

School District of Indian River County

Glendale Elementary School



2017-18 Schoolwide Improvement Plan

Glendale Elementary School

4940 8TH ST, Vero Beach, FL 32968

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Glendale Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Be Responsible, Do your Best, and Always remember to Help the Rest.

b. Provide the school's vision statement.

We will establish a learning partnership of home, school, and community to ensure personal and academic excellence. We will create an environment that will enable all to develop fully their academic, emotional, social, and physical potential and, thus be empowered to assume responsible citizenship in our community, state and nation. To this end, we will value achievement, respect and concern for others, affiliation and pride, diversity, equity and opportunity, communication, safety and order, collaboration, responsibility and accountability, and trust as cornerstones of our learning community.

2. School Environment

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

Glendale Elementary embodies a culture with appreciation for multicultural diversity in academics, behavior and climate. With regard to Academics, the teachers will participate in weekly learning team meetings in which they will review and analyze student data for strengths and weaknesses to drive instruction, monitor student work for rigor and relevance, identify academic targets, align curriculum and standards and share strategies for corrective instruction. The students will take ownership of their learning by identifying learning goals, analyze their data and set goals and plans for learning.

Behavior is centered around the belief that students can be successful when classrooms are structured for success, students are taught how to be successful, adult student interactions are positive, and corrections are fluent. Glendale uses the CHAMPS approach to ensure that we have a behavior model that is proactive, positive, and instructional. Additionally, we use The Responsible Thinking Process to foster student ownership of behaviors and to engage cognitive processes when corrections are needed.

A positive climate is modeled through the actions of the administration and leadership of the school. The Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.i. parents, students, teachers, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. This will include brainstorming with faculty members in reference to methods to increase positive interactions and clarify guiding principles for interpersonal interactions between students and between the teacher and students. Each staff member is challenged to make a positive phone call to a family each day. The Behavioral Support Staff works daily with groups of students to reinforce and teach life skills. Also, research based strategies for cultural awareness will be utilized to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

*Glendale Elementary enriches the curriculum by interweaving these subjects when applicable into the curriculum studies:

- * History of African and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans
- * Declaration of Independence
- * US Constitution
- * Federalists Papers (3rd and 5th)
- * Flag Education
- * Elements of Civil Government
- * History of the United States (2nd-5th)
- * History of the State (4th)
- * Conservation of Resources
- * Human Growth and Development
- * Injury Prevention and Safety
- * Free Enterprise, US Economy
- * Character Development with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

Glendale Elementary creates a safe and respected environment by:

- * Adopting three non-negotiables of greeting students everyday and modeling appropriate behavior and attitude, promoting our school in all situations and creating an environment where every student belongs to everybody.
- * Administration, teachers, and staff are available to students before and after school hours
- * All instructional and non-instructional staff (office, cafeteria, etc.) utilize the Champs Approach to remind students of behavioral expectations
- ** Hallways are patrolled by teachers, staff, administration and safety patrols. Teachers and staff positioned at various points on campus during arrival and dismissal. The cafeteria is monitored by adults during breakfast and lunch. Adults across campus clarify expectation for positive interactions.

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

*The school uses The Champs Approach based on the belief that classrooms should be structured for success, behavioral expectations should be taught to students, students should be observed and supervised, interactions with students should be positive, and corrections should be fluent. All staff has received and continues to receive training with this program and well as coaching provided through FDLRS. All classrooms as well as common areas have posters which serve as visual reminders for students.

*The school also uses a Responsible Thinking Process. This unique classroom discipline process is both non-manipulative and non-punitive. It creates mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. This gives students personal accountability for their actions and teaches them to respect others.

*Providing support to teachers and other school staff to ensure that they are clear about the plan and have the necessary skills for implementing specific interventions

*Discuss priorities or goals outlining the importance of healthy social, behavioral, emotional, ethical, and intellectual development

*Reviewing data on intervention outcomes and student academic and behavioral progress (RtI) Strategies/Data Collection/ Problem-Solving Meetings/Review

*Receiving recommendations regarding individual behavior plans by Student Support Team. Support Team includes: Student Support Specialist, School Psychologist, and Administration

*Corrective strategies will include teachers enforcing the school-wide discipline plan by: reviewing classroom and school rules and daily procedures. A key element to corrective discipline is to anticipate that it will be needed, having a clear plan of corrective action and being aware of the classroom activity so disruptions are addressed immediately.

*Each classroom will conduct Morning Meetings designed to address classroom challenges and promote community building within classrooms.

* Monthly character traits will be highlighted and students will be recognized each month who exemplify these traits. School wide assemblies will be organized to showcase students receiving awards and speakers will be featured at each assembly.

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.

The school ensures the social-emotional needs of all students are being met through various means. The teachers conference with parents/guardians to obtain information on their students. The Behavior Intervention Specialist requests from all classroom teachers the names of students who would benefit from group or individual counseling whether it be low self-esteem, grief, behavioral difficulties, anger management or peer counseling, etc.

When it is a benefit to the student, they are provided with a mentor both before and after school through a check in/check out program. This allows the student to see a trusted impartial teacher who ensures the student is on task during the day and completing homework.

The Instructional Support Team (IST) meets each Thursday to discuss students with social or behavioral needs.

Big Brother/Big Sister (Americorps) provides tutors that work one-on-one with selected students to improve academic achievement as well as self-esteem. These tutors meet approximately 3 times per week with students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

*One or more out of school suspensions

*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	77	32	23	16	21	17	0	0	0	0	0	0	0	186
One or more suspensions	5	8	11	7	9	8	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	9	10	0	0	0	0	0	0	0	36

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	5	8	11	14	13	10	0	0	0	0	0	0	0	61

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning 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).
- * Multi-Modality Strategies
- * After-school Tutorial (math, reading and writing)
- * Reading Mastery
- * Foundations
- * Leveled Literacy Interventions
- * Response to Intervention (extra 30 minutes of reading)
- * Referral to school based Problem Solving Team
- * iReady Reading
- * Planned Discussions, Goal Setting for identified students
- * Create evidence-based interventions to close student need gaps related to early warning system
- * Consider individual students needs and IEP goals when planning for intervention strategies in order

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430800>.

2. Description

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

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

School safety requires a broad-based effort by the entire community, including educators, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. It is necessary to adopt a comprehensive approach to addressing school safety. Parent and community involvement is a key factor in creating a safe school climate. Constituents include students, parents, teachers, school administrators, support staff, local business, civic leaders, and law enforcement officials. Each group brings unique strengths to the process of planning for safer schools, although there are challenges in effectively synthesizing the perspectives of disparate groups. The development of teams other than formal school safety planning teams can take a more innovative approach. Glendale seeks out a variety of stakeholders which can result in new and unexpected approaches to solving school challenges. Sources for community representatives might include:

- The Learning Alliance
- Americorps
- Local businesses
- Health and human service agencies
- Community organizations
- Youth organizations
- Athletic organizations
- Senior citizen groups
- Colleges and Universities
- Future Educators of America Club

Glendale also works to build relationships among all stakeholders by sponsoring parent nights, a fall festival, an annual talent show, and community visits by the "Gator Express".

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Faust, Adam	Principal
Banack, Michelle	Assistant Principal
Beasley, Sandy	Administrative Support
Koppelman, Rene	Instructional Coach
Matheny, Lyndsey	Instructional Coach
Odom, Emily	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: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Participate in interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Grade Level Chairs (Pre-K/K-5th): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches: Develop, lead, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Support Specialist: Provides behavioral interventions and expertise on issues ranging from development of social skills to data collection. In addition to providing interventions, the student support specialist continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Evaluations/Testing

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 Leadership Team meets weekly. Personnel is recruited and developed to support the needs of our student population. Teachers are inventoried to determine the best sources available to address any deficiencies present in the student population. Instructional and curricular materials are purchased based on these needs. Data is continuously analyzed to determine the effectiveness of the programs. Multi-grade level observational walk-throughs have been implemented to facilitate cross grade level continuity. Grants are applied for

by various staff members for grade or school wide needs. Local businesses are recruited and financial support is requested whenever possible. The School-Based Leadership Team meets regularly to review screening, diagnostic, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Core Instruction is in place, the team identifies students who are not meeting specific academic targets.

The identified students will be referred to the school-based Multi-Tiered System Support Team. The Multi-Tiered System Support Team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). A Response to Intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies and a measurable goal is established. As a team it is established who will support the supplement and intensive intervention of the student. The team ensures the necessary resources are available and the intervention is implemented with fidelity. A Progress Monitoring Log is kept by the interventionist.

* Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
 2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
 3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
 4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
- Through the Problem Solving process the student is either re-mediated or the process is recycled in order to achieve the best outcome.

Glendale Elementary:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Connected 4 Kids, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Glendale Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services. The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, RM Sonica, Zip Zoom English and Earobics.

Title X- Homeless

Glendale Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Judy Bandura	Business/Community
Adam Faust	Principal
Erin Chung	Business/Community
Liz Wetherell	Education Support Employee
Patty Poysell	Teacher
Barry Barnard	Parent
Barbara Presley	Teacher
Luz Corchado	Education Support Employee
Jan Lloyd	Parent
Julie White	Parent
Carrie Cousino	Parent
Tony Mehta	Parent
Dani Bey	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

School Improvement Plan was presented to School Advisory Council by the Principal. Data was reviewed and achievement gaps were identified assisting the committee in identifying priorities for upcoming school year.

b. Development of this school improvement plan

The SAC represents the school community as the voice for school improvement. Teachers, school support staff, students, and parents are elected to the SAC. Business and community leaders are appointed by the principal. The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan .The SAC also gives assistance to the principal in the planning of the upcoming year's budget. It is to the principal's advantage to have the assistance of representatives from all areas of the school community in developing the plan to improve the school.

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

The school's Advisory Committee will meet monthly to review School Advisory funds and proper allocation of these funds. In the previous year, funds have been used to support extended learning opportunities and other school initiatives.

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

Before school computer lab to get students learning. The amount will be \$4400. Set up ELA CCSS strategies using \$2000. Providing Specific Learning Activities on Math Mondays and funding is \$2000. Stem Experiences in the classrooms funding is \$4800. Closing the Achievement Gap funds for afterschool programs \$3400.

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
Banack, Michelle	Assistant Principal
Faust, Adam	Principal
Slade, Kim	Teacher, K-12
Koppelman, Rene	Instructional Coach
Matheny, Lyndsey	Instructional Coach
Odom, Emily	Teacher, K-12

b. Duties

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers. This is a continuous process throughout the entire school year.

~Provide tiered professional development to teachers

~Analyze reading data.

~Encourage participation in Accelerated Reader and iReady

~The increase of independent reading.

~Plan events that encourage student literacy such as the Vocabulary Parade, Eat a Book, Story Book Parade,

buddy reading with other classrooms, guest readers, book exchanges during lunch periods, Book Fairs, Book

Clubs

. Data examined will come from the following sources:

- Interim Assessments
- Wonder Works
- iReady
- Unify Formative Assessments
- Tutoring

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Collegiality is nurtured when administrators provide encouragement and accommodation. Administrators can foster collegiality by promoting teacher leadership and encouraging teachers to exchange ideas and work together. This goal requires the Principal to set agendas for meetings and to work on issues close to the classroom. Administrators, instructional coaches, and grade level chairs create a time and place for professional dialogue and team work, provide substitute teachers, cover classes for teachers who wish to participate in collaboration activities, and make similar accommodations for groups of teachers who wish to work together on a project. Above all, fostering collegial relationships requires both time and structured opportunities for joint work.

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

The District participates in recruitment trips to find qualified candidates. The school uses the Applicant System to monitor candidate applications. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position. Also helpful in recruitment, is having a positive school culture where all staff are stake-holders. At Glendale we will recruit teachers through having and promoting a positive climate. All stakeholders at Glendale will be responsible for teacher recruitment. The stakeholders include administration, teachers, and staff.

A critical component in retention of teachers is strong mentoring, which includes on-the-job observations and coaching in the classroom as well as support for teacher planning by expert veterans. Beginning teachers are partnered with peers mentors and regular meeting occur where support is given. In addition to this support, new teachers are supported through the District STAR (Strengthening Teachers and Relationships) Programs. Monthly meetings are facilitated by the Principal and Assistant Principal and follow the District created agenda.

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

STAR Program facilitated by administrators through planned monthly meetings

First year and second year teachers are paired with highly effective teachers, when possible, on the same grade level. When partnering teachers, personalities, strengths and weaknesses, and the desire to collaborate with others is taken into consideration. Administrators monitor pairings through meetings with 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.

Glendale Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, and mathematics curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promotes dialogue that can dispel misunderstandings and promote opportunities for growth in instructional pace, curriculum, and the standards. Collaborative planning sessions are offered and encouraged

throughout the week and on-site professional development opportunities are made available. Opportunities to collaborate through common planning and daily embedded professional development gives staff members multiple opportunities to grow professionally and develop a deeper understanding of the standards along with appropriate uses of the core instructional resources.

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.

Glendale Elementary uses data to drive the instruction the students receive. A balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs is implemented during an uninterrupted 90 minute reading block. Small group instruction is utilized during the math block. RTI is provided based on student needs in reading and math. Also in fifth grade, data is analyzed and students needing additional support in Science, work in small groups with Special Area teachers. Students with Disabilities (SWD) are provide specially designed instruction per student's IEP needs. Students are receiving push-in/pull out services for ESE/ELL. The third grade interventionist provides small group reading instruction to the lower 25% in third grade

Teachers analyze data from, i Ready Math and Reading, classroom assessments, and Unify formative assessments during monthly data chats. Progress is monitored by grade level, class and individual students. Additionally, progress is monitored by subgroups: Students with Disabilities, Economically Disadvantaged, and Ethnicity.

Data drives the Professional Development the staff receives. When a need is seen, it is addressed through PD. Data is examined and used for remediation and enrichment in our tutorial programs. Data is also used for after-school programs such as Academic Games, Book Battles, Extended Learning Opportunities and other clubs.

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

Strategy: Extended School Day

Minutes added to school year: 2,400

Extended learning opportunities after school for identified students. Students are taught in a targeted small group focused on increasing achievement toward proficiency.

Strategy Rationale

Interventions targeting weaknesses will fill in learning gaps to increase probability of student achievement.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Matheny, Lyndsey, lyndsey.matheny@indianriverschools.org

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

Progress monitoring will occur through the program.
iReady assessments

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Glendale Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program. As part of their curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting.

Each year Glendalet holds a Kindergarten Round-Up so that incoming kindergartners and their parents are able to meet the teachers, see the campus, and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their child as well as tips about helping to ensure their child is kindergarten ready upon entry on day 1. Kindergarten students have staggered start schedules during the first week of school. Classroom visitations are allowed for transitional students and their parents.

In preparation for the transition to middle school the fifth grade students participate in visits from the three district middle schools.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

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.

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 improve core instruction in all content areas, then student achievement will increase.

Strategic Goals Detail

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

G1. If we improve core instruction in all content areas, then student achievement will increase. 1a

G094366

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	64.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	60.0
FSA ELA Achievement - Black/African American	55.0
FSA Math Achievement - Black/African American	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective planning and instructional delivery: Planning for and delivering instruction that is differentiated and based on standards and/or specific course benchmarks and targets students based on the strengths and weaknesses as identified by the data.
- Lack of effective use of data to identify students in need of support and provide targeted research based intervention.
- Lack of time devoted to Science instruction.
- Lack of classroom procedures and routines.
- Lack of parental involvement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Professional Development, Student Support Specialist, Schedules allowing for common planning, iReady, MTSS Team

Plan to Monitor Progress Toward G1. 8

Data disaggregation of District Interim and State Assessments

Person Responsible

Michelle Banack

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Assessment results, Data Chat sign in and agenda, Data Charts

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 improve core instruction in all content areas, then student achievement will increase. **1**

 G094366

G1.B1 Lack of effective planning and instructional delivery: Planning for and delivering instruction that is differentiated and based on standards and/or specific course benchmarks and targets students based on the strengths and weaknesses as identified by the data. **2**

 B253402

G1.B1.S1 Provide common planning sessions where instructional coaches and teachers engage in collaborative conversations focusing on ensuring that curriculum, instruction, and assessments are designed with a focus on content rigor and student engagement. **4**

 S267557

Strategy Rationale

This strategy will allow teachers to effectively plan for lessons that will promote content rigor, student-centered activities, and engagement.

Action Step 1 **5**

Teachers will participate in weekly collaborative planning.

Person Responsible

Lyndsey Matheny

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Meeting Notes, Lesson Plans, Classroom Walkthrough Checklist

Action Step 2 **5**

Conduct the coaching cycle based on teacher needs.

Person Responsible

Rene Koppelman

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Instructional Coaches Logs, Lesson Plans

Action Step 3 5

Conduct classroom walkthroughs to monitor the use of rigorous standards-based instruction, formative assessments, and student engagement.

Person Responsible

Adam Faust

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Classroom Walkthroughs Logs, Formal Observations

Action Step 4 5

School-wide implementation of Thinking Maps to give students strategies to comprehend complex texts in all contents.

Person Responsible

Lyndsey Matheny

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data, professional development sign-in sheets, Thinking Maps

Action Step 5 5

Facilitate the STAR Training for all new teachers in order to provide support and mentorship.

Person Responsible

Adam Faust

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Training Agendas, Sign-In Sheets, Mentor Meeting Logs

Action Step 6 5

Create and train a Thinking Map Core Design Team comprised of teacher leaders.

Person Responsible

Michelle Banack

Schedule

On 5/25/2018

Evidence of Completion

Team meeting agendas, sign in sheets

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

Attend and monitor the scheduled collaborative planning sessions in order to observe the active participation and preparation of teachers.

Person Responsible

Rene Koppelman

Schedule

Weekly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, observations, coaches' logs

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

Monitor assessment and intervention data.

Person Responsible

Michelle Banack

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Data collection sheets

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

Review lesson plans.

Person Responsible

Adam Faust

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Lesson plans

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

Conduct focused classroom walkthroughs to identify the implementation of student-centered, standards based activities that focus on collaborative conversations, higher-order thinking questions, and authentic activities that were planned for during collaborative planning sessions.

Person Responsible

Adam Faust

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson plans, coaches' logs, walkthrough logs

G1.B2 Lack of effective use of data to identify students in need of support and provide targeted research based intervention. **2**

 B253403

G1.B2.S1 Data chats will be scheduled to ensure both academic and behavioral data is consistently reviewed allowing for differentiated instruction, targeted interventions, and enrichment to occur to meet the individual strengths, needs, and interest of all learners. **4**

 S267558

Strategy Rationale

If student data is reviewed in a consistent manner, then student needs can be met and monitored for effectiveness.

Action Step 1 **5**

Plan for and schedule data meetings with all classroom teachers.

Person Responsible

Michelle Banack

Schedule

Every 6 Weeks, from 8/21/2017 to 5/25/2018

Evidence of Completion

Teacher attendance, intervention groups resulting from data review, data protocol/meeting agenda

Action Step 2 **5**

Instructional Support Team will meet weekly to review discipline and academic data.

Person Responsible

Adam Faust

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Instructional Support Team agenda and meeting notes, professional development sign-in sheets

Action Step 3 5

Implement a multi-tiered system of support for students that provides a high quality learning environment.

Person Responsible

Michelle Banack

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Office discipline referrals, Academic data, Progress monitoring data

Action Step 4 5

Embed professional development opportunities into the master schedule.

Person Responsible

Rene Koppelman

Schedule

Daily, from 9/5/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, teacher reflection sheets

Action Step 5 5

Offer Extended Learning Opportunities to bottom quartile students.

Person Responsible

Lyndsey Matheny

Schedule

Semiannually, from 10/9/2017 to 5/25/2018

Evidence of Completion

Attendance rosters

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

Attend and monitor all data chats in order to observe active participation and preparation of teachers.

Person Responsible

Michelle Banack

Schedule

Every 6 Weeks, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign- in sheets, agendas, ongoing spreadsheet in student interventions and adjustments made due to review of most current data.

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

Classroom walkthroughs will occur to monitor the fidelity of the implementation of interventions.

Person Responsible

Rene Koppelman

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Fidelity check logs

G1.B3 Lack of time devoted to Science instruction. 2

B253404

G1.B3.S1 Create a master schedule that allots additional time for Science instruction. 4

S267559

Strategy Rationale

If blocks of time are set aside for Science instruction, then students will be exposed to the grade level curriculum in it's entirety.

Action Step 1 5

Restructure the master schedule to allot specific times for Science instruction.

Person Responsible

Michelle Banack

Schedule

Annually, from 8/7/2017 to 5/25/2018

Evidence of Completion

Master Schedule

Action Step 2 5

Integrate Science standard into Media resulting in STEMedia.

Person Responsible

Lyndsey Matheny

Schedule

Daily, from 9/11/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

Action Step 3 5

Schedule a monthly school-wide STEM/STEAM Day.

Person Responsible

Adam Faust

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Master Calendar

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

Classroom walkthroughs during Science block.

Person Responsible

Adam Faust

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walkthrough logs and feedback forms

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

Monitor formative assessment data.

Person Responsible

Michelle Banack

Schedule

Every 6 Weeks, from 9/4/2017 to 5/25/2018

Evidence of Completion

Data collection sheets.

G1.B4 Lack of classroom procedures and routines. **2**

 B253405

G1.B4.S1 CHAMPS will be implemented school-wide to provide training and support to build positive learning and work environments for meeting the needs of all students. **4**

 S267560

Strategy Rationale

If procedures and routines are in place, then disruptive behaviors will decrease allowing more time for instruction and creating a more positive environment for all learners.

Action Step 1 **5**

All faculty and staff will be trained in the use of CHAMPS.

Person Responsible

Adam Faust

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs

Action Step 2 **5**

FDLRS will provide ongoing coaching to all staff members.

Person Responsible

Adam Faust

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Walkthroughs with coaching and modeling as needed

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

Administration and FDLRS trainers will conduct walkthroughs of all classrooms.

Person Responsible

Adam Faust

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Walkthrough forms, student interviews, office discipline referrals

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

Data Chats

Person Responsible

Michelle Banack

Schedule

Every 6 Weeks, from 9/11/2017 to 5/25/2018

Evidence of Completion

Office discipline referrals, student surveys

G1.B5 Lack of parental involvement. 2

B253406

G1.B5.S1 Increase family involvement in our school activities that support student growth and academic achievement. 4

S267561

Strategy Rationale

Building stronger partnerships with stakeholders is vital to students success.

Action Step 1 5

Glendale will offer quarterly family engagement activities.

Person Responsible

Adam Faust

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, Flyers advertising events

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

Collect parent sign in sheets

Person Responsible

Michelle Banack

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Events will be scheduled and added to master calendar. Sign in sheets will be collected after each event.

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

Parent surveys will be administered to collect data on the effectiveness of support that is provided.

Person Responsible

Michelle Banack

Schedule

Annually, from 9/5/2017 to 5/25/2018

Evidence of Completion

Feedback from surveys

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
 G1.MA1  M379960	Data disaggregation of District Interim and State Assessments	Banack, Michelle	8/21/2017	Assessment results, Data Chat sign in and agenda, Data Charts	5/25/2018 monthly
 G1.B1.S1.MA1  M379948	Conduct focused classroom walkthroughs to identify the implementation of student-centered...	Faust, Adam	8/21/2017	Lesson plans, coaches' logs, walkthrough logs	5/25/2018 weekly
 G1.B1.S1.MA1  M379949	Attend and monitor the scheduled collaborative planning sessions in order to observe the active...	Koppelman, Rene	8/25/2017	Sign-in sheets, agendas, observations, coaches' logs	5/25/2018 weekly
 G1.B1.S1.MA3  M379950	Monitor assessment and intervention data.	Banack, Michelle	9/4/2017	Data collection sheets	5/25/2018 monthly
 G1.B1.S1.MA4  M379951	Review lesson plans.	Faust, Adam	9/4/2017	Lesson plans	5/25/2018 quarterly
 G1.B1.S1.A1  A355860	Teachers will participate in weekly collaborative planning.	Matheny, Lyndsey	8/21/2017	Meeting Notes, Lesson Plans, Classroom Walkthrough Checklist	5/25/2018 weekly
 G1.B1.S1.A2  A355861	Conduct the coaching cycle based on teacher needs.	Koppelman, Rene	8/21/2017	Instructional Coaches Logs, Lesson Plans	5/25/2018 monthly
 G1.B1.S1.A3  A355862	Conduct classroom walkthroughs to monitor the use of rigorous standards-based instruction...	Faust, Adam	8/21/2017	Classroom Walkthroughs Logs, Formal Observations	5/25/2018 weekly
 G1.B1.S1.A4  A355863	School-wide implementation of Thinking Maps to give students strategies to comprehend complex texts...	Matheny, Lyndsey	8/21/2017	Classroom walkthrough data, professional development sign-in sheets, Thinking Maps	5/25/2018 monthly
 G1.B1.S1.A5  A355864	Facilitate the STAR Training for all new teachers in order to provide support and mentorship.	Faust, Adam	8/14/2017	Training Agendas, Sign-In Sheets, Mentor Meeting Logs	5/25/2018 monthly
 G1.B1.S1.A6  A355865	Create and train a Thinking Map Core Design Team comprised of teacher leaders.	Banack, Michelle	8/14/2017	Team meeting agendas, sign in sheets	5/25/2018 one-time
 G1.B2.S1.MA1  M379952	Classroom walkthroughs will occur to monitor the fidelity of the implementation of interventions.	Koppelman, Rene	8/21/2017	Fidelity check logs	5/25/2018 weekly
 G1.B2.S1.MA1  M379953	Attend and monitor all data chats in order to observe active participation and preparation of...	Banack, Michelle	8/21/2017	Sign- in sheets, agendas, ongoing spreadsheet in student interventions and adjustments made due to review of most current data.	5/25/2018 every-6-weeks
 G1.B2.S1.A1  A355866	Plan for and schedule data meetings with all classroom teachers.	Banack, Michelle	8/21/2017	Teacher attendance, intervention groups resulting from data review, data protocol/meeting agenda	5/25/2018 every-6-weeks
 G1.B2.S1.A2  A355867	Instructional Support Team will meet weekly to review discipline and academic data.	Faust, Adam	8/21/2017	Instructional Support Team agenda and meeting notes, professional development sign-in sheets	5/25/2018 weekly
 G1.B2.S1.A3  A355868	Implement a multi-tiered system of support for students that provides a high quality learning...	Banack, Michelle	8/21/2017	Office discipline referrals, Academic data, Progress monitoring data	5/25/2018 weekly
 G1.B2.S1.A4  A355869	Embed professional development opportunities into the master schedule.	Koppelman, Rene	9/5/2017	Agendas, sign-in sheets, teacher reflection sheets	5/25/2018 daily
 G1.B2.S1.A5  A355870	Offer Extended Learning Opportunities to bottom quartile students.	Matheny, Lyndsey	10/9/2017	Attendance rosters	5/25/2018 semiannually
 G1.B3.S1.MA1  M379954	Monitor formative assessment data.	Banack, Michelle	9/4/2017	Data collection sheets.	5/25/2018 every-6-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M379955	Classroom walkthroughs during Science block.	Faust, Adam	8/14/2017	Walkthrough logs and feedback forms	5/25/2018 biweekly
G1.B3.S1.A1 A355871	Restructure the master schedule to allot specific times for Science instruction.	Banack, Michelle	8/7/2017	Master Schedule	5/25/2018 annually
G1.B3.S1.A2 A355872	Integrate Science standard into Media resulting in STEMedia.	Matheny, Lyndsey	9/11/2017	Lesson Plans	5/25/2018 daily
G1.B3.S1.A3 A355873	Schedule a monthly school-wide STEM/STEAM Day.	Faust, Adam	8/14/2017	Lesson Plans, Master Calendar	5/25/2018 monthly
G1.B4.S1.MA1 M379956	Data Chats	Banack, Michelle	9/11/2017	Office discipline referrals, student surveys	5/25/2018 every-6-weeks
G1.B4.S1.MA1 M379957	Administration and FDLRS trainers will conduct walkthroughs of all classrooms.	Faust, Adam	8/21/2017	Walkthrough forms, student interviews, office discipline referrals	5/25/2018 monthly
G1.B4.S1.A1 A355874	All faculty and staff will be trained in the use of CHAMPS.	Faust, Adam	8/7/2017	Classroom walkthroughs	5/25/2018 quarterly
G1.B4.S1.A2 A355875	FDLRS will provide ongoing coaching to all staff members.	Faust, Adam	8/21/2017	Walkthroughs with coaching and modeling as needed	5/25/2018 monthly
G1.B5.S1.MA1 M379958	Parent surveys will be administered to collect data on the effectiveness of support that is...	Banack, Michelle	9/5/2017	Feedback from surveys	5/25/2018 annually
G1.B5.S1.MA1 M379959	Collect parent sign in sheets	Banack, Michelle	9/5/2017	Events will be scheduled and added to master calendar. Sign in sheets will be collected after each event.	5/25/2018 quarterly
G1.B5.S1.A1 A355876	Glendale will offer quarterly family engagement activities.	Faust, Adam	9/5/2017	Sign in sheets, Flyers advertising events	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. If we improve core instruction in all content areas, then student achievement will increase.

G1.B1 Lack of effective planning and instructional delivery: Planning for and delivering instruction that is differentiated and based on standards and/or specific course benchmarks and targets students based on the strengths and weaknesses as identified by the data.

G1.B1.S1 Provide common planning sessions where instructional coaches and teachers engage in collaborative conversations focusing on ensuring that curriculum, instruction, and assessments are designed with a focus on content rigor and student engagement.

PD Opportunity 1

Teachers will participate in weekly collaborative planning.

Facilitator

Instructional Coaches

Participants

Instructional Staff, Instructional Coaches, Administrators

Schedule

Weekly, from 8/21/2017 to 5/25/2018

PD Opportunity 2

School-wide implementation of Thinking Maps to give students strategies to comprehend complex texts in all contents.

Facilitator

Melba Johnson

Participants

Instructional Staff, Instructional Coaches, Administrators

Schedule

Monthly, from 8/21/2017 to 5/25/2018

PD Opportunity 3

Create and train a Thinking Map Core Design Team comprised of teacher leaders.

Facilitator

Thinking Maps Leadership Training/James Dean

Participants

4 selected teacher leaders

Schedule

On 5/25/2018

G1.B2 Lack of effective use of data to identify students in need of support and provide targeted research based intervention.

G1.B2.S1 Data chats will be scheduled to ensure both academic and behavioral data is consistently reviewed allowing for differentiated instruction, targeted interventions, and enrichment to occur to meet the individual strengths, needs, and interest of all learners.

PD Opportunity 1

Plan for and schedule data meetings with all classroom teachers.

Facilitator

Banack

Participants

All instructional staff, coaches, and administrators.

Schedule

Every 6 Weeks, from 8/21/2017 to 5/25/2018

PD Opportunity 2

Implement a multi-tiered system of support for students that provides a high quality learning environment.

Facilitator

MTSS Team

Participants

Instructional staff and coaches

Schedule

Weekly, from 8/21/2017 to 5/25/2018

PD Opportunity 3

Embed professional development opportunities into the master schedule.

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Daily, from 9/5/2017 to 5/25/2018

G1.B4 Lack of classroom procedures and routines.

G1.B4.S1 CHAMPS will be implemented school-wide to provide training and support to build positive learning and work environments for meeting the needs of all students.

PD Opportunity 1

All faculty and staff will be trained in the use of CHAMPS.

Facilitator

FDLRS

Participants

All faculty and staff

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

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	Teachers will participate in weekly collaborative planning.				\$0.00
2	G1.B1.S1.A2	Conduct the coaching cycle based on teacher needs.				\$0.00
3	G1.B1.S1.A3	Conduct classroom walkthroughs to monitor the use of rigorous standards-based instruction, formative assessments, and student engagement.				\$0.00
4	G1.B1.S1.A4	School-wide implementation of Thinking Maps to give students strategies to comprehend complex texts in all contents.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	300-Purchased Services	0201 - Glendale Elementary School	School Improvement Funds		\$2,500.00
<i>Notes: Facilitator for professional development to support training in writing</i>						
5	G1.B1.S1.A5	Facilitate the STAR Training for all new teachers in order to provide support and mentorship.				\$0.00
6	G1.B1.S1.A6	Create and train a Thinking Map Core Design Team comprised of teacher leaders.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	239-Other	0201 - Glendale Elementary School	School Improvement Funds		\$1,500.00
<i>Notes: Send team members to Leadership Training</i>						
7	G1.B2.S1.A1	Plan for and schedule data meetings with all classroom teachers.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0201 - Glendale Elementary School	School Improvement Funds		\$1,800.00
8	G1.B2.S1.A2	Instructional Support Team will meet weekly to review discipline and academic data.				\$0.00
9	G1.B2.S1.A3	Implement a multi-tiered system of support for students that provides a high quality learning environment.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		500-Materials and Supplies	0201 - Glendale Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Materials for RTI</i>						

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10	G1.B2.S1.A4	Embed professional development opportunities into the master schedule.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0201 - Glendale Elementary School	School Improvement Funds		\$1,500.00
11	G1.B2.S1.A5	Offer Extended Learning Opportunities to bottom quartile students.				\$0.00
12	G1.B3.S1.A1	Restructure the master schedule to allot specific times for Science instruction.				\$0.00
13	G1.B3.S1.A2	Integrate Science standard into Media resulting in STEMedia.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		590-Other Materials and Supplies	0201 - Glendale Elementary School	School Improvement Funds		\$1,500.00
			<i>Notes: Science materials</i>			
14	G1.B3.S1.A3	Schedule a monthly school-wide STEM/STEAM Day.				\$0.00
15	G1.B4.S1.A1	All faculty and staff will be trained in the use of CHAMPS.				\$0.00
16	G1.B4.S1.A2	FDLRS will provide ongoing coaching to all staff members.				\$0.00
17	G1.B5.S1.A1	Glendale will offer quarterly family engagement activities.				\$0.00
					Total:	\$9,800.00