The School District of Palm Beach County

South Grade Elementary School

2016-17 Schoolwide Improvement Plan

South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

https://sges.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)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

*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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](https://) 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:](https://)

- 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 South Grade Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](https://)	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.

South Grade Elementary is committed to providing a world-class education 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.

South Grade Elementary 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.

South Grade Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

In addition South Grade Elementary will:

•Ensure that relationship-building is a clear priority;

•Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;

•Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;

•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;

•Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;

•Attend District provided Professional Development on multicultural offerings;

•The Multicultural Committee will schedule and plan school wide activities;

•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
-Classroom Guidance
-Solution focused small group counseling

•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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.

•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

•Make references to Universal Guidelines and behavioral expectations when providing students with

positive feedback ("You were responsible when you returned your library book on time.")

•School-wide recognition system is in place such as Random Acts of Kindness and Peacemakers of the Month;

•Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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.

•Operational school based team that meets weekly to discuss students with barriers to academic and social success;

•Instruction and various campus activities that address social/emotional needs of students;

•Connect students to agencies who have Cooperative Agreements or are on campus (Bridges at Lake Worth, Multilingual Counseling, Chrysalis, Family Central, and Guatemalan Maya Center);

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to:
(1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
(2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and
(3) Evaluate your intervention and evolve (Evaluation).

•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

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

•Utilize data systems to identify students who have attendance, behavioral or academic concerns

•Create data decision rules for number of absences or OSS before referral generated to SBT

•Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

•Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). (Attendance, Referrals, State Assessment)

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	4	12	17	12	6	4	0	0	0	0	0	0	0	55
One or more suspensions	1	0	4	0	4	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	3	5	19	39	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• SAI , iii, Tutorials, LLI, Wilson, Fundations, etc. ;
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with
dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual)
interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system.
-Attendance Works National Campaign strategies
-Targeted solution focused counseling (individual and group)
-Parent collaboration/education.

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

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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Expand "Parent Cafes" to include 100 or more parents including volunteering, parenting classes, becoming learning partners with their children and attending school. Implement school community garden to encourage parent and school collaboration and promote healthy living.
Continue the "uniform dress code" at the school providing school uniform shirts for sale to all students at cost and offer other donated uniform clothing and school supplies to students identified as in need and provided by Kids Community Closet (KCC) and Back to Basics, Inc.
Continue partnership with "Bridges at Lake Worth" as they collaborate with us to provide evening parenting classes that include a children's component.
Parents will receive letters and invitations in their native language, informing them of Title 1 Annual meeting.
Parents will contribute to the school wide Family Involvement Policy Plan and School-Parent Compact.
With the financial support of the Lake Worth Kiwanis Club and a secured grant from Healthy Kids, Healthy Communities, we will maintain a community garden. This will encourage parent and school collaboration, promote healthy living, and help students to make connections to their learning across all content areas.
During the School Advisory Committee meetings parents will participate in offering feedback on various school based issues through the use of multiple language facilitators.
The Department of Adult Education of the Palm Beach County School System will offer classes to our parents. Classes are from Monday thru Thursday, 9:00-12:00. The parents will learn basic literacy skills in English and other skills such as nutrition. The classes will offer the parents the opportunity to prepare for the GED. There are 25 seats open per quarter.
Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.
Provide information to the faculty regarding all parent involvement activities in the school including "Bridges of Lake Worth", Parent Cafe and the uniform dress code guidelines. Train faculty in volunteer recruiting procedures and guidelines for utilizing volunteers in the school.

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 Wednesday 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, Family Math/Science Night, Literacy Night and Literacy Walk.

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
Riley, Michael	Principal
Barr, Loris	Assistant Principal
Marshall, Linda	Instructional Coach
Clark, Celia	Instructional Coach
Valcourt, Valerie	Instructional Coach
Garcia, Anna	Teacher, K-12
Lopez, Xiomara	School Counselor
Burritt, Heather	Teacher, K-12

b. Duties

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

Principal: Leads and provides the common vision for the school to make data-driven decisions when implementing the RtI process in the school. The principal makes sure that the School Based RtI Leadership Team members have the staff development necessary to support of the RtI implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding RtI implementation activities at South Grade.

Assistant Principal: Mirrors the vision of the Principal by supporting the RtI – School Based Team Process.

Guidance Counselor: Provides services and counseling expertise on home and school issues. Concerned with program design, assessment and intervention. The guidance counselor is a memeber of the School Based RtI Leadership Team, and continues to link school resources, community resources and agencies to children and their families to support the child's academic, emotional, behavioral and social success.

ESOL School Guidance Counselor: Focused less on community agencies and resources, and more on the family dynamics of our ELL students, their parents and siblings. Classroom guidance and other social supports are developed and implemented by the ESOL guidance counselor to support immigrant students and their families as they adjust to life in a new society.

Select General Education Teachers: Teachers in grades K-5 participate with the School Based RtI Leadership Team to provide information about core instruction in their classroom, collect data about students under consideration, deliver tier 1 instruction and intervention, collaborates with other staff to implement tier 2 interventions, and integrates tier 1 materials into tier 2 and 3 learning activities.

Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection and may support the classroom teachers through strategies like the "collaborative co-teaching model."

The School Based RtI Leadership Team will support monitoring of tiered interventions in the classroom by providing tools for data collection, strategies for implementation and mentoring to the teachers involved.

Instructional Coach for Reading: The reading coach stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student need utilizing district resources to develop effective evidence based intervention

strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weaknesses. Participates in school Professional Learning Communities by grade level K-4 and by grade level and department grade 5.

Instructional Coach for Math: The math coach stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student needs utilizing district resources to develop effective evidence based intervention strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weakness. Participates in school Professional Learning Communities by grade level K-4 and by grade level and department grade 5.

School Psychologist: Participates in collection, interpretation, and analysis of data collected. Facilitates intervention plan development including support for intervention fidelity, professional development and assistance in problem solving activities around data collection, data analysis, intervention planning and data based decision making.

School Nurse: Acts as a medical resource when there are academic or behavioral concerns around health issues. The nurse represents the Palm Beach County Health Care District, and offers medical expertise useful in understanding the effects of conditions like ADD, ADHD, diabetes and Asthma on student adjustment and achievement.

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

The School Based RtI Leadership Team met with the Principal to align the goals of the team with the goals of the FY17 School Improvement Plan

It was noted that Tier 1, 2 and 3 targets needed to be addressed in these areas:
• Academics – subgroups not making academic progress two out of the past three years must be addressed
• Developing students' parents as "learning partners"
• Social and emotional areas – behavioral plans
• Clear expectations for instruction around rigor, relevance, and relationships
• Systematic approach to teaching including aligned processes and procedures including appropriate staff development to improve achieve in low performing student subgroups

Title 1, Part A

Title I, Part A Federally funded block grant program allocated by the school district to Title I schools providing an annual grant based on percent of FRL at the school. South Grade Elementary completed and submitted a budget to the school district detailing planned expenditures for a total Title I allocation of $355,483.54

Title I funds are used to fund a 0 .5 reading coach, 0.5 math coach, a 0.5 reading resource teacher, and 0.5 math resource teacher. Funds are used to support Readers/Writers Workshop initiatives with the purchase of supplemental classroom materials, and substitutes for teachers who attend

professional development workshops. Additional funds are used for tutoring, a Kindergarten readiness program, and materials for the parent trainings.

Title 1, Part C Migrant
The district uses Title I C funds to support the 57 identified migrant students and their families including education, nutrition, child care, housing, medical care and more.

Title I, Part D
The district uses Title I D funds and manages transition programs for delinquent students returning to school and the community.

Title II
The district uses Title II funds and supports Safe School Campuses, Character Education, behavioral management systems like CHAMPs (a proactive student behavior management approach), Efficacy Training, Anti-bullying Programs, School-wide Positive Behavior and Single School Culture initiatives through the Safe Schools Department.

Title III
The district uses Title III funds to support intensive programs and support for ESOL students and their families with ESOL teachers in the school, Community Language Facilitators for communication, and specialized testing to monitor student progress in English language acquisition.

Title X Homeless
South grade registered 66 children from homeless families during FY 17 under the guidelines of the McKinney-Vento Act. No proof of address is required when a parent registers their child as homeless. Community services and resources were made available to homeless families through the guidance department and the community parent liaison at the school.

Supplemental Academic Instruction (SAI)
A full time Supplemental Academic Instruction teacher is funded budgeted by the school district as a reading intervention for students in third grade who are in danger of retention or were retained previously related to reading concerns. The SAI teacher may work with other grades as time allows.

South Grade Elementary integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

District Title 1 funds provide a Single School Culture Coordinator. The Single School Culture Coordinator is responsible for providing teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida Standards. She will provide coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. She will guide 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Anna Garcia	Teacher
Mike Riley	Principal
Henry Sanon	Education Support Employee
Luisa Vergel	Parent
Marie Belizaire	Business/Community
Maria Gaspar	Parent
Rosa Garcia	Parent
Sherley Derilus	Parent
Alicia Salas	Parent
Kimberlie Milce	Parent
Juana Henriquez De Alvarez	Parent

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

Michael Riley - Principal
Anna L. Garcia - SAC Chairperson
Rosa Garcia - SAC Co-Chairperson
Stephanie Balfour - SAC Secretary
Xiomara Lopez - SAC Historian
The individuals holding positions on the School Advisory Council have been voted in by the current SAC
members on August 24, 2016.

b. Development of this school improvement plan

The South Grade Elementary School Advisory Council (SAC) was given the opportunity on September 7, 2016 to review the goals in the School Improvement Plan. SAC members participated with the Principal to analyze data identifying grade 3-5 student strengths and weaknesses in reading, writing, math and science. Parent Involvement was also considered. After analysis and discussion, the SAC identified goals for the FY17 School Improvement Plan.

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

School Improvement budget will be used to support our literacy, math and science activities. A portion of the budget will be used to support our teachers and students by providing them with materials to support instruction.

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
Marshall, Linda	Instructional Coach
Barr, Loris	Assistant Principal
Riley, Michael	Principal
Clark, Celia	Teacher, K-12

b. Duties

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

In FY17 the 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 instructional interventions that provide immediate intensive intervention (iii) for targeted children.

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 consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

To recruit highly qualified teachers, we participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.

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. 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.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

South Grade has Professional Learning Community meeting rotations with grade level teams for grades K-5. The planning is conducted by a trained PLC facilitator. All classroom teachers, ESE, ELL and fine arts teachers participate. The focus is to be sure that all teachers are teaching the appropriate curriculum and supporting each other along the way so that all students are mastering the curriculum.

Mentoring activities include having mentor teachers go into the classroom and model effective teaching strategies in the diverse subject areas. New South Grade teachers and mentor teachers will have meetings that support professional growth. Monthly meetings will be held with the Assistant Principal, focusing on supporting all new teachers.

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.

South Grade Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice,

curriculum, and the standards. Core academic areas including ELA (Balanced Literacy Units of Study) and Mathematics (Go Math Florida) are aligned to state standards.

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.

South Grade Elementary ensures every teacher contributes to literacy improvement of every student by:

•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress of the classes and grade levels during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching
*Additional reading intervention through I Ready software
*Through content integrated performance projects students will connect learning to the real world

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: 6,000

Selected third, fourth, and fifth grade students will attend After School Tutorial to enrich their reading, math, and science skills.

Strategy Rationale

We believe that providing grades 3-5 Tutorial Rotations in reading, math and science for students approaching academic success will increase their likelihood of meeting or exceeding grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Riley, Michael, mike.riley@palmbeachschools.org

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

Analyze student data and implement small group instruction, targeting specific skills that will increase learning gains.

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. § 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.

1. Families of preschool children who have older siblings in the school will be identified in FY17 through school data and questionnaires and given information about Voluntary Pre-Kindergarten (VPK) at South Grade Elementary school throughout the school year to prepare their child for kindergarten.

2. South Grade has a large Guatemalan population. Families of preschool children will be given information, and encouraged by school staff to enroll in preschool programs at the Guatemalan Center.

3. Establish a 12 day Title I Kindergarten Connection program at South Grade for children preregistered to attend kindergarten at South Grade in FY17 to better prepare them and their families for the rigor of school.

4. Provide kindergarten academic and social screening for all enrolling kindergartners during the FY17 "Kindergarten Roundup" to identify children to enroll in South Grade's FY18 full-day VPK.

5. Display and make information available to parents ongoing in the main school office about medical, mental health and academic services available in the school and community for families of preschool 0-5 year old children.

6. Provide opportunities for area preschool children to visit South Grade for tours and orientation in anticipation of kindergarten entry in August FY18.

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.

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

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

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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

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

Strategic Goals Summary

G1. If we establish personalized learning opportunities for all students then reading proficiency will increase by third grade.

G2. If we implement evidenced based interventions and support systems then we will increase the percentage of students matriculating to middle school meeting the indicators of 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 establish personalized learning opportunities for all students then reading proficiency will increase by third grade. 1a

G083804

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	53.0
ELA Achievement District Assessment	27.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to better understand students' individual needs in order to develop a more personalized plan for each student.

- The school population has increased by 45% over the last five years and has depleted classroom libraries, technology and other instructional resources.

- Structured blocks, limited human resources and large number of students needing intervention make it difficult to provide personalized services to all students within the school day.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Conselor

- Single School Culture Coordinator

- Teachers

- Reading Coach

- SAI

- iii

- Reading Resource Teacher

- PD Reading Resource Teacher

- In school tutors

- I Ready software

Plan to Monitor Progress Toward G1. 8

Leadership will review and analyze student data to determine the impact on student learning.

Person Responsible
Michael Riley

Schedule
Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion
Student data and documentation from leadership meetings.

G2. If we implement evidenced based interventions and support systems then we will increase the percentage of students matriculating to middle school meeting the indicators of high school readiness. `1a`

🔑 G083805

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	58.0
FSA Mathematics Achievement	64.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need to better understand students' individual needs in order to develop a more personalized plan for each student.

- Parents are limited with their understanding of foundational skills and strategies to help their children at home.

- Structured blocks, limited human resources and large number of students needing intervention make it difficult to provide personalized services to all students within the school day.

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

- Single School Culture Coordinator

- Teachers

- Guidance Counselors

- Administration

- Reading and Math Coach

- Materials for parent communication, trainings, and summer Kindergarten Connection

- CLF

- Guatemalan Maya Center

- Bridges at Lake Worth

- 0.5 Math Resource Teacher

- Academic Success Tutor

- In school tutors

- I Ready software

- Technology

Plan to Monitor Progress Toward G2. 8

Leadership will review and analyze student data to determine the impact on student learning.

Person Responsible
Michael Riley

Schedule
Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion
Student data and documentation from leadership meetings.

Plan to Monitor Progress Toward G2. 8

Admin will review student data and teacher feedback to plan for future Kindergarten Connection programs

Person Responsible
Michael Riley

Schedule
On 7/31/2017

Evidence of Completion
Student data and documentation from leadership meetings

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we establish personalized learning opportunities for all students then reading proficiency will increase by third grade. [1]

🔑 G083804

G1.B1 Teachers need to better understand students' individual needs in order to develop a more personalized plan for each student. [2]

🔑 B222646

G1.B1.S1 Provide teachers with the opportunity to participate in professional learning through PD, Planning Cycle Meetings, teacher data chats regarding their students and PLCs grounded in the Florida Standards. [4]

🔑 S234922

Strategy Rationale

Student achievement will increase when teachers better understand the students' individual needs in order to develop a more personalized plan.

Action Step 1 [5]

The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp focus on teachers new to the profession and school. The Reading Coach will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings, Coaching Collaborative training, and next steps for individual teachers based on need.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Evidence of support and training for teachers around reading instruction will be available as PD agendas, Teacher sign-ins and Coach's schedule. The Reading Coach will maintain a "coach's log" detailing daily efforts by the coach to support teachers to higher levels of instructional competency and confidence.

Action Step 2 `5`

Provide release time for teachers to participate in lab-site and cohort reading professional development at South Grade with consultants and/or SGE Coaches. Teachers may also meet outside of contract time for curriculum mapping.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Agendas, sign-in sheets, minutes/notes, student data, etc.

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

Ongoing monitoring by the leadership team to review Coaching support, Professional Development and data.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Administration meeting notes, Title 1 reflection template

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

Leadership will meet with the Reading Coach and Single School Culture Coordinator to analyze and review PD support and student data.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Leadership meeting notes and student data

G1.B4 The school population has increased by 45% over the last five years and has depleted classroom libraries, technology and other instructional resources. [2]

🔍 B222649

G1.B4.S1 Provide teachers with supplemental classroom materials to enhance instruction which include additional titles in classroom libraries, additional technology and other instructional resources. [4]

🔍 S234924

Strategy Rationale

Due to the increase of student population, classroom resources are limited and negatively impacts student growth.

Action Step 1 [5]

Provide teachers with supplemental classroom materials to enhance instruction which include additional titles in classroom libraries and other instructional resources.

Person Responsible

Loris Barr

Schedule

On 5/19/2017

Evidence of Completion

Purchase order receipts

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

Through classroom walk-throughs and teacher observations, administration will insure that the resources are being utilized to support differentiated instruction.

Person Responsible

Loris Barr

Schedule

On 5/19/2017

Evidence of Completion

Teacher lesson plans

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

Admin will meet with staff to analyze and review student data to formulate plans for instruction.

Person Responsible

Loris Barr

Schedule

On 5/19/2017

Evidence of Completion

Walk through feedback, data reports and notes from data chats

G1.B5 Structured blocks, limited human resources and large number of students needing intervention make it difficult to provide personalized services to all students within the school day. `2`

🔑 B222650

G1.B5.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner `4`

🔑 S234925

Strategy Rationale

Students need personalized instruction to foster student academic success.

Action Step 1 `5`

The 0.5 Reading Resource Teacher will provide small group differentiated instruction supportive of student skill development in reading and writing. The teacher will collaborate with teachers to develop and implement specific individual learning plans (ILPs) for students grades K-5. The Reading Resource teacher will provide reteach and lesson extension to support Florida Standards based instruction.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Lesson plans, schedule, student rosters

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

Using student data will provide evidence regarding the effectiveness of the support provided to students around reading and writing.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Student data such as RRR, FSQs, USAs, District Diagnostics and FSA

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

Leadership will review and analyze student data to determine the impact on student learning.

Person Responsible

Michael Riley

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Student data and Leadership meeting notes

G2. If we implement evidenced based interventions and support systems then we will increase the percentage of students matriculating to middle school meeting the indicators of high school readiness. 1

🔧 G083805

G2.B1 Teachers need to better understand students' individual needs in order to develop a more personalized plan for each student. 2

🔧 B222651

G2.B1.S1 Develop the capacity of teachers to deliver effective instruction customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔧 S234926

Strategy Rationale

Student achievement will increase when teachers better understand the students' individual needs in order to develop a more personalized plan.

Action Step 1 5

The 0.5 Math Coach will provide professional development to all teachers of mathematics in grades K-5 at South Grade Elementary with a sharp focus on teachers new to the profession and teachers new to South Grade Elementary. The Math Coach will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings, Coaching Collaborative training, and next steps for individual teachers based on need.

Person Responsible

Valerie Valcourt

Schedule

Monthly, from 8/12/2016 to 5/19/2017

Evidence of Completion

Evidence in support and training for teachers around math instruction will be available as PD agendas, teacher sigh-ins and coaches schedule. (The math coach will maintain a coaches log detailing daily efforts by the coach to support teachers to higher levels of instructional competency and confidence)

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

Ongoing monitoring by the leadership team to review coaching support, professional development and data.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Administration meeting notes and Title 1 reflection template

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

Leadership will meet with the Math Coach and Single School Culture Coordinator to analyze and review PD support and student data.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Leadership meeting notes and student data

G2.B3 Parents are limited with their understanding of foundational skills and strategies to help their children at home. 2

🔑 B222653

G2.B3.S1 Align new and existing community and parent partnerships. 4

🔑 S234928

Strategy Rationale

Research has shown that increased parent engagement has a positive impact on student achievement.

Action Step 1 5

Provide incoming Kindergarten students and their parents with strategies for success in Kindergarten through the Kindergarten Connection program.

Person Responsible

Loris Barr

Schedule

Semiannually, from 6/1/2016 to 6/30/2017

Evidence of Completion

Schedules, lesson plans, parent invitations, sign-in sheets, hand-outs and parent evaluations

Action Step 2 5

Build parent capacity through Parent Cafe's (academic trainings), Adult ESOL education, home safety and child development awareness.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Parent Invitations, sign-in sheets, agendas, hand-outs and parent evaluations

Action Step 3 5

Student agendas will bridge the home-school connection and provide ongoing communication to parents

Person Responsible

Loris Barr

Schedule

Daily, from 8/15/2016 to 5/19/2017

Evidence of Completion

Student agendas, notes home

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

Admin will plan alongside Kindergarten Connection staff and provided ongoing monitoring and support

Person Responsible

Loris Barr

Schedule

Semiannually, from 6/1/2016 to 6/30/2017

Evidence of Completion

Schedules, lesson plans, parent/teacher feedback

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

Admin will review student data and teacher feedback to make adjustments if needed

Person Responsible

Loris Barr

Schedule

Semiannually, from 6/1/2016 to 6/30/2017

Evidence of Completion

Student data and teacher feedback

G2.B4 Structured blocks, limited human resources and large number of students needing intervention make it difficult to provide personalized services to all students within the school day. 2

🔍 B222654

G2.B4.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔍 S234929

Strategy Rationale

Student achievement will improve by providing students with targeted interventions, support and personalized learning plans.

Action Step 1 5

The 0.5 Math Resource Teacher will provide in class direct support to students during small group instructional rotations. Having an additional teacher supporting with small group in several classrooms enables the classroom teacher to increase the number of small group differentiated instruction lessons held in in classroom where this support occurs.

Person Responsible

Valerie Valcourt

Schedule

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

Evidence of Completion

Lesson plans, schedules and student rosters

Action Step 2 5

Provide Temp Tutor Non-Certified part-time tutors for small group instruction to support reading, math and/or science instruction in K-5 classrooms.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Lesson plans, schedules and student rosters

Action Step 3 `5`

Temp Tutor will work with all students in the technology lab using IReady adaptive technology. Temp tutor will monitor student progression through the lessons and select students for small group conferences and/or individual conferences and provide a reteach of the focus lesson when needed.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Computer Lab lesson plans, computer lab schedule, and IReady usage reports

Action Step 4 `5`

Provide extended learning opportunities beyond the school day through after school, Saturday, and summer tutorials.

Person Responsible

Loris Barr

Schedule

On 5/19/2017

Evidence of Completion

Tutorial schedule, student sign-in sheets, lesson plans, data used to determine student groupings and progress

Action Step 5 `5`

Provide students to access to technology to integrate science, technology, engineering and math (STEM) into the school day.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Lesson plans and purchase records

Action Step 6 `5`

Incorporate content integrated performance projects to facilitate content integrated extension of the Florida Standards based learning into real world situations. Students will demonstrate, articulate, and receive peer feedback about their learning through collaborative projects as unit celebration activities.

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Lesson plans, teacher feedback and student projects/presentations

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

Using student data will provide evidence regarding the effectiveness of the support provided to students around math

Person Responsible

Loris Barr

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Resouce teacher schedule and student data such as FSQs, USAs, District Diagnostics,and FSA

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

Leadership will review and analyze student data to determine the impact on student learning

Person Responsible

Michael Riley

Schedule

Monthly, from 9/13/2016 to 5/19/2017

Evidence of Completion

Student data and leadership meeting notes

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					
G1.MA1 🔑 M307370	Leadership will review and analyze student data to determine the impact on student learning.	Riley, Michael	9/13/2016	Student data and documentation from leadership meetings.	5/19/2017 monthly
G2.MA1 🔑 M307380	Leadership will review and analyze student data to determine the impact on student learning.	Riley, Michael	9/13/2016	Student data and documentation from leadership meetings.	5/19/2017 monthly
G1.B1.S1.MA1 🔑 M307362	Leadership will meet with the Reading Coach and Single School Culture Coordinator to analyze and...	Barr, Loris	9/13/2016	Leadership meeting notes and student data	5/19/2017 monthly
G1.B1.S1.MA1 🔑 M307363	Ongoing monitoring by the leadership team to review Coaching support, Professional Development and...	Barr, Loris	9/13/2016	Administration meeting notes, Title 1 reflection template	5/19/2017 monthly
G1.B1.S1.A1 🔑 A302730	The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp...	Barr, Loris	9/13/2016	Evidence of support and training for teachers around reading instruction will be available as PD agendas, Teacher sign-ins and Coach's schedule. The Reading Coach will maintain a "coach's log" detailing daily efforts by the coach to support teachers to higher levels of instructional competency and confidence.	5/19/2017 monthly
G1.B1.S1.A2 🔑 A302731	Provide release time for teachers to participate in lab-site and cohort reading professional...	Barr, Loris	9/13/2016	Agendas, sign-in sheets, minutes/notes, student data, etc.	5/19/2017 monthly
G1.B4.S1.MA1 🔑 M307366	Admin will meet with staff to analyze and review student data to formulate plans for instruction.	Barr, Loris	9/13/2016	Walk through feedback, data reports and notes from data chats	5/19/2017 one-time
G1.B4.S1.MA1 🔑 M307367	Through classroom walk-throughs and teacher observations, administration will insure that the...	Barr, Loris	9/13/2016	Teacher lesson plans	5/19/2017 one-time
G1.B4.S1.A1 🔑 A302733	Provide teachers with supplemental classroom materials to enhance instruction which include...	Barr, Loris	9/13/2016	Purchase order receipts	5/19/2017 one-time
G1.B5.S1.MA1 🔑 M307368	Leadership will review and analyze student data to determine the impact on student learning.	Riley, Michael	9/13/2016	Student data and Leadership meeting notes	5/19/2017 monthly
G1.B5.S1.MA1 🔑 M307369	Using student data will provide evidence regarding the effectiveness of the support provided to...	Barr, Loris	9/13/2016	Student data such as RRR, FSQs, USAs, District Diagnostics and FSA	5/19/2017 monthly
G1.B5.S1.A1 🔑 A302734	The 0.5 Reading Resource Teacher will provide small group differentiated instruction supportive of...	Barr, Loris	9/13/2016	Lesson plans, schedule, student rosters	5/19/2017 monthly
G2.B1.S1.MA1 🔑 M307371	Leadership will meet with the Math Coach and Single School Culture Coordinator to analyze and...	Barr, Loris	9/13/2016	Leadership meeting notes and student data	5/19/2017 monthly
G2.B1.S1.MA1 🔑 M307372	Ongoing monitoring by the leadership team to review coaching support, professional development and...	Barr, Loris	9/13/2016	Administration meeting notes and Title 1 reflection template	5/19/2017 monthly
G2.B1.S1.A1 🔑 A302735	The 0.5 Math Coach will provide professional development to all teachers of mathematics in grades...	Valcourt, Valerie	8/12/2016	Evidence in support and training for teachers around math instruction will be available as PD agendas, teacher sigh-ins and coaches schedule. (The math coach will maintain a coaches log detailing daily efforts by the coach to support teachers to higher levels of instructional competency and confidence)	5/19/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A2 A302739	Build parent capacity through Parent Cafe's (academic trainings), Adult ESOL education, home safety...	Barr, Loris	9/5/2016	Parent Invitations, sign-in sheets, agendas, hand-outs and parent evaluations	5/19/2017 monthly
G2.B3.S1.A3 A302740	Student agendas will bridge the home-school connection and provide ongoing communication to parents	Barr, Loris	8/15/2016	Student agendas, notes home	5/19/2017 daily
G2.B4.S1.MA1 M307378	Leadership will review and analyze student data to determine the impact on student learning	Riley, Michael	9/13/2016	Student data and leadership meeting notes	5/19/2017 monthly
G2.B4.S1.MA1 M307379	Using student data will provide evidence regarding the effectiveness of the support provided to...	Barr, Loris	9/13/2016	Resouce teacher schedule and student data such as FSQs, USAs, District Diagnostics,and FSA	5/19/2017 monthly
G2.B4.S1.A2 A302742	Provide Temp Tutor Non-Certified part-time tutors for small group instruction to support reading,...	Barr, Loris	9/5/2016	Lesson plans, schedules and student rosters	5/19/2017 monthly
G2.B4.S1.A3 A302743	Temp Tutor will work with all students in the technology lab using IReady adaptive technology....	Barr, Loris	9/13/2016	Computer Lab lesson plans, computer lab schedule, and IReady usage reports	5/19/2017 monthly
G2.B4.S1.A4 A302744	Provide extended learning opportunities beyond the school day through after school, Saturday, and...	Barr, Loris	9/13/2016	Tutorial schedule, student sign-in sheets, lesson plans, data used to determine student groupings and progress	5/19/2017 one-time
G2.B4.S1.A5 A302745	Provide students to access to technology to integrate science, technology, engineering and math...	Barr, Loris	9/13/2016	Lesson plans and purchase records	5/19/2017 monthly
G2.B4.S1.A6 A302746	Incorporate content integrated performance projects to facilitate content integrated extension of...	Barr, Loris	9/13/2016	Lesson plans, teacher feedback and student projects/presentations	5/19/2017 monthly
G2.B4.S1.A1 A302741	The 0.5 Math Resource Teacher will provide in class direct support to students during small group...	Valcourt, Valerie	8/15/2016	Lesson plans, schedules and student rosters	6/2/2017 daily
G2.B3.S1.MA1 M307376	Admin will review student data and teacher feedback to make adjustments if needed	Barr, Loris	6/1/2016	Student data and teacher feedback	6/30/2017 semiannually
G2.B3.S1.MA1 M307377	Admin will plan alongside Kindergarten Connection staff and provided ongoing monitoring and support	Barr, Loris	6/1/2016	Schedules, lesson plans, parent/teacher feedback	6/30/2017 semiannually
G2.B3.S1.A1 A302738	Provide incoming Kindergarten students and their parents with strategies for success in...	Barr, Loris	6/1/2016	Schedules, lesson plans, parent invitations, sign-in sheets, hand-outs and parent evaluations	6/30/2017 semiannually
G2.MA2 M307381	Admin will review student data and teacher feedback to plan for future Kindergarten Connection...	Riley, Michael	7/1/2016	Student data and documentation from leadership meetings	7/31/2017 one-time

V. Professional Development Opportunities

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

G1. If we establish personalized learning opportunities for all students then reading proficiency will increase by third grade.

G1.B1 Teachers need to better understand students' individual needs in order to develop a more personalized plan for each student.

G1.B1.S1 Provide teachers with the opportunity to participate in professional learning through PD, Planning Cycle Meetings, teacher data chats regarding their students and PLCs grounded in the Florida Standards.

PD Opportunity 1

The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp focus on teachers new to the profession and school. The Reading Coach will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings, Coaching Collaborative training, and next steps for individual teachers based on need.

Facilitator

Linda Marshall

Participants

K-5 teachers

Schedule

Monthly, from 9/13/2016 to 5/19/2017

PD Opportunity 2

Provide release time for teachers to participate in lab-site and cohort reading professional development at South Grade with consultants and/or SGE Coaches. Teachers may also meet outside of contract time for curriculum mapping.

Facilitator

Linda Marshall

Participants

K-5 teachers

Schedule

Monthly, from 9/13/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp focus on teachers new to the profession and school. The Reading Coach will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings, Coaching Collaborative training, and next steps for individual teachers based on need.				$37,077.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2431 - South Grade Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: 0.5 Reading Coach (Linda Marshall)			
	6400	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$500.00
			Notes: Paper and ink for EDW reports, chart paper, highlighters, pencils, pens, post-it notes, index cards, markers, folders, binders, professional books			
2	G1.B1.S1.A2	Provide release time for teachers to participate in lab-site and cohort reading professional development at South Grade with consultants and/or SGE Coaches. Teachers may also meet outside of contract time for curriculum mapping.				$18,985.11
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	2431 - South Grade Elementary School	Title I, Part A		$15,385.12
			Notes: PD Subs			
	6400		2431 - South Grade Elementary School	Title I, Part A		$3,599.99
			Notes: PRT and benefits for teacher PD outside of contract time			
3	G1.B4.S1.A1	Provide teachers with supplemental classroom materials to enhance instruction which include additional titles in classroom libraries and other instructional resources.				$31,324.73
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$31,324.73
			Notes: Classroom Libraries, paper and ink for classroom use. Folders, composition books, chart paper, pens, highlighters, binders, markers, post-it notes, index cards, sentence strips and literacy area rugs.			
4	G1.B5.S1.A1	The 0.5 Reading Resource Teacher will provide small group differentiated instruction supportive of student skill development in reading and writing. The teacher will collaborate with teachers to develop and implement specific individual learning plans (ILPs) for students grades K-5. The Reading Resource teacher will provide reteach and lesson extension to support Florida Standards based instruction.				$33,171.23

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2431 - South Grade Elementary School	Title I, Part A	0.5	$33,171.23
			Notes: 0.5 Reading Resource Teacher (Linda Marshall)			
5	G2.B1.S1.A1	**The 0.5 Math Coach will provide professional development to all teachers of mathematics in grades K-5 at South Grade Elementary with a sharp focus on teachers new to the profession and teachers new to South Grade Elementary. The Math Coach will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings, Coaching Collaborative training, and next steps for individual teachers based on need.**				**$37,077.28**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2431 - South Grade Elementary School	Title I, Part A	0.5	$36,577.28
			Notes: 0.5 Math Coach (Valerie Valcourt)			
	6400	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$500.00
			Notes: Paper and ink for EDW reports, math manipulatives, pencils, chart paper, markers, highlighters, post-it notes, binders, folders			
6	G2.B3.S1.A1	**Provide incoming Kindergarten students and their parents with strategies for success in Kindergarten through the Kindergarten Connection program.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		2431 - South Grade Elementary School	Title I, Part A		$11,000.00
			Notes: PRT and Benefits for Kindergarten Connection teacher and support staff			
	6150	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$1,000.00
			Notes: Supplies for Kindergarten Connection to include: string backpacks, books, crayons, paper and ink, pencils, chart paper, sentence strips, cardstock, math manipulatives, educational games			
7	G2.B3.S1.A2	**Build parent capacity through Parent Cafe's (academic trainings), Adult ESOL education, home safety and child development awareness.**				**$1,535.21**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$1,535.21
			Notes: Food and materials for Parent trainings, folders, chart paper, math manipulatives, books, writing utensils, laminating materials, index-cards, pens, pencils, markers, highlighters, flashcards			
8	G2.B3.S1.A3	**Student agendas will bridge the home-school connection and provide ongoing communication to parents**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$3,000.00

		Notes: Agendas, paper and ink/toner for parent communication				
9	G2.B4.S1.A1	**The 0.5 Math Resource Teacher will provide in class direct support to students during small group instructional rotations. Having an additional teacher supporting with small group in several classrooms enables the classroom teacher to increase the number of small group differentiated instruction lessons held in in classroom where this support occurs.**				**$33,171.23**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2431 - South Grade Elementary School	Title I, Part A	0.5	$33,171.23
		Notes: 0.5 Math Resource Teacher (Valerie Valcourt)				
10	G2.B4.S1.A2	**Provide Temp Tutor Non-Certified part-time tutors for small group instruction to support reading, math and/or science instruction in K-5 classrooms.**				**$71,762.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	2431 - South Grade Elementary School	Title I, Part A		$71,762.00
		Notes: Temp Tutors for push in support				
11	G2.B4.S1.A3	**Temp Tutor will work with all students in the technology lab using IReady adaptive technology. Temp tutor will monitor student progression through the lessons and select students for small group conferences and/or individual conferences and provide a reteach of the focus lesson when needed.**				**$24,810.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	750-Other Personal Services	2431 - South Grade Elementary School	Title I, Part A		$17,550.00
		Notes: Temp Tutor for technology lab				
	5100	644-Computer Hardware Non-Capitalized	2431 - South Grade Elementary School	Title I, Part A		$6,760.00
		Notes: 20 desk top computers to support online instructional programs.				
	5100	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$500.00
		Notes: Headphones for technology lab				
12	G2.B4.S1.A4	**Provide extended learning opportunities beyond the school day through after school, Saturday, and summer tutorials.**				**$26,289.47**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		2431 - South Grade Elementary School	Title I, Part A		$23,289.47
		Notes: PRT and Benefits for Tutorial teachers				
	5100	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$3,000.00
		Notes: Tutorial supplies to include: paper and ink, pens, pencils, highlighters, post-it notes, chart paper, folders, markers, books and supplemental math and reading materials				

13	G2.B4.S1.A5	**Provide students to access to technology to integrate science, technology, engineering and math (STEM) into the school day.**				**$20,280.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	2431 - South Grade Elementary School	Title I, Part A		$20,280.00
			Notes: 60 desktop computers to support the computer lab and classrooms			
14	G2.B4.S1.A6	**Incorporate content integrated performance projects to facilitate content integrated extension of the Florida Standards based learning into real world situations. Students will demonstrate, articulate, and receive peer feedback about their learning through collaborative projects as unit celebration activities.**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	2431 - South Grade Elementary School	Title I, Part A		$5,000.00
			Notes: Instructional supplies and materials to include: poster board, chart paper, markers, card stock, paper and ink, die cut letters, laminating film, book binding materials and thumb-drives			
					Total:	**$355,483.54**