

North Grade K 8



2016-17 Schoolwide Improvement Plan

North Grade K 8

824 N K ST, Lake Worth, FL 33460

<https://nges.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Grade K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

- * Demonstrate and teach the specific practices that reflect the application of the schools SWPBS "Guidelines for Success". The premise of our guidelines for success is to Show Respect, Act Responsibly, Be Kind. We have a positive behavior support matrix that provides examples of what the guidelines for success looks like in the hallways, cafeteria, bathrooms, playground, bus, and assemblies. We also have a school wide attention getter that is used in all settings. These expectations are modeled and implemented all year round by the entire school staff.
- * Provide a before and after school program the fully implements the School-Wide Positive Behavior Program to mirror the school expectations.
- * Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying and harassment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

North Grade will:

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

review expectations for each learning activity.

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

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

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

- * Our protocol for disciplinary incidents is to use the corrective behavior intervention report forms in order to identify trends of behavior incidents. The corrective behavior interventions utilized for each behavioral incident are as follows: the first incident is to provide verbal counseling to the student, the second incident is to provide written and verbal counseling in which the parent is contacted, the third incident is also verbal and written counseling in which the parent is contacted. If there is a fourth incident a referral is written in addition to the development of a behavior intervention plan in order to attempt to change the behavior of the student.

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

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

North Grade will

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

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

- * Provide instruction and various campus activities that aim to address the social/emotional needs of students.

- * Incorporate the guidance counselor on the fine arts rotation so that every class sees her twice consecutively every 12 days. During class, the counselor teaches character education, non-tolerance to bullying and daily hygiene. Any teacher that has suspicion or knowledge of an emotional issue with a student refers that

student to the guidance counselor for further evaluation. In extreme cases where there is knowledge of a life threatening situation, DCF is contacted by the teachers and then referred to the administration.

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

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	25	22	16	15	12	11	0	0	0	0	0	0	0	101
One or more suspensions	7	5	0	5	2	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	54	68	48	1	0	3	0	0	0	0	0	0	0	174
Level 1 on statewide assessment	0	0	0	40	34	29	0	0	0	0	0	0	0	103

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	15	16	6	7	5	8	0	0	0	0	0	0	0	57

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

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

- * Students performing significantly below grade level receive services, such as, iiii, SAI, Foundations, and LLI. They are also referred to our SBT for tiered interventions. In addition to these services we provide iReady computer-based interventions and guided reading groups.
- * Our ESE and ESL students are mainstreamed on a daily basis in grades K - 5.
- * Our Guidance Counselors play an integral role with mediating students who are having difficulty behaviorally. They meet in small groups throughout the day as well as provide families with the information to contact outside agencies.
- * Parent Conferences, parent trainings and home visits to offer support

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The process by which the school will build and sustain partnerships with the community will include inviting community members to the School Advisory Council meetings, held on the first Monday of every month. Community members, business partners, and outside family agencies will be encouraged to participate and provide information during school events such as Curriculum Night and Family Math/ Science Night. We have partnerships with local PBSO to offer services to our Lake Worth community, as well as anti-bullying and mentorship programs. We also have a have a partnership with different branches of local law enforcement and Barnes and Noble bookstore for an annual literacy event. We host an annual community Thanksgiving dinner where the faculty serves over 500 people from the community. We have a partnership with the Lake Worth Fire Department (Station 91) to sponsor holiday gifts for our students with the greatest needs.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Patterson, Nicole	Principal
Larralde, Sarah	Assistant Principal
Prno, Bridgette	Instructional Coach
Glace, Heather	Instructional Coach
Johnson, Leticia	Instructional Coach
Rossello, Celena	Instructional Coach
Voytek, David	Instructional Media
Fuentes, Rosanne	Teacher, K-12
Neal, Patricia	Teacher, ESE
Williams, Luz	School Counselor

b. Duties

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

Principal /Assistant Principal: Provide a common vision for the use of data-based decision making, ensure the SBT is implementing RTI. Ensure the use of data when making decisions. Ensure that RTI Leadership team attends appropriate professional development, communicates with parents regarding the RTI goals, interventions and plans as needed. Communicates with parents as needed. Single School Culture Coordinator (Celena Rossello): She provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida standards. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. Provides coaching, support and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators, Provides modeling and coaching support for small group instruction. Assists the District in ensuring cultural/ social competence and responsiveness either in the instructional practices and in the implementation of the school-wide culture. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides side by side support at PLCs. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions and development of the school-wide

culture

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

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

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

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

ESE Contact/ Teacher: Develops plans for interventions, assists with data collection, and supports the implementation of Tier 2 and Tier 3 interventions. Helps integrate core instructional activities/ materials into Tier 3 instruction, and collaborate with general education teachers.

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

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

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

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

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

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

North Grade receives additional funds from Title 1 for personnel, supplies, staff development, parent

involvement and tutoring. District Migrant Liaison provides additional services and support to students and parents if needed. The District receives funds for this program and are coordinated through the district. The district receives supplement funds for the improvement and development of staff through Title II for professional growth. District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement educational program and new technology. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance the literacy and math skills of struggling students. Migrant Liaison provides support and services to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met. Services are provided by Title III through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district supports a SAI teacher who gives additional reading instruction to our second grade and third grade students (3rd grade retainees). The school integrates Single School Culture by sharing our Guidelines for Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Professional Learning Community meetings and SWPBS committee meetings. We instill an appreciation of Multicultural Diversity to assist in 'No Place for Hate' campaign and our SWPBS programs. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status.

The District Title I and Title II funds provide support through: Area support teams, Curriculum support, Literacy cohort support, Reading Interventionist/LLI support, MTSS support, and Second Grade Academy.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nicole Patterson	Principal
Rosanne Fuentes	Teacher
Ernest Anderson	Parent
Myra Schneider	Teacher
Jennifer White	Parent
Rebecca Currie	Teacher
Fernando Figueroa	Teacher
Shannon Alviar	Parent
Paulette Reese-Hart	Parent
Dhanian Schumacher	Parent
Renee Hoyt	Parent
Michael Hoyt	Parent
Vanessa Micheltree	Parent
Kristin Adams	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

Some of the major initiatives of the LLT this year will be to build instructional rigor capacity for our teachers and promote student engagement with in the 90-minute literacy block. The Fountas and Pinnell reading levels will be used to level classroom libraries. We are also implementing Foundations and Wordly Wise during iii. We are also implementing the iReady online program as another tool to use in creating small groups (strategy groups).

This team promotes and supports literacy in a variety of ways: through literacy events, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. LLT will meet and work to ensure the district's 90-minute reading block is implemented with fidelity. The Literacy Leadership Team will also focus on the implementation of Wilson Foundations in all

Kindergarten and 1st grade classrooms and participation as well as with the use of iReady in K-5th grade classrooms. LLI will be used for our targeted Tier 2 and Tier 3 students.

In FY17 Leadership Learning Team (LLT) will utilize regularly scheduled grade level PLC meetings to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at other times will focus on strategies for enhancing student engagement, student monitoring, and increasing instructional rigor. The goal of the LLT will work to play an integral role in fostering a rich literacy environment at the school for all students and staff. The team will build professional conversations, promote collegiality, collaboration, and a literacy culture.

D. Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Community Meetings. The master schedule has been designed to provide teachers with time to meet every seven days. Research-based protocols are utilized to focus the teacher-led meetings on students' academic needs and the manner in which students are to be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers will collaboratively plan standards-based lessons to ensure that all students are taught the grade-level appropriate Florida Standards with rigor. Teachers will also work on student engagement, student monitoring, and increasing instructional rigor.

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

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

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

A plan has been developed to support beginning teachers. The plan includes; completing the district educator support program(ESP), Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed

to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development.

In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has extensive experience in the field the new teacher is assigned too.

New Speech Language Specialist Chelsea Fedder will be assigned as a mentor Ms, Patrica Neal has 20 years of experience as a primary reading/ESE teacher, and is the ESE coordinators for North Grade.

New Kindergarten teacher Melina Davis will be assigned as a mentor, Heather Glace who has over 15 years of primary reading teaching experience and is the Primary Reading Coach of North Grade.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

North Grade Elementary schedules grade-level PLCs for teachers to unpack the Florida Standards and to plan and discuss ELA, Mathematics, and Science curriculum that aligns to the standards. This supports a

deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Core academic areas including ELA (90-minute reading block) and Mathematics (Go Math Florida) are aligned to state standards. Performance Matters program will also allow teachers to access/create/develop online learning assessments which are aligned to the Florida standards.

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Each teacher has access to the district's EDW and Performance Matters portals and is responsible for entering their students' data, i.e. Running Records for Reading. Professional Learning Community meetings will review data to plan differentiated instruction to meet the needs of diverse learners. The iObservations conducted by the administration provide teachers feedback regarding observations conducted. Conferences and data chats provide opportunities for modifications in instruction and strategies to assist students not meeting proficiency.

This program, along with selected, approved, and recommended programs such as iReady, Waggle,

Reading A-Z for Reading and iReady for Math will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

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

Strategy: After School Program

Minutes added to school year: 2,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

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

Strategy: After School Program

Minutes added to school year: 3,900

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Prno, Bridgette, bridgette.prno@palmbeachschools.org

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

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

Strategy: After School Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

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

Strategy: Extended School Day

Minutes added to school year: 2,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

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

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

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

1. Lack of exposure to the English language outside of school to our ESOL students in grades K-5.
2. Teacher hesitancy in supporting teacher-led PLCs.
3. Truancy
4. Teacher attendance

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant ELA instruction to meet the needs of K-3 students, then we will increase reading proficiency to ensure that 3rd grade students will be reading on grade level.
- G2.** If we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant ELA instruction to meet the needs of K-3 students, then we will increase reading proficiency to ensure that 3rd grade students will be reading on grade level. 1a

G083708

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0
FSA ELA Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Students do not have adequate exposure to the English language outside of school which hinders their academic performance.
- Teachers are not teaching with sufficient instructional rigor in order for students to attain academic success with the Florida Standards.
- A high level of non proficient K-3 students in ELA.
- Lack of parental understanding that students need to be in school every day with the exception of illness and emergencies.
- Lack of teacher understanding of the importance of their presence in the classroom every day.
- Kindergarten students entering school without a foundation in basic academic skills (i.e. colors, alphabet, numbers).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 funding for Reading Coach, Reading resource teacher, and academic tutors.
- Parent and Teacher Resource room and Part time Parent Liasion
- Reading A - Z online learning program and Waggle online reading program
- Classroom workbooks such as Wordly Wise, Triumph Learning Common Core Performance Coach Workbooks for ELA , ELA Common Core Scholastic Workbooks
- Materials to prepare incoming Kindergarten students, such as, (alphabet/sight words/colors/ math facts) flash cards. white boards, magnetic letters, Kindergarten informational summer packets, etc.
- Foundation kits for K-2 students
- Afterschool and summer tutorial
- Teacher stipends for professional development and collegial planning outside of contract time.
- I-Ready online program

Plan to Monitor Progress Toward G1. 8

We will monitor the ELA data of students whose parents attended parent trainings.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

RRR, formal and informal assessments, observations

Plan to Monitor Progress Toward G1. 8

We will monitor extended learning opportunities for ELA through student data, tutorial rosters, tutorial lesson plans.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Benchmark testing, Winter Diagnostics, FSQs and USAs, informal and formal assessments, RRR, EDW and Performance Matters data

Plan to Monitor Progress Toward G1. 8

Analyze student data to determine the impact of decreased teacher absenteeism on student achievement

Person Responsible

Nicole Patterson

Schedule

On 6/2/2017

Evidence of Completion

EDW and Performance Matters reports

G2. If we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students, then we will ensure high school readiness. **1a**

 G083709

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Proficiency	62.0

Targeted Barriers to Achieving the Goal **3**

- Students do not have adequate exposure to the English language outside of school which hinders their academic performance.
- Teachers are not teaching with sufficient instructional rigor in order for students to attain academic success with the Florida Standards.
- A high level of non proficient students in ELA, Mathematics, and Science.
- Lack of parental understanding that students need to be in school every day with the exception of illness and emergencies.
- Lack of teacher understanding of the importance of their presence in the classroom every day.

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

- Title 1 funding for Math Coach, Mathematics resource teacher.
- Parent and Teacher Resource room
- Tabor Rotation professional development
- Classroom workbooks Triumph Learning Common Core Performance Coach Workbooks for Math, Math Common Core Scholastic Workbooks
- Afterschool and summer tutorial
- I-Ready online program

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

We will monitor the ELA, Mathematics, and Science data of students whose parents attended parent trainings.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

RRR, formal and informal assessments, observations

Plan to Monitor Progress Toward G2. 8

We will provide extended learning opportunities for 4th and 5th ELA, K-5, Mathematics, and 5th grade Science.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Benchmark testing, Winter Diagnostics, FSQs and USAs, informal and formal assessments, RRR, EDW and Performance Matters data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant ELA instruction to meet the needs of K-3 students, then we will increase reading proficiency to ensure that 3rd grade students will be reading on grade level. 1

G083708

G1.B1 Students do not have adequate exposure to the English language outside of school which hinders their academic performance. 2

B222226

G1.B1.S1 We will align new and existing community and parent partnerships. 4

S234520

Strategy Rationale

With the school and parent partnerships, we will increase student exposure to the English language in order to develop both basic and complex academic knowledge.

Action Step 1 5

We will provide parent trainings including parent university to help build parent capacity to support student learning across content areas at home to increase proficiency in both English and Spanish in reading, and writing.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Parent signatures, agendas, surveys, SEQ

Action Step 2 5

Part-time parent liaison will bridge the communication gap between home and school by working with teachers, guidance counselors and parents through parent conferencing, home visits, networking and providing materials for check out in the PRC and assist with academic workshops to build parent capacity.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Parent Liaison schedule, Parent Liaison Log, Material check out log and supporting documentation.

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

Administration will attend and monitor the parent trainings, and review the agenda prior to the training. Administration will also meet with presenters.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Sign-in sheets, agendas, parent training evaluations

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

We will monitor the reading data of students whose parents attended parent trainings.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Analyze various student assessments such as FSQs, USAs, Winter Diagnostic, and FSA Student growth as demonstrated on report cards, Performance Matters reports, and EDW historical reports. Parent sign sheets and evaluations.

G1.B2 Teachers are not teaching with sufficient instructional rigor in order for students to attain academic success with the Florida Standards. **2**

 B222227

G1.B2.S1 Provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction. **4**

 S234521

Strategy Rationale

To provide effective Professional Development on strategies for delivering rigorous standards based instruction.

Action Step 1 **5**

School leadership team will coach and mentor teachers regarding effective, rigorous instruction through PLCs, iObservation pre and post conferences, and coaching sessions.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Coaches' schedules, Coaching log, PD agendas/ sign-in/handouts, pre and post conference observation notes, debriefing notes, lesson planning notes, PLC sign-ins

Action Step 2 **5**

.5 reading coach will provide support to K-1 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the reading block, implementing the coaching cycle for teachers one on one and providing needs base professional development.

Person Responsible

Heather Glace

Schedule

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

Evidence of Completion

Schedule, data chat notes of meeting with teachers, PLC agendas/sign-in sheets/notes. Copies of email to teachers supporting coaching documentation in google docs.

Action Step 3 5

SSCC will provide support grades 2-5 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the reading block, implementing the coaching cycle for teachers one on one and providing needs base professional development.

Person Responsible

Celena Rossello

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Schedule, data chat notes of meeting with teachers, PLC agendas/sign-in sheets/notes.
Copies of email to teachers supporting coaching documentation in google docs.

Action Step 4 5

Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Reading Coach, Math Coach, and SSCC

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Agendas/sign in sheets and collegial planning notes

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

Administration will attend PLCs and Professional Development Days to monitor the coaching and instructional teaching.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Reviewing coaching/mentoring action plans, PLC lesson plans, iObservation notes, PLC agendas, PDD agendas

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

We will monitor teacher professional growth plans and progress monitoring of student data.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

iObservation informal walkthrough sheets, Teacher Professional Growth Plans, iObservation teacher effectiveness rating, EDW data, Performance Matters Data

G1.B3 A high level of non proficient K-3 students in ELA. 2 B222228

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

 S234522**Strategy Rationale**

ELA resource teachers will push into classes to support students during their reading block with the effort to increase student proficiency in ELA. We will also provide extended time (tutorials) for students to learn and review important ELA concepts.

Action Step 1 5

ELA classroom and resource teachers will build student capacity in ELA strategies during small group instructional time and tutorial sessions to ensure students attain grade-level proficiency in ELA.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Student data, PLC agendas, Tutorial rosters, iReady usage reports by teacher, tutorial lesson plans noting program use, coaches' schedules, coaching logs, PD agendas/sign-ins/handouts, observation notes, debriefing notes, lesson planning notes, PLC meeting sign-in sheets.

Action Step 2 5

We will provide extended learning opportunities in the morning and afternoon.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

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

Action Step 3 5

Provide reading interventions in Grades 1-2 using Foundations Program . Teachers will receive training from District specialist. Supplemental materials will be provided for classrooms/small group instruction.

Person Responsible

Heather Glace

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

lesson plans, student data, raining documentation (agenda, sign-in sheets)

Action Step 4 5

Reading resource teacher will serve as an interventionist who will pull small groups of identified students for reading support.

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/1/2016 to 6/2/2017

Evidence of Completion

Schedule, small group data, lesson plans, tier data, EDW reports

Action Step 5 5

Ensure teachers and students will have resources for instructional success in the classroom.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Receipts of purchases, lesson plans

Action Step 6 5

Paraprofessional to assist with implementing and monitoring K-2 students with online software I-Ready and Waggle

Person Responsible

Sarah Larralde

Schedule

Daily, from 9/19/2016 to 6/2/2017

Evidence of Completion

schedule, software usage reports, student data (EDW)

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

We will monitor that classroom and resource teachers are instructing to the appropriate level of rigor to ensure that students become proficient in their grade level.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

PLC agendas, notes of admin review/reflection of schedule, small group data, lesson plans, tiered data, performance matters, progress monitoring folders, RRR documentations

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

We will provide extended day opportunities for ELA.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

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

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

We will look at teacher professional growth plans as well as student data.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

EDW data, Performance Matters data, RRR, agendas, sign-in, iObservation notes, pre/post conferences, effective rating, class assessment data

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

Admin team will meet with resource teachers and review data to determine levels of support for non-proficient students. Admin teams with resource make adjustments as student progress through the school year.

Person Responsible

Sarah Larralde

Schedule

Every 3 Weeks, from 10/3/2016 to 6/2/2017

Evidence of Completion

Notes from admin review/reflection of schedule and student data.

G1.B4 Lack of parental understanding that students need to be in school every day with the exception of illness and emergencies. **2**

 B222229

G1.B4.S1 Administrators, along with faculty members, utilize EDW data reports, Performance Matters reports, and other data systems to identify students who have attendance concerns. Any students identified in this area of concern are referred to our guidance team and/or School Based Team to begin a tiered-intervention process and parental communication. **4**

 S234523

Strategy Rationale

If student attendance is monitored regularly and parents are notified in a timely manner regarding student absences and the impact it has on student academics, student attendance will increase thus increasing student achievement.

Action Step 1 **5**

We will monitor student attendance below 90% regardless of reason for absence.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Teacher SAGES reports and EDW and Performance Matters reports

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

We will analyze attendance rates and the impact they have on student academic achievement.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

SAGES reports, EDW and Performance Matters Reports

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

We will analyze SAGES reports and student data and discuss results at SWPBS meetings.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

SAGES reports, EDW reports, Performance Matters Reports

G1.B5 Lack of teacher understanding of the importance of their presence in the classroom every day. 2

B222230

G1.B5.S1 Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems to identify teachers who have attendance concerns. Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences. 4

S234524

Strategy Rationale

If teacher attendance is monitored regularly and teachers are notified in a timely manner regarding their absences and the impact it has on student academics, teacher attendance will increase thus increasing student achievement.

Action Step 1 5

Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems to identify teachers who have attendance concerns. Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences.

Person Responsible

Nicole Patterson

Schedule

On 6/2/2017

Evidence of Completion

Peoplesoft reports, performance matters reports

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences.

Person Responsible

Nicole Patterson

Schedule

Monthly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Peoplesoft reports. PD agendas, Substitute plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitor teacher attendance and provide incentives for perfect attendance

Person Responsible

Nicole Patterson

Schedule

On 6/2/2017

Evidence of Completion

Faculty meeting agendas, Peoplesoft reports, sub plans

G1.B6 Kindergarten students entering school without a foundation in basic academic skills (i.e. colors, alphabet, numbers). 2

 B222231

G1.B6.S1 We prepare incoming Kindergarten students for the academic rigor of Kindergarten. 4

 S234525

Strategy Rationale

To better prepare the students for Kindergarten to help them achieve on-grade level proficiency.

Action Step 1 5

We will have Kindergarten roundup packets with supplies such as white boards with magnetic letters. Flash cards such as alphabet, sight words, math facts, and colors will be distributed for students to practice with so they are more prepared for Kindergarten.

Person Responsible

Nicole Patterson

Schedule

Monthly, from 5/1/2017 to 6/2/2017

Evidence of Completion

Kindergarten roundup agendas and sign-ins

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

Administration will review Kindergarten roundup agenda and materials for evidence of incorporating the Kindergarten ELA standards.

Person Responsible

Nicole Patterson

Schedule

Weekly, from 5/1/2017 to 6/2/2017

Evidence of Completion

Kindergarten roundup sign-in sheet, attendance, and material invoices

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

Administration and leadership team will review incoming FY18 Kindergarten students' RRR data to determine ELA proficiency.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

RRR, formal and informal assessments, observations

G2. If we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students, then we will ensure high school readiness. 1

 G083709

G2.B1 Students do not have adequate exposure to the English language outside of school which hinders their academic performance. 2

 B222232

G2.B1.S1 We will align new and existing community and parent partnerships. 4

 S234526

Strategy Rationale

With the school and parent partnerships, we will increase student exposure to the English language in order to develop both basic and complex academic knowledge.

Action Step 1 5

We will provide parent trainings including parent university to help build parent capacity to support student learning across content areas at home to increase proficiency in both English and Spanish in reading, and writing.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Parent signatures, agendas, surveys, SEQ

Action Step 2 5

Part-time parent liaison will bridge the communication gap between home and school by working with teachers, guidance counselors and parents through parent conferencing, home visits, networking and providing materials for check out in the PRC and assist with academic workshops to build parent capacity.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Parent Liaison schedule, Parent Liaison Log, Material check out log and supporting documentation.

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

Administration will attend and monitor the parent trainings, and review the agenda prior to the training. Administration will also meet with presenters.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Sign-in sheets, agendas, parent training evaluations

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

We will monitor the reading data of students whose parents attended parent trainings.

Person Responsible

Nicole Patterson


Schedule

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

Evidence of Completion

Analyze various student assessments such as FSQs, USAs, Winter Diagnostic, and FSA Student growth as demonstrated on report cards, Performance Matters reports, and EDW historical reports. Parent sign sheets and evaluations.

G2.B2 Teachers are not teaching with sufficient instructional rigor in order for students to attain academic success with the Florida Standards. **2**

 B222233

G2.B2.S1 Provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction. **4**

 S234527

Strategy Rationale

To provide effective Professional Development on strategies for delivering rigorous standards based instruction.

Action Step 1 **5**

School leadership team will coach and mentor teachers regarding effective, rigorous instruction through PLCs, iObservation pre and post conferences, and coaching sessions.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Coaches' schedules, Coaching log, PD agendas/ sign-in/handouts, pre and post conference observation notes, debriefing notes, lesson planning notes, PLC sign-ins

Action Step 2 **5**

0.5 Math Coach will provide support to K-5 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the math block, implementing the coaching cycle for teachers one on one and providing needs base professional development

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Schedule, data chats, teacher/coach meeting notes, PLC agendas/sign-in sheets/notes. Copies of email to teachers supporting coaching documentation in google docs.

Action Step 3 **5**

Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Reading Coach, Math Coach, and SSCC

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/1/2016 to 6/2/2017

Evidence of Completion

Agendas/sign-in sheets and collegial planning notes

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

Administration will attend PLCs and Professional Development Days to monitor the coaching and instructional teaching.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Reviewing coaching/mentoring action plans, PLC lesson plans, iObservation notes, PLC agendas, PDD agendas

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

We will monitor teacher professional growth plans and progress monitoring of student data.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

iObservation informal walkthrough sheets, Teacher Professional Growth Plans, iObservation teacher effectiveness rating, EDW data, Performance Matters Data

G2.B3 A high level of non proficient students in ELA, Mathematics, and Science. **2** B222234

G2.B3.S1 ELA, Mathematics, and Science instruction will be focused to ensure that rigorous instruction is provided. We will also provide extended learning opportunities in the morning and afternoon. **4**

 S234528**Strategy Rationale**

ELA and Mathematics resource teachers will push into classes to support students during their reading and mathematics blocks with the effort to increase student proficiency in ELA and Mathematics. We will also provide 3rd-5th grade students with hands-on Science Lab during the fine arts rotation. Additionally, we will provide extended time (tutorials) for students to learn and review important ELA, Mathematics, and Science concepts.

Action Step 1 **5**

ELA, Mathematics, and Science classroom and resource teachers will build student capacity in ELA, Mathematics, and Science strategies during small group instructional time and tutorial sessions to ensure students attain grade-level proficiency in ELA, Mathematics, and Science.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Student data, PLC agendas, Tutorial rosters, iReady usage reports by teacher, tutorial lesson plans noting program use, coaches' schedules, coaching logs, PD agendas/sign-ins/handouts, observation notes, debriefing notes, lesson planning notes, PLC meeting sign-in sheets.

Action Step 2 **5**

We will provide extended learning opportunities in the morning and afternoon.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

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

Action Step 3 5

Math resource teacher will pull identified students in small groups to reinforce and remediate standards.

Person Responsible

Nicole Patterson

Schedule

On 6/2/2017

Evidence of Completion

Schedule, small group data ,lesson plans, tier data, performance matter - FSQ and USA, Progress Monitoring folders

Action Step 4 5

Tutors (Out of system) will provide small group instruction for students that are below grade level in Reading and Math during small group instructional time

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Action Step 5 5

Ensure teachers and students have resources for instructional success in the classroom.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

Receipts from purchases and lesson plans

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

We will monitor that classroom and resource teachers are instructing to the appropriate level of rigor to ensure that students become proficient in their grade level.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

PLC agendas, coaches' schedule and coaching logs, review of PD agendas/sign-ins/handouts, debriefing/conference notes, observation notes, coaches' reflections, teachers' comments/survey

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

We will provide extended day opportunities for ELA, Mathematics, and Science.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

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

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

We will look at teacher professional growth plans as well as student data.

Person Responsible

Nicole Patterson

Schedule

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

Evidence of Completion

EDW data, Performance Matters data, RRR, agendas, sign-in, iObservation notes, pre/post conferences, effective rating, class assessment data

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

Extended learning opportunities for reading and math

Person Responsible

Sarah Larralde

Schedule

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


Evidence of Completion

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

G2.B4 Lack of parental understanding that students need to be in school every day with the exception of illness and emergencies. 2

 B222235

G2.B4.S1 Administrators, along with faculty members, utilize EDW data reports, Performance Matters reports, and other data systems to identify students who have attendance concerns. Any students identified in this area of concern are referred to our guidance team and/or School Based Team to begin a tiered-intervention process and parental communication. 4

 S234529

Strategy Rationale

If student attendance is monitored regularly and parents are notified in a timely manner regarding student absences and the impact it has on student academics, student attendance will increase thus increasing student achievement.

Action Step 1 5

We will monitor student attendance below 90% regardless of reason for absence.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

Teacher SAGES reports and EDW and Performance Matters reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

We will analyze attendance rates and the impact they have on student academic achievement.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

SAGES reports, EDW and Performance Matters Reports

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

We will analyze SAGES reports and student data and discuss results at SWPBS meetings.

Person Responsible

Sarah Larralde

Schedule

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

Evidence of Completion

SAGES reports, EDW reports, Performance Matters Reports

G2.B5 Lack of teacher understanding of the importance of their presence in the classroom every day. **2** B222236

G2.B5.S1 Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems to identify teachers who have attendance concerns. Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences. **4**

 S234530**Strategy Rationale**

If teacher attendance is monitored regularly and teachers are notified in a timely manner regarding their absences and the impact it has on student academics, teacher attendance will increase thus increasing student achievement.

Action Step 1 **5**

Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems to identify teachers who have attendance concerns. Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences.

Person Responsible

Nicole Patterson

Schedule

On 6/2/2017

Evidence of Completion

Peoplesoft reports, performance matters reports

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences.

Person Responsible

Nicole Patterson

Schedule

Monthly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Peoplesoft reports. PD agendas, Substitute plans

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Monitor teacher attendance and provide incentives for perfect attendance

Person Responsible

Nicole Patterson

Schedule

On 6/2/2017

















Evidence of Completion












Faculty meeting agendas, Peoplesoft reports, sub plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B3.S1.MA4 M306428	Extended learning opportunities for reading and math	Larralde, Sarah	8/17/2015	Evidence of review of progress of students - comparison of baseline data used to identify students for tutorial, summative and formative assessments, post tests.	6/3/2016 weekly
G2.B3.S1.A4 A301822	Tutors (Out of system) will provide small group instruction for students that are below grade level...	Patterson, Nicole	8/29/2016		5/26/2017 daily
G1.MA1 M306420	We will monitor the ELA data of students whose parents attended parent trainings.	Patterson, Nicole	8/15/2016	RRR, formal and informal assessments, observations	6/2/2017 monthly
G1.MA2 M306421	We will monitor extended learning opportunities for ELA through student data, tutorial rosters,...	Larralde, Sarah	8/15/2016	Benchmark testing, Winter Diagnostics, FSQs and USAs, informal and formal assessments, RRR, EDW and Performance Matters data	6/2/2017 biweekly
G1.MA3 M306422	Analyze student data to determine the impact of decreased teacher absenteeism on student achievement	Patterson, Nicole	9/8/2016	EDW and Performance Matters reports	6/2/2017 one-time
G2.MA1 M306435	We will monitor the ELA, Mathematics, and Science data of students whose parents attended parent...	Patterson, Nicole	8/15/2016	RRR, formal and informal assessments, observations	6/2/2017 monthly
G2.MA2 M306436	We will provide extended learning opportunities for 4th and 5th ELA, K-5, Mathematics, and 5th...	Larralde, Sarah	8/15/2016	Benchmark testing, Winter Diagnostics, FSQs and USAs, informal and formal assessments, RRR, EDW and Performance Matters data	6/2/2017 biweekly
G1.B1.S1.MA1 M306406	We will monitor the reading data of students whose parents attended parent trainings.	Patterson, Nicole	8/15/2016	Analyze various student assessments such as FSQs, USAs, Winter Diagnostic, and FSA Student growth as demonstrated on report cards, Performance Matters reports, and EDW historical reports. Parent sign sheets and evaluations.	6/2/2017 monthly
G1.B1.S1.MA1 M306407	Administration will attend and monitor the parent trainings, and review the agenda prior to the...	Larralde, Sarah	8/15/2016	Sign-in sheets, agendas, parent training evaluations	6/2/2017 weekly
G1.B1.S1.A1 A301799	We will provide parent trainings including parent university to help build parent capacity to...	Larralde, Sarah	8/15/2016	Parent signatures, agendas, surveys, SEQ	6/2/2017 monthly
G1.B1.S1.A2 A301800	Part-time parent liaison will bridge the communication gap between home and school by working with...	Larralde, Sarah	8/15/2016	Parent Liaison schedule, Parent Liaison Log, Material check out log and supporting documentation.	6/2/2017 biweekly
G1.B2.S1.MA1 M306408	We will monitor teacher professional growth plans and progress monitoring of student data.	Patterson, Nicole	8/15/2016	iObservation informal walkthrough sheets, Teacher Professional Growth Plans, iObservation teacher effectiveness rating, EDW data, Performance Matters Data	6/2/2017 weekly
G1.B2.S1.MA1 M306409	Administration will attend PLCs and Professional Development Days to monitor the coaching and...	Patterson, Nicole	8/15/2016	Reviewing coaching/mentoring action plans, PLC lesson plans, iObservation notes, PLC agendas, PDD agendas	6/2/2017 weekly
G1.B2.S1.A1 A301801	School leadership team will coach and mentor teachers regarding effective, rigorous instruction...	Patterson, Nicole	8/15/2016	Coaches' schedules, Coaching log, PD agendas/ sign-in/handouts, pre and post conference observation notes, debriefing notes, lesson planning notes, PLC sign-ins	6/2/2017 weekly
G1.B2.S1.A2 A301802	.5 reading coach will provide support to K-1 teachers by attending PLCs to disaggregate data and...	Glance, Heather	8/8/2016	Schedule, data chat notes of meeting with teachers, PLC agendas/sign-in sheets/notes. Copies of email to	6/2/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				teachers supporting coaching documentation in google docs.	
G1.B2.S1.A4 A301804	Teacher will analyze data and develop research based instructional plans that align with the...	Patterson, Nicole	8/1/2016	Agendas/sign in sheets and collegial planning notes	6/2/2017 monthly
G1.B3.S1.MA1 M306410	We will look at teacher professional growth plans as well as student data.	Patterson, Nicole	8/15/2016	EDW data, Performance Matters data, RRR, agendas, sign-in, iObservation notes, pre/post conferences, effective rating, class assessment data	6/2/2017 biweekly
G1.B3.S1.MA4 M306411	Admin team will meet with resource teachers and review data to determine levels of support for...	Larralde, Sarah	10/3/2016	Notes from admin review/reflection of schedule and student data.	6/2/2017 every-3-weeks
G1.B3.S1.MA1 M306412	We will monitor that classroom and resource teachers are instructing to the appropriate level of...	Patterson, Nicole	8/15/2016	PLC agendas, notes of admin review/ reflection of schedule, small group data, lesson plans, tiered data, performance matters, progress monitoring folders, RRR documentations	6/2/2017 weekly
G1.B3.S1.MA3 M306413	We will provide extended day opportunities for ELA.	Larralde, Sarah	8/15/2016	Evidence of review of teacher sign-in sheets, student sign-in sheets for attendance tracking and grouping, lesson plans for rigor/relevance, observation notes	6/2/2017 weekly
G1.B3.S1.A1 A301805	ELA classroom and resource teachers will build student capacity in ELA strategies during small...	Patterson, Nicole	8/15/2016	Student data, PLC agendas, Tutorial rosters, iReady usage reports by teacher, tutorial lesson plans noting program use, coaches' schedules, coaching logs, PD agendas/sign-ins/ handouts, observation notes, debriefing notes, lesson planning notes, PLC meeting sign-in sheets.	6/2/2017 weekly
G1.B3.S1.A2 A301806	We will provide extended learning opportunities in the morning and afternoon.	Larralde, Sarah	8/15/2016	Teacher sign-in sheets, student sign-in sheets, lesson plans	6/2/2017 biweekly
G1.B3.S1.A3 A301807	Provide reading interventions in Grades 1-2 using Foundations Program . Teachers will receive...	Glance, Heather	8/22/2016	lesson plans, student data, raining documentation (agenda, sign-in sheets)	6/2/2017 daily
G1.B3.S1.A4 A301808	Reading resource teacher will serve as an interventionist who will pull small groups of identified...	Patterson, Nicole	8/1/2016	Schedule, small group data, lesson plans, tier data, EDW reports	6/2/2017 daily
G1.B3.S1.A5 A301809	Ensure teachers and students will have resources for instructional success in the classroom.	Patterson, Nicole	8/8/2016	Receipts of purchases, lesson plans	6/2/2017 monthly
G1.B3.S1.A6 A301810	Paraprofessional to assist with implementing and monitoring K-2 students with online software...	Larralde, Sarah	9/19/2016	schedule, software usage reports, student data (EDW)	6/2/2017 daily
G1.B4.S1.MA1 M306414	We will analyze SAGES reports and student data and discuss results at SWPBS meetings.	Larralde, Sarah	8/15/2016	SAGES reports, EDW reports, Performance Matters Reports	6/2/2017 monthly
G1.B4.S1.MA1 M306415	We will analyze attendance rates and the impact they have on student academic achievement.	Larralde, Sarah	8/15/2016	SAGES reports, EDW and Performance Matters Reports	6/2/2017 weekly
G1.B4.S1.A1 A301811	We will monitor student attendance below 90% regardless of reason for absence.	Larralde, Sarah	8/15/2016	Teacher SAGES reports and EDW and Performance Matters reports	6/2/2017 weekly
G1.B5.S1.MA1 M306416	Monitor teacher attendance and provide incentives for perfect attendance	Patterson, Nicole	9/8/2016	Faculty meeting agendas, Peoplesoft reports, sub plans	6/2/2017 one-time
G1.B5.S1.MA1 M306417	Administration will conference with the teachers who are identified in this area of concern to...	Patterson, Nicole	9/8/2016	Peoplesoft reports. PD agendas, Substitute plans	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1  A301812	Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems...	Patterson, Nicole	8/8/2016	Peoplesoft reports, performance matters reports	6/2/2017 one-time
G1.B6.S1.MA1  M306418	Administration and leadership team will review incoming FY18 Kindergarten students' RRR data to...	Patterson, Nicole	8/15/2016	RRR, formal and informal assessments, observations	6/2/2017 weekly
G1.B6.S1.MA1  M306419	Administration will review Kindergarten roundup agenda and materials for evidence of incorporating...	Patterson, Nicole	5/1/2017	Kindergarten roundup sign-in sheet, attendance, and material invoices	6/2/2017 weekly
G1.B6.S1.A1  A301813	We will have Kindergarten roundup packets with supplies such as white boards with magnetic letters....	Patterson, Nicole	5/1/2017	Kindergarten roundup agendas and sign-ins	6/2/2017 monthly
G2.B1.S1.MA1  M306423	We will monitor the reading data of students whose parents attended parent trainings.	Patterson, Nicole	8/15/2016	Analyze various student assessments such as FSQs, USAs, Winter Diagnostic, and FSA Student growth as demonstrated on report cards, Performance Matters reports, and EDW historical reports. Parent sign sheets and evaluations.	6/2/2017 monthly
G2.B1.S1.MA1  M306424	Administration will attend and monitor the parent trainings, and review the agenda prior to the...	Larralde, Sarah	8/15/2016	Sign-in sheets, agendas, parent training evaluations	6/2/2017 monthly
G2.B1.S1.A1  A301814	We will provide parent trainings including parent university to help build parent capacity to...	Larralde, Sarah	8/15/2016	Parent signatures, agendas, surveys, SEQ	6/2/2017 quarterly
G2.B1.S1.A2  A301815	Part-time parent liaison will bridge the communication gap between home and school by working with...	Larralde, Sarah	8/15/2016	Parent Liaison schedule, Parent Liaison Log, Material check out log and supporting documentation.	6/2/2017 biweekly
G2.B2.S1.MA1  M306425	We will monitor teacher professional growth plans and progress monitoring of student data.	Patterson, Nicole	8/15/2016	iObservation informal walkthrough sheets, Teacher Professional Growth Plans, iObservation teacher effectiveness rating, EDW data, Performance Matters Data	6/2/2017 biweekly
G2.B2.S1.MA1  M306426	Administration will attend PLCs and Professional Development Days to monitor the coaching and...	Patterson, Nicole	8/15/2016	Reviewing coaching/mentoring action plans, PLC lesson plans, iObservation notes, PLC agendas, PDD agendas	6/2/2017 weekly
G2.B2.S1.A1  A301816	School leadership team will coach and mentor teachers regarding effective, rigorous instruction...	Patterson, Nicole	8/15/2016	Coaches' schedules, Coaching log, PD agendas/ sign-in/handouts, pre and post conference observation notes, debriefing notes, lesson planning notes, PLC sign-ins	6/2/2017 weekly
G2.B2.S1.A2  A301817	0.5 Math Coach will provide support to K-5 teachers by attending PLCs to disaggregate data and...	Larralde, Sarah	8/8/2016	Schedule, data chats, teacher/coach meeting notes, PLC agendas/sign-in sheets/notes. Copies of email to teachers supporting coaching documentation in google docs.	6/2/2017 daily
G2.B2.S1.A3  A301818	Teachers will analyze data and develop research based instructional plans that align with the...	Patterson, Nicole	8/1/2016	Agendas/sign-in sheets and collegial planning notes	6/2/2017 monthly
G2.B3.S1.MA1  M306427	We will look at teacher professional growth plans as well as student data.	Patterson, Nicole	8/15/2016	EDW data, Performance Matters data, RRR, agendas, sign-in, iObservation notes, pre/post conferences, effective rating, class assessment data	6/2/2017 biweekly
G2.B3.S1.MA1  M306429	We will monitor that classroom and resource teachers are instructing to the appropriate level of...	Patterson, Nicole	8/15/2016	PLC agendas, coaches' schedule and coaching logs, review of PD agendas/ sign-ins/handouts, debriefing/ conference notes, observation notes, coaches' reflections, teachers' comments/survey	6/2/2017 weekly
G2.B3.S1.MA3  M306430	We will provide extended day opportunities for ELA, Mathematics, and Science.	Larralde, Sarah	8/15/2016	Evidence of review of teacher sign-in sheets, student sign-in sheets for attendance tracking and grouping,	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				lesson plans for rigor/relevance, observation notes	
G2.B3.S1.A1  A301819	ELA, Mathematics, and Science classroom and resource teachers will build student capacity in ELA,...	Patterson, Nicole	8/15/2016	Student data, PLC agendas, Tutorial rosters, iReady usage reports by teacher, tutorial lesson plans noting program use, coaches' schedules, coaching logs, PD agendas/sign-ins/ handouts, observation notes, debriefing notes, lesson planning notes, PLC meeting sign-in sheets.	6/2/2017 weekly
G2.B3.S1.A2  A301820	We will provide extended learning opportunities in the morning and afternoon.	Larralde, Sarah	8/15/2016	Teacher sign-in sheets, student sign-in sheets, lesson plans	6/2/2017 biweekly
G2.B3.S1.A3  A301821	Math resource teacher will pull identified students in small groups to reinforce and remediate...	Patterson, Nicole	8/28/2016	Schedule, small group data ,lesson plans, tier data, performance matter - FSQ and USA, Progress Monitoring folders	6/2/2017 one-time
G2.B3.S1.A5  A301823	Ensure teachers and students have resources for instructional success in the classroom.	Patterson, Nicole	8/8/2016	Receipts from purchases and lesson plans	6/2/2017 monthly
G2.B4.S1.MA1  M306431	We will analyze SAGES reports and student data and discuss results at SWPBS meetings.	Larralde, Sarah	8/15/2016	SAGES reports, EDW reports, Performance Matters Reports	6/2/2017 monthly
G2.B4.S1.MA1  M306432	We will analyze attendance rates and the impact they have on student academic achievement.	Larralde, Sarah	8/15/2016	SAGES reports, EDW and Performance Matters Reports	6/2/2017 weekly
G2.B4.S1.A1  A301824	We will monitor student attendance below 90% regardless of reason for absence.	Larralde, Sarah	8/15/2016	Teacher SAGES reports and EDW and Performance Matters reports	6/2/2017 weekly
G2.B5.S1.MA1  M306433	Monitor teacher attendance and provide incentives for perfect attendance	Patterson, Nicole	9/8/2016	Faculty meeting agendas, Peoplesoft reports, sub plans	6/2/2017 one-time
G2.B5.S1.MA1  M306434	Administration will conference with the teachers who are identified in this area of concern to...	Patterson, Nicole	9/8/2016	Peoplesoft reports. PD agendas, Substitute plans	6/2/2017 monthly
G2.B5.S1.A1  A301825	Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems...	Patterson, Nicole	8/8/2016	Peoplesoft reports, performance matters reports	6/2/2017 one-time
G1.B2.S1.A3  A301803	SSCC will provide support grades 2-5 teachers by attending PLCs to dis-aggregate data and help...	Rossello, Celena	7/1/2016	Schedule, data chat notes of meeting with teachers, PLC agendas/sign-in sheets/notes. Copies of email to teachers supporting coaching documentation in google docs.	6/30/2017 daily

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant ELA instruction to meet the needs of K-3 students, then we will increase reading proficiency to ensure that 3rd grade students will be reading on grade level.

G1.B2 Teachers are not teaching with sufficient instructional rigor in order for students to attain academic success with the Florida Standards.

G1.B2.S1 Provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction.

PD Opportunity 1

.5 reading coach will provide support to K-1 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the reading block, implementing the coaching cycle for teachers one on one and providing needs base professional development.

Facilitator

Heather Glace, Area Reading Specialists, Principal

Participants

K-1 Reading teachers

Schedule

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

PD Opportunity 2

SSCC will provide support grades 2-5 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the reading block, implementing the coaching cycle for teachers one on one and providing needs base professional development.

Facilitator

Celena Rossello, Area Reading Specialists, Principal

Participants

2-5 Reading Teachers

Schedule

Daily, from 7/1/2016 to 6/30/2017

PD Opportunity 3

Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Reading Coach, Math Coach, and SSCC

Facilitator

Heather Glace, Bridgette Prno, Celena Rossello

Participants

K-5 Classroom teachers, resource teachers

Schedule

Monthly, from 8/1/2016 to 6/2/2017

G1.B3 A high level of non proficient K-3 students in ELA.

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

PD Opportunity 1

Provide reading interventions in Grades 1-2 using Foundations Program . Teachers will receive training from District specialist. Supplemental materials will be provided for classrooms/small group instruction.

Facilitator

District Specialist, Heather Glace

Participants

1-2 teachers, and resource teachers

Schedule

Daily, from 8/22/2016 to 6/2/2017

G2. If we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students, then we will ensure high school readiness.

G2.B2 Teachers are not teaching with sufficient instructional rigor in order for students to attain academic success with the Florida Standards.

G2.B2.S1 Provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction.

PD Opportunity 1

0.5 Math Coach will provide support to K-5 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the math block, implementing the coaching cycle for teachers one on one and providing needs base professional development

Facilitator

Bridgette Prno, Math Specialist, Principal

Participants

K-5 math teachers, and resource teachers

Schedule

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

PD Opportunity 2

Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Reading Coach, Math Coach, and SSCC

Facilitator

Heather Glace, Celena Rossello, Bridgette Prno

Participants

K-5 classroom, resource teachers

Schedule

Monthly, from 8/1/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant ELA instruction to meet the needs of K-3 students, then we will increase reading proficiency to ensure that 3rd grade students will be reading on grade level.

G1.B3 A high level of non proficient K-3 students in ELA.

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

TA Opportunity 1

We will provide extended learning opportunities in the morning and afternoon.

Facilitator

Waggle and iReady

Participants

Adminstration, Teachers

Schedule

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

G2. If we deliver effective and relevant ELA, Mathematics, and Science instruction to meet the needs of all students, then we will ensure high school readiness.

G2.B3 A high level of non proficient students in ELA, Mathematics, and Science.

G2.B3.S1 ELA, Mathematics, and Science instruction will be focused to ensure that rigorous instruction is provided. We will also provide extended learning opportunities in the morning and afternoon.

TA Opportunity 1

We will provide extended learning opportunities in the morning and afternoon.

Facilitator

Waggle and iReady

Participants

Adminstration, Teachers

Schedule

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

VII. Budget

1	G1.B1.S1.A1	We will provide parent trainings including parent university to help build parent capacity to support student learning across content areas at home to increase proficiency in both English and Spanish in reading, and writing.				\$3,119.22
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$3,119.22
			Notes: Materials for make and take Parent Universities, paper and ink for parent communication, folders, writing utensils, markers, chart paper, highlighters, post-it notes, student agendas, etc.			
2	G1.B1.S1.A2	Part-time parent liaison will bridge the communication gap between home and school by working with teachers, guidance counselors and parents through parent conferencing, home visits, networking and providing materials for check out in the PRC and assist with academic workshops to build parent capacity.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0681 - North Grade K 8	Title I, Part A		\$5,000.00
			Notes: Salary and Benefits for Part time Parent Liaison, 15 hours per week			
3	G1.B2.S1.A1	School leadership team will coach and mentor teachers regarding effective, rigorous instruction through PLCs, iObservation pre and post conferences, and coaching sessions.				\$0.00
4	G1.B2.S1.A2	.5 reading coach will provide support to K-1 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the reading block, implementing the coaching cycle for teachers one on one and providing needs base professional development.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0681 - North Grade K 8	Title I, Part A	0.5	\$36,577.28
			Notes: .5 Reading Coach (Glance)			
5	G1.B2.S1.A3	SSCC will provide support grades 2-5 teachers by attending PLCs to dis-aggregate data and help guide instructional decisions based on data, modeling best practices through the reading block, implementing the coaching cycle for teachers one on one and providing needs base professional development.				\$0.00
6	G1.B2.S1.A4	Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Reading Coach, Math Coach, and SSCC				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0681 - North Grade K 8	Title I, Part A		\$2,500.00
			Notes: Collegial planning for teachers and coaches outside of contract time			
7	G1.B3.S1.A1	ELA classroom and resource teachers will build student capacity in ELA strategies during small group instructional time and tutorial sessions to ensure students attain grade-level proficiency in ELA.				\$0.00

8	G1.B3.S1.A2	We will provide extended learning opportunities in the morning and afternoon.				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0681 - North Grade K 8	Title I, Part A		\$11,000.00
			Notes: Salaries for Tutorial			
	5100	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$2,000.00
			Notes: Tutorial supplies - Foundations workbooks, manipulatives, copy paper ink, pens, highlighters, index cards, manila folders, composition books, journals, folders, dry erase boards,			
	5100		0681 - North Grade K 8	Title I, Part A		\$4,000.00
			Notes: Waggle, Reading A-z online subscriptions			
9	G1.B3.S1.A3	Provide reading interventions in Grades 1-2 using Foundations Program . Teachers will receive training from District specialist. Supplemental materials will be provided for classrooms/small group instruction.				\$7,875.83
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$6,548.10
			Notes: Foundation kits and consumable materials for 1st and 2nd grade			
	6400	100-Salaries	0681 - North Grade K 8	Title I, Part A		\$1,327.73
			Notes: Foundation training for 1st and 2nd grade teachers			
10	G1.B3.S1.A4	Reading resource teacher will serve as an interventionist who will pull small groups of identified students for reading support.				\$33,171.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0681 - North Grade K 8	Title I, Part A	0.5	\$33,171.23
			Notes: 0.5 Reading Resource Teacher			
11	G1.B3.S1.A5	Ensure teachers and students will have resources for instructional success in the classroom.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$1,500.00
			Notes: Classroom supplies for small group and iii, such as, Foundation kits, extra workbooks, manipulatives, chart paper, copy paper, ink, pens, highlighters, index cards, manilla folders, composition books, journals, folders, dry erase boards			
12	G1.B3.S1.A6	Paraprofessional to assist with implementing and monitoring K-2 students with online software I-Ready and Waggle				\$27,903.23
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0681 - North Grade K 8		1.0	\$27,903.23
			Notes: Paraprofessional (Lilliane Ghosn)			
13	G1.B4.S1.A1	We will monitor student attendance below 90% regardless of reason for absence.				\$0.00

14	G1.B5.S1.A1	Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems to identify teachers who have attendance concerns. Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences.				\$0.00
15	G1.B6.S1.A1	We will have Kindergarten roundup packets with supplies such as white boards with magnetic letters. Flash cards such as alphabet, sight words, math facts, and colors will be distributed for students to practice with so they are more prepared for Kindergarten.				\$803.64
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$803.64
			Notes: White boards, dry erase markers, flashcards: alphabet, colors, sight words, and math facts; magnetic letters, Kindergarten informational packets			
16	G2.B1.S1.A1	We will provide parent trainings including parent university to help build parent capacity to support student learning across content areas at home to increase proficiency in both English and Spanish in reading, and writing.				\$3,119.22
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$3,119.22
			Notes: Materials for make and take Parent Universities, paper and ink for parent communication, folders, writing utensils, markers, chart paper, highlighters, post-it notes, student agendas, etc.			
17	G2.B1.S1.A2	Part-time parent liaison will bridge the communication gap between home and school by working with teachers, guidance counselors and parents through parent conferencing, home visits, networking and providing materials for check out in the PRC and assist with academic workshops to build parent capacity.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	100-Salaries	0681 - North Grade K 8			\$5,000.00
			Notes: Part time Parent Liaison (15 hours per week)			
18	G2.B2.S1.A1	School leadership team will coach and mentor teachers regarding effective, rigorous instruction through PLCs, iObservation pre and post conferences, and coaching sessions.				\$0.00
19	G2.B2.S1.A2	0.5 Math Coach will provide support to K-5 teachers by attending PLCs to disaggregate data and help guide instructional decisions based on data, modeling best practices through the math block, implementing the coaching cycle for teachers one on one and providing needs base professional development				\$37,552.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0681 - North Grade K 8	Title I, Part A	0.5	\$36,577.28
			Notes: .5 Math Coach (Bridgette Prmo)			
	6400	622-Audio Visual Materials Non-Capitalized	0681 - North Grade K 8	Title I, Part A		\$975.00

		Notes: Tabor Rotation Training and AV materials will be used to help teachers optimize the use of manipulatives, stations, technology, and guided math instruction				
20	G2.B2.S1.A3	Teachers will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Reading Coach, Math Coach, and SSCC				\$2,483.18
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0681 - North Grade K 8	Title I, Part A		\$1,483.18
		Notes: Collegial planning for teachers and coaches outside of contract time				
	6400	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$1,000.00
		Notes: PD supplies to include paper and ink for EDW reports, chart paper, highlighters, post-it notes, folders, binders, etc.				
21	G2.B3.S1.A1	ELA, Mathematics, and Science classroom and resource teachers will build student capacity in ELA, Mathematics, and Science strategies during small group instructional time and tutorial sessions to ensure students attain grade-level proficiency in ELA, Mathematics, and Science.				\$1,959.69
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$1,959.69
		Notes: classroom supplies, such as, reading, math and science baskets, bookshelves, classroom libraries, math and science classroom manipulative's, chart paper, post it notes, copy paper, ink, high lighters, pencil, pens, index cards, binder clips, composition books, manila folders, student folders, binders				
22	G2.B3.S1.A2	We will provide extended learning opportunities in the morning and afternoon.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0681 - North Grade K 8	Title I, Part A		\$11,000.00
		Notes: Salaries for tutorial				
	5100	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$2,000.00
		Notes: Tutorial supplies - Foundations workbooks, manipulatives, copy paper ink, pens, highlighters, index cards, manila folders, composition books, journals , folders, dry erase boards,				
23	G2.B3.S1.A3	Math resource teacher will pull identified students in small groups to reinforce and remediate standards.				\$3,333.30
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0681 - North Grade K 8	Title I, Part A	0.5	\$3,333.30
		Notes: 0.5 Math Resource Teacher (Bridgette Prno) 8/12/16 - 9/15/16				
24	G2.B3.S1.A4	Tutors (Out of system) will provide small group instruction for students that are below grade level in Reading and Math during small group instructional time				\$21,141.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	0681 - North Grade K 8	Title I, Part A	2.0	\$21,141.00

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			Notes: Part-time Academic Tutors (Olivia Nunez, Woodalph Belazaire)			
25	G2.B3.S1.A5	Ensure teachers and students have resources for instructional success in the classroom.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0681 - North Grade K 8	Title I, Part A		\$2,500.00
			Notes: Classroom supplies for small group and iii, such as, Fundation kits, extra workbooks, manipulatives, chart paper, copy paper, ink, pens, highlighters, index cards, manilla folders, composition books, journals, folders, dry erase boards			
26	G2.B4.S1.A1	We will monitor student attendance below 90% regardless of reason for absence.				\$0.00
27	G2.B5.S1.A1	Administrators will utilize PeopleSoft reports, Performance Matters reports, and other data systems to identify teachers who have attendance concerns. Administration will conference with the teachers who are identified in this area of concern to determine if support is needed or strategies can be used to address absences.				\$0.00
					Total:	\$225,539.10