.00
30	G1.B1.S4.A6	Teaching Foundations Training				$0.00
31	G1.B1.S4.A7	Goals & Scales Training				$0.00
32	G1.B4.S1.A1	Provide students in grades 3-5 extended learning opportunities				$3,500.61
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$3,500.61
			Notes: Extended Learning Opportunities- salary and benefits			
33	G1.B4.S1.A2	Provide Temp Tutor to support literacy small group needs based on RRR data				$6,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$6,300.00
			Notes: Salary and benefits for temp tutor			
34	G1.B4.S1.A3	Provide technology to engage students in reading				$5,886.67
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$2,939.80
			Notes: Nooks			
			1251 - Glade View Elementary School	Title I Part A		$2,946.87
			Notes: e-Books and classroom libraries, Software License Learning A-Z			
35	G2.B1.S1.A1	Implement I-Ready reading during and after school				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$4,500.00
			Notes: I-Ready for reading			

Budget Data

36	G2.B1.S1.A2	Teachers' College Saturday Reunion in NY				$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School			$4,000.00
			Notes: Teachers' College Travel expenses			
37	G2.B1.S1.A3	Provide colleague planning after school and on Saturdays				$4,545.51
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$4,545.51
			Notes: Salary and benefits for colleguial planning			
38	G2.B1.S1.A4	Provide materials to support reading and writing instruction				$710.99
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$710.99
			Notes: Supplies for classroom instruction include: reading journals, binders, composition books, anchor charts, markers, pens, post-its & paper, poster paper for classroom standard-based performance scales			
39	G2.B3.S1.A1	Provide ongoing communication (K-5) and trainings for parents for students in grades 2-5.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School			$670.00
			Notes: Parent/Teacher communication folders and The Reading Connection for parents			
			1251 - Glade View Elementary School	Title I Part A		$2,330.00
			Notes: Supplies and resources for parent trainings include: Just Right Books, We Read Books and refreshments for parent trainings, Paper and ink			
40	G2.B3.S1.A2	Parent Conferences during the day				$500.34
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1251 - Glade View Elementary School	Title I Part A		$500.34
			Notes: Substitutes to use for parent conferences during the day			
41	G2.B3.S1.A3	K-1 Parents will be provided academic awareness/support/strategies to better support learning at home through Academic Parent Teacher Teams (APTT).				$0.00

Budget Data

42	G3.B1.S2.A1	iObservation, discipline logs, parent contact logs	$0.00
43	G3.B2.S1.A1	Teachers will be provide materials from Safe Schools to display and lessons to support the school's Universal Guidelines	$0.00
		Total:	$112,566.72