



## Egret Lake Elementary School

5115 47TH PL N, West Palm Beach, FL 33417

<https://eles.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	Yes	94%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

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

*\*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 11/8/2017.

### 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 Egret Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Egret Lakes' mission is in alignment with The School District of Palm Beach County's mission. We are 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.

Egret Lakes' vision is in alignment with The School District of Palm Beach County's vision. We envision a dynamic collaborative multicultural 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.

Egret Lake is an Arts Integration school and will integrate the content required by Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b), as applicable to appropriate grade levels including but not limited to: History of Holocaust, History of Africans and African American, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans.

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) 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.

Our school has a school Positive Behavior Support (PBS) Team. We have the following systems in place: Egret Lake Way, Meet & Greet each student at the door with a warm welcome using their name while making eye and Morning Meetings. We are in our second year of implementing

Advancement Via Individual Determination (AVID) in three classrooms (grades 1, 2 and 3). We will involve instructional, non-instructional, office staff, cafeteria personnel and bus drivers in the process of modeling and teaching high expectations in all settings. We also have Arts Integration Lessons, Activities and Programs. Student may participate in our Art Club, Chorus, EMAD, and Literacy Club. These programs help create a safe, respected and positive school environment.

The Guidance Counselor develops a Character Counts monthly calendar. Each week is a theme and each day supports that weekly theme.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

**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.**

Each teacher have written social contracts in each class using the school-wide behavior matrix. Each teacher utilizes CHAMPS - School wide signal, thumbs up include a little shake to distinguish a good job and will also use the school wide classroom management tracking tool to aid in minimizing distractions and keeping students engaged during instructional time.

**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 Guidance Counselor provides students with information on bully awareness, importance of good character and making good choices/decisions. The guidance counselor also mediates between students, counsels students and provides outside resources to parents. Some staff members mentor small groups of high needs 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.**

Monitor the attendance data below 90 percent of FY18 students regardless of illness or disciplinary action. Monitor students with a performance code of Needs Development or Approaching in Language Arts and Mathematics. Utilize existing data systems to identify students who have

attendance, behavioral or academic concerns. Monitor all level 1 students in Reading and Mathematics. Monitor students being referred to SBT.

**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	21	22	17	21	14	13	0	0	0	0	0	0	0	108
One or more suspensions	2	5	2	9	10	14	0	0	0	0	0	0	0	42
Course failure in ELA or Math	13	46	66	86	55	66	0	0	0	0	0	0	0	332
Level 1 on statewide assessment	0	0	0	47	39	43	0	0	0	0	0	0	0	129

**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	7	13	15	59	40	52	0	0	0	0	0	0	0	186

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

Below are the intervention strategies employed by the school to improve the academic performance of students. They are:

1. Report Card - Parent Conference day for Trimester 1
2. Parental Contact with parents of students with excessive absences (automated phone call, administrative call, administrative letter, and area office contact)
3. Administrative data chats with students and teachers.
4. Leveled Literacy Intervention (LLI)
5. Foundations
6. iReady (Reading and Mathematics)
7. Tutors for in class tutorial groups (Double Down)
8. SAI Teacher
9. CCLC 21st Century Grant program

**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 available at the school site.

**2. Description**

Each month a newsletter is sent home to parents in English, Spanish and Haitian-Creole. In the newsletters are reminder of meeting dates, important dates to remember, school news and any activities that are occurring on school campus for that month.

Parents receive reminder phone calls prior to SAC meetings, parent conferences and after school programs.

All parents have access to Edline to assist in monitoring their child's progress in schools and communicate with parents.

**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.**

Egret Lake continues to seek partnerships with businesses and the surrounding community. Some of our current partners are Rotary Club, Walmart, Publix, Education Foundation of Palm Beach County (Winner's Scholarship), and the Wallace Foundation. We also provide parents with a monthly newsletter, Curriculum Night (Open House) to ensure parents receive curriculum and Edline information.

**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
Rick, Christine	Principal
Roundtree, Tiana	Assistant Principal
Duggan-Anderson, Jeannette	Instructional Coach
Ramenda, Jessica	Other
Sharpe, Jennifer	Teacher, ESE
Brooks, Toderick	Instructional Coach
Berardesco, Victoria	School Counselor
James-Burton, Sharon	Instructional Coach

**b. Duties**

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

The Leadership Team follows a structured problem solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow up to students and families in need. The team integrates:

- the data analysis and instructional recommendations provided by teachers during the collaborative planning/Professional Learning Community (PLC) meetings.
- problem solving strategies and identifies evidence-based interventions.
- on-going assessment of academic and behavioral intervention outcomes and the use of strategies and/or programs that address social and emotional concerns.
- comprehensive data and observations to identify and support students.

The goal of MTSS is to use comprehensive data (e.g. EDW/PM reports, Reading Running Records, classroom assessments, district assessments, and diagnostics reports) to identify and support students.

The Single School Culture Coordinator (Jeannette Duggan), Mathematics Coach (Toderick Brooks), Sharon James-Burton (K-2 Literacy Coach) and Supplemental Academic Instructors (Angela Peters and Sharlene Williams) provide support to classroom teachers to assist with the Response to Intervention (RTI) process and ensure that SIP goals are met in their respective content areas. Jessica Starke-Ramenda (ELL Coordinator) Christina Williams (Guidance Counselor/SBT Leader) works with Kelly Atkin (ESE contact), classroom teachers and students to provide MTSS and RTI to all students not meeting Tier I, II or III expectations. Administration (Christine Rick and Tiana DuPont-Roundtree) will work with all staff listed above to ensure implementation with MTSS and SIP support.

**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.**

Students have been identified that have not met pupil progression. A referral is submitted by the classroom teacher. A plan is created by the teacher and School Based Team. That student participates in a research based intervention program that is designed to meet their needs and close their academic gap. The students progress is monitored weekly and the team meets frequently to discuss, monitor and reevaluate the students needs.

Teachers are supported weekly by the Single School Culture Coordinator, K-2 Literacy Coach, Mathematics Coach, and Central Office Specialists for Reading and Mathematics .

Title I Part A - Funds will be used for employment of staff members (1 Teacher Mathematics Coach, 1 Teacher Literacy Coach, 1 SAI Teacher, 5 Academic Tutors ), extended tutorial opportunities for lowest 25% and those needing enrichment (tutors), and for Parental Involvement activities including stipends for staff professional development and substitute teachers for parent conferences.

Title I Part C Migrant - Funds are used at the district level as needed for schools

Title I Part D - District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II - Funds are used at the district level as needed for schools to assist with coaching needs and professional development.

Title III - Services are provided through the district for educational materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL.

Title X Homeless - District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Student receiving services are afforded the opportunity that all service received regarding supplemental instructional programs.

Supplemental Academic Instruction (SAI)- Egret Lake has a teacher funded through SAI funds who provides supplemental reading instruction to struggling students in the intermediate grades.

Violence Prevention Program - The school promotes respect for oneself and others as the foundation for a safe school environment. In addition to positive, character building lesson, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel victims and instigators and to meet consequences as appropriate. Support and resources are provided by the Department of Safe Schools. District-wide implementation of Single School Culture as implemented through out School Wide Positive Behavior Support Team.

Egret Lake is an Arts Integration School. We provided activities as well as lessons to demonstrate our appreciation of multicultural diversity.

21st Century Community Learning Centers (CCLC) Grant. This program supports the creation of

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

Nutrition program - Egret Lake students benefit from 100% accessible breakfast program. Eligible families may apply for free or reduced lunch.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Crystal Parson	Teacher
Christine Rick	Principal
Paola Naranjo	Parent
Carolina V. Ascacivar	Parent
Patricia Gaytan	Parent
Jacquet Oliver	Parent
Toderick Brooks	Teacher
Ana Lourd Calimbas	Parent
Camala Embry	Parent
Joy Cabot	Education Support Employee
Latoya Boston	Business/Community
Richard Cover III	Parent
Rubelina Hernandez	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

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

SAC will continue to meet monthly to discuss, the school policies, procedures, data, and activities. The SAC and school will work collaboratively to implement the SIP by monitoring student progress on district and state assessments. This information will be presented to SAC in December and February. The SAC committee also approves funding requests that support the goals listed in the SIP.

##### b. Development of this school improvement plan

At the first SAC meeting, parents were provided an overview of the school improvement plan and the floor was opened for suggestions and/or revisions. This presentation was translated and was a summary of resources and strategies used for instruction. It was explained to parents a draft would be available for their review and approval for the September meeting. The SAC also provides input on teacher development, school activities, parental involvement, incentives and school culture.

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

Funds will be spent on resources and programs approved by SAC based on student needs.

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

In the past SAC has purchased the following resources for students:

- School Wide Positive Behavior Support Initiative \$1695.00
- Reading Incentives: \$655.00
- Leveled Literacy Intervention Kits: \$3000.00

**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
Rick, Christine	Principal
Roundtree, Tiana	Assistant Principal
Duggan-Anderson, Jeannette	Instructional Coach
Williams, Sharlene	Teacher, K-12
Peters, Angela	Teacher, K-12
James-Burton, Sharon	Instructional Coach

**b. Duties**

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

The function of the Literacy Leadership Team (LLT) is to work collaboratively with teachers in the Implementation standards based instruction, Leveled Literacy Intervention System (LLI), Fountas and Pinnell Reading Running Record System (RRR)].

A continued emphasis will be placed on building strong foundations of literacy in grades K-5 and addressing the proficiency gap at each grade level.

iReady

Grades K and 1 - Implementation of the Florida State Standards and utilize Foundations as a classroom resource.

Grade 3 Fountas and Pinnell Word Work Instruction  
 Grades 3 - 5 Words their Way

Grades K-5 - Professional Development regarding targeted instruction via data analysis using FLKRS, Reading Running Records (RRR), iReady, Diagnostics, Performance Matters, Benchmark Assessments (Grade 3-5 increase technology skills utilizing the mobile iPad lab and preparing grades 3-5 students for future online assessments).

## 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.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). 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.

We conduct team building activities during Professional Development days and Faculty Meetings. Additional professional development is provided for teachers during Literacy Cohort, Mathematics Cadre and Marzano Trainings'. Each grade level has common planning. Six Day Professional Learning Team (PLC) Meeting rotation. are facilitated by the Single School Culture Coordinator, K-2 Literacy Coach, Mathematics Coach and/or assistant principal. Teacher accomplishments are highlighted inside and outside the classroom on morning announcements and on the teacher board in Main Office.

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

Egret Lake relies on the districts Human Resource Department to conduct screenings to ensure potential candidates are highly qualified in their field prior being offered employment.

Egret Lake has the following strategies in place listed below to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Administration will offer relevant and high quality professional development opportunities that meet the professional growth and build capacity of the staff and meets state and district mandates.
2. Partnering new teachers (less than 3 years) with veteran staff to provide mentoring through-out the school year.
3. Partnering new teachers to the school with grade chairs to get them acclimated to our school policies and procedures.
4. Place all first-year or teachers in Educator Support Program (ESP) (or any teacher that has not completed ESP) and monitor progress throughout the school year.
5. Instructional Coaches and mentor teachers are used to support new teachers by monitoring instructional practices on a monthly basis.
6. Online resources are utilized to demonstrates best teaching practices.
7. Administration participates in district job fair on an as needed basis to recruit eligible candidates to join our staff.
9. Collaboration with district and local universities to mentor undergraduate students in developing new teachers.

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

Egret Lake's mentoring program pairs a new teacher with a veteran (certified/clinical educator) Mentoring teachers will provide professional development support.

The mentor assists new educators with planning (time will be designated for coaching, planning and feedback.), modeling lessons (demonstrating best practices), monitoring (student academics and behavior), and the completion of the online Marzano TrainU course. They will also assist new teachers in completing the Professional Growth Plan (PGP), complete the required Florida Educator Accomplished Practices (FEAP's) 1-5 and attend Educator Support Program (ESP) meetings.

## 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.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Teachers have the opportunity to collaborate and unpack Florida State Standards during common planning meetings and Professional Learning Community collaboration with administration, Single School Culture Coordinator, K-2 Literacy Coach and Mathematics Coach. Teachers follow the district's scope and sequence for all content areas. Administration conduct weekly classroom walkthroughs.

#### 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

At Egret Lake, data is used to determine what differentiated instruction is needed to meet the diverse needs of students. Below are examples of how instruction is modified or supplemented to assistant students not meeting proficiency on state assessment:

- Master Schedule (90 minutes uninterrupted reading block, 60 mathematics and at least 30-45 minutes of writing)
- Provide Immediate Intensive Instruction (iii) and Leveled Literacy Intervention (LLI), SAI and in class (Double Down) tutorial support on an as needed basis.
- Provide enrichment for students during the school day that are meeting or exceeding standards.
- Teacher support is given my the mathematics resource teacher with supplemental materials to provide enrichment to our high performing students.

- A balanced literacy approach which includes whole group lessons, small groups and one on one instruction.
- During reading independent reading students select text based on their Reading Running Records (RRR) level.
- ESE and ELL push in and pull out support services.
- Gradual release model during the mathematics block.
- Analyze unit assessments and student data during common planning meetings with teachers and administration.

**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:** 10,200

Teacher collaboration during Professional Learning Communities (PLCs) on developing lesson plans, activities, and strategies. Data from assessments are analyzed to create small groups for remediation and or enrichment.

**Strategy Rationale**

To increase the proficiency level of students in literacy and mathematics.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Rick, Christine, christine.rick@palmbeachschools.org

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

Data from district quizzes and unit assessments, Reading Running Record (RRR), Leveled Literacy Intervention (LLI) and iReady Diagnostics reports.

**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.**

All parents are invited to attend our Egret Lake Kindergarten Round-up in May, prior to students entering kindergarten. The parents and students receive information on registration, required immunizations and forms, and given a tour of the school where they meet the kindergarten teachers. The parents are notified by fliers given to surrounding day cares, housing communities, written in our newsletters and is displayed on the school's marquee. At this meeting, parents are given a list of activities to prepare their students for kindergarten. Parents are informed of kindergarten readiness skills, discussed standards and grade level expectations, implemented a staggered start schedule. Kindergarten students are assessed the first week of the school year in order to determine individual and group needs and assist in the development of appropriate instructional and intervention programs. All students are assessed on letter identification, sound symbol correspondence and sight

word knowledge during preschool week. These assessments provide valuable information as it relates to students needs and progress.

## 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.**

Not applicable to Elementary School

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

Not applicable to Elementary School

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

Not applicable to Elementary School

**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.**

Not applicable to Elementary School

## 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 facilitate effective and relevant instruction to meet the needs of all students, then the percent of student matriculating to middle school as high school ready will increase.
  
- G2.** If we facilitate effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

## 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 facilitate effective and relevant instruction to meet the needs of all students, then the percent of student matriculating to middle school as high school ready will increase. 1a

G094872

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	61.0
FCAT 2.0 Science Proficiency	39.0
Literacy Rate - Kindergarten	70.0
Literacy Rate - Grade 1	75.0
Literacy Rate - Grade 2	65.0

**Targeted Barriers to Achieving the Goal** 3

- Parent knowledge of how to provide curriculum support at home.
- Students are not entering ready for elementary school.
- Teachers lack understanding of teaching rigorous standards effectively.

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

- Mathematics Coach
- iReady
- In-class tutorial (Double Down)
- S.T.E.A.M Nights
- Online Curriculum Resources
- Parent University
- Literacy Night
- Mathematics Night
- FSA Night

**Plan to Monitor Progress Toward G1.** 8

Year-end FSA data

**Person Responsible**

Christine Rick

**Schedule**

On 6/1/2018

**Evidence of Completion**

Analysis of the Year-end FSA data and resource teachers and coach evaluation/performance

**G2.** If we facilitate effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094873

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	66.0
FSA ELA Achievement - Grade 3	45.0
FSA ELA Achievement	46.0

**Targeted Barriers to Achieving the Goal** 3

- Students are not entering ready for elementary school.
- Parent knowledge of how to provide curriculum support at home.

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

- K-2 Literacy Coach
- Supplemental Academic Instructor (SAI)
- Leveled Literacy Intervention System (LLI)
- Wilson Foundations
- In-Class Tutorial (Double Down)
- Single School Culture Coordinator (SSCC)
- iReady
- FCAT Science Workbooks
- Time For Kids Subscription

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

Year-end FSA data

**Person Responsible**

Christine Rick

**Schedule**

Annually, from 11/6/2017 to 6/1/2018

**Evidence of Completion**

Analysis of year-end FSA data, Reading Running Record data, iReady data, PD program and the use of Adaptive Technology

## 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 facilitate effective and relevant instruction to meet the needs of all students, then the percent of student matriculating to middle school as high school ready will increase. 1

G094872

**G1.B1** Parent knowledge of how to provide curriculum support at home. 2

B255215

**G1.B1.S1** Maintain and monitor parental involvement through enhancing communication between school and community. 4

S269684

### Strategy Rationale

Communication with parents plays a crucial role to students success.

### Action Step 1 5

Host parent conference days as a way to engage parents in their child's academic success.

#### Person Responsible

Christine Rick

#### Schedule

Annually, from 11/6/2017 to 12/21/2017

#### Evidence of Completion

Sign In Sheets, Teacher Conference Notes

### Action Step 2 5

Host grade level parent trainings that build the capacity of parents to help their child academically with foundational skills.

#### Person Responsible

Tiana Roundtree

#### Schedule

Semiannually, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Parent invitation, agenda, handouts, sign in sheets, evaluations, evidence of training embedding data

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

Implementation of the parent training and meeting as scheduled; observation of parent training-relevance and turn-out/support

**Person Responsible**

Christine Rick

**Schedule**

On 12/21/2017

***Evidence of Completion***

Sign Sheets, Teacher Conference Notes and educational materials provided to parents and evaluation of the meeting/training

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

Evaluation of the parent involvement plans

**Person Responsible**

Christine Rick

**Schedule**

On 12/21/2017

***Evidence of Completion***

Sign Sheets and Teacher Conference Notes and educational materials provided to parents, team meeting notes of parent involvement plan evaluation

**G1.B2** Students are not entering ready for elementary school. 2

B255216

**G1.B2.S1** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

S269685

**Strategy Rationale**

To increase readiness of students entering into middle school.

**Action Step 1** 5

Academic Tutors will work with students in small groups on concepts.

**Person Responsible**

Jeannette Duggan-Anderson

**Schedule**

Daily, from 8/21/2017 to 3/30/2018

**Evidence of Completion**

Tutor schedule, roster, students' baseline data and sample lesson plans

**Action Step 2** 5

Implementing AVID in grades 1, 2, and 3

**Person Responsible**

Tiana Roundtree

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Student binders, student work, lesson plans

**Action Step 3** 5

Mathematics coach will support teachers in developing teacher skills to enhance the instruction of standards with accuracy, effectiveness, and fidelity.

**Person Responsible**

Tiana Roundtree

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Schedule or log, minimum of 3 work products showing evidence of work with teachers

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

Implementation of the schedule/duty and observation of the mathematics coach in action

**Person Responsible**

Tiana Roundtree

**Schedule**

Quarterly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

Lesson Plans, PD agenda, sign-in, handouts, evaluation of the training, student data from district and classroom assessments and reflection sheet

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

Conference meeting with staff and mathematics coach

**Person Responsible**

Tiana Roundtree

**Schedule**

Quarterly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

Conference notes with the resource teacher and coach highlighting strengths and opportunities and PLC agenda and minutes.

**G1.B3** Teachers lack understanding of teaching rigorous standards effectively. **2**

 B255217

**G1.B3.S1** Provide teacher support and training through Professional Learning Communities Collaboration **4**

 S269686

**Strategy Rationale**

**Action Step 1** **5**

Utilize the Single School Culture Coordinator, K-2 Literacy Coach and Mathematics Coach to support and provide instructional researched based instructional strategies to teachers during PLC's.

**Person Responsible**

Tiana Roundtree

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

PLC agenda, collaboration notes, and observations

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

Administration will participate during PLC collaboration

**Person Responsible**

Christine Rick

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

**Evidence of Completion**

PLC calendar, agenda and notes

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

Administrator will meet with the Mathematics Coach, K-2 Literacy Coach and Single School Culture Coordinator

**Person Responsible**

Christine Rick

**Schedule**

Weekly, from 8/17/2017 to 6/1/2018

***Evidence of Completion***

Leadership meeting agenda and minutes, schedule and coaching logs

**G2.** If we facilitate effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G094873

**G2.B1** Students are not entering ready for elementary school. 2

B255218

**G2.B1.S1** Provide instructional programming customized to the individual strengths, needs interests and aspirations of each learner. 4

S269687

### Strategy Rationale

Students need to increase their reading proficiency.

### Action Step 1 5

Academic Tutors will be using current informational text "Time For Kids" to meet with small groups of students to close the achievement gap.

#### Person Responsible

Jeannette Duggan-Anderson

#### Schedule

Daily, from 8/21/2017 to 3/30/2018

#### Evidence of Completion

The use of the students data in both LLI data points and Performance Matters reports will be used to determine instruction, schedules, list of students with data, lesson plans

### Action Step 2 5

Provide small group pushin instruction using Foundations and/or LLI as a reading intervention.

#### Person Responsible

Jeannette Duggan-Anderson

#### Schedule

Daily, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

In-class tutorial schedule (Double Down)Tutorial schedule, student rosters, student data, lesson plans

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

Implementation of academic tutors, tutorial (Double Down) schedules and observation of staff in action with students

**Person Responsible**

Tiana Roundtree

**Schedule**

Monthly, from 8/21/2017 to 3/30/2018

**Evidence of Completion**

Lesson Plan Binder, Conference notes, data chat documentation and reflection sheet

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

Revise in-class tutorial (Double Down) schedule as a result of data chat and feedback

**Person Responsible**

Jeannette Duggan-Anderson

**Schedule**

Monthly, from 8/21/2017 to 6/1/2018

**Evidence of Completion**

Team meeting notes to reflect discussion of the resources teachers service"s and tutorial programs

**G2.B1.S2** Develop capacity of administrators and teachers to model and deliver effective instruction. 4

S269688

### Strategy Rationale

To learn Instructional strategies to build academic and social/emotional skills to increase student achievement.

#### Action Step 1 5

Build capacity of Literacy Teachers by offering professional development opportunities in Literacy.

##### Person Responsible

Christine Rick

##### Schedule

On 6/1/2018

##### Evidence of Completion

TDE, Travel Checklist and documentation

#### Action Step 2 5

Provide opportunities to teachers to attend school based and district professional development.

##### Person Responsible

Christine Rick

##### Schedule

Monthly, from 8/14/2017 to 6/29/2018

##### Evidence of Completion

Agenda, Sign In Sheet, Work product

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Select PD conference/opportunities appropriate to need of the school

**Person Responsible**

Christine Rick

**Schedule**

Semiannually, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Conference/Training agenda, Travel checklist and documentation and reflection sheet

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Assign targeted staff to attend PD that will impact the school's mission/objective

**Person Responsible**

Christine Rick

**Schedule**

Semiannually, from 8/14/2017 to 6/30/2018

***Evidence of Completion***

Registration, travel checklist with documentation and evaluation of the conference/training

**G2.B1.S3** Provide integrated adaptive technology and supplemental resources to support reading/literacy needs of students. 4

 S269689

### **Strategy Rationale**

Students need to increase their reading proficiency.

### **Action Step 1** 5

Provide students with reading/literacy adaptive technology and resources.

#### **Person Responsible**

Jeannette Duggan-Anderson

#### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Monitoring Reports, Lesson Plans, Formative Assessments

### **Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Class observation to monitor utilization of adaptive technology

#### **Person Responsible**

Tiana Roundtree

#### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Checked lesson plan, observation notes, conference notes, iReady usage reports and reflection sheet

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7**

Conference/feedback session with teachers on the use of adaptive technology

**Person Responsible**

Tiana Roundtree

**Schedule**

Quarterly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Conference notes, Team meeting notes, PLC notes to reflect the use of adaptive technology and iReady data reports.

**G2.B2 Parent knowledge of how to provide curriculum support at home. 2**

 B255219

**G2.B2.S1 Maintain and monitor parental involvement through enhancing communication between school and community. 4**

 S269690

**Strategy Rationale**

**Action Step 1 5**

Host Kindergarten Roundup event to assist parents in preparing their child for the start of school by developing Kindergarten readiness skills.

**Person Responsible**

Tiana Roundtree

**Schedule**

On 5/31/2018

**Evidence of Completion**

Handouts, PowerPoint Presentation, Sign In and Agenda, Evaluation

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

Implementation of the K-round up as scheduled and getting feedback from parents

**Person Responsible**

Tiana Roundtree

**Schedule**

On 6/1/2018

***Evidence of Completion***

Agenda, sign-in, handouts/activities, parent feedback and reflection sheet

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

Feedback from parents and staff on K- round up implementation

**Person Responsible**

Tiana Roundtree

**Schedule**

On 6/1/2018

***Evidence of Completion***

Team meeting notes of K-round up

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.MA1 M385078	Evaluation of the parent involvement plans	Rick, Christine	11/6/2017	Sign Sheets and Teacher Conference Notes and educational materials provided to parents, team meeting notes of parent involvement plan evaluation	12/21/2017 one-time
G1.B1.S1.MA1 M385079	Implementation of the parent training and meeting as scheduled; observation of parent...	Rick, Christine	11/6/2017	Sign Sheets, Teacher Conference Notes and educational materials provided to parents and evaluation of the meeting/training	12/21/2017 one-time
G1.B1.S1.A1 A360356	Host parent conference days as a way to engage parents in their child's academic success.	Rick, Christine	11/6/2017	Sign In Sheets, Teacher Conference Notes	12/21/2017 annually
G1.B2.S1.A1 A360358	Academic Tutors will work with students in small groups on concepts.	Duggan-Anderson, Jeannette	8/21/2017	Tutor schedule, roster, students" baseline data and sample lesson plans	3/30/2018 daily
G2.B1.S1.MA1 M385086	Implementation of academic tutors, tutorial (Double Down) schedules and observation of staff in...	Roundtree, Tiana	8/21/2017	Lesson Plan Binder, Conference notes, data chat documentation and reflection sheet	3/30/2018 monthly
G2.B1.S1.A1 A360362	Academic Tutors will be using current informational text "Time For Kids" to meet with small groups...	Duggan-Anderson, Jeannette	8/21/2017	The use of the students data in both LLI data points and Performance Matters reports will be used to determine instruction, schedules, list of students with data, lesson plans	3/30/2018 daily
G2.B2.S1.A1 A360367	Host Kindergarten Roundup event to assist parents in preparing their child for the start of school...	Roundtree, Tiana	5/1/2018	Handouts, PowerPoint Presentation, Sign In and Agenda, Evaluation	5/31/2018 one-time
G1.MA1 M385084	Year-end FSA data	Rick, Christine	11/6/2017	Analysis of the Year-end FSA data and resource teachers and coach evaluation/performance	6/1/2018 one-time
G2.MA1 M385093	Year-end FSA data	Rick, Christine	11/6/2017	Analysis of year-end FSA data, Reading Running Record data, iReady data, PD program and the use of Adaptive Technology	6/1/2018 annually
G1.B1.S1.A2 A360357	Host grade level parent trainings that build the capacity of parents to help their child...	Roundtree, Tiana	8/14/2017	Parent invitation, agenda, handouts, sign in sheets, evaluations, evidence of training embedding data	6/1/2018 semiannually
G1.B2.S1.MA1 M385080	Conference meeting with staff and mathematics coach	Roundtree, Tiana	8/17/2017	Conference notes with the resource teacher and coach highlighting strengths and opportunities and PLC agenda and minutes.	6/1/2018 quarterly
G1.B2.S1.MA1 M385081	Implementation of the schedule/duty and observation of the mathematics coach in action	Roundtree, Tiana	8/17/2017	Lesson Plans, PD agenda, sign-in, handouts, evaluation of the training, student data from district and classroom assessments and reflection sheet	6/1/2018 quarterly
G1.B2.S1.A2 A360359	Implementing AVID in grades 1, 2, and 3	Roundtree, Tiana	8/14/2017	Student binders, student work, lesson plans	6/1/2018 monthly
G1.B2.S1.A3 A360360	Mathematics coach will support teachers in developing teacher skills to enhance the instruction of...	Roundtree, Tiana	8/14/2017	Schedule or log, minimum of 3 work products showing evidence of work with teachers	6/1/2018 daily
G1.B3.S1.MA1 M385082	Administrator will meet with the Mathematics Coach, K-2 Literacy Coach and Single School Culture...	Rick, Christine	8/17/2017	Leadership meeting agenda and minutes, schedule and coaching logs	6/1/2018 weekly
G1.B3.S1.MA1 M385083	Administration will participate during PLC collaboration	Rick, Christine	8/17/2017	PLC calendar, agenda and notes	6/1/2018 weekly

**Palm Beach - 2101 - Egret Lake Elementary School - 2017-18 SIP**  
*Egret Lake Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1 A360361	Utilize the Single School Culture Coordinator, K-2 Literacy Coach and Mathematics Coach to support...	Roundtree, Tiana	8/17/2017	PLC agenda, collaboration notes, and observations	6/1/2018 weekly
G2.B1.S1.MA1 M385085	Revise in-class tutorial (Double Down) schedule as a result of data chat and feedback	Duggan-Anderson, Jeannette	8/21/2017	Team meeting notes to reflect discussion of the resources teachers service"s and tutorial programs	6/1/2018 monthly
G2.B1.S1.A2 A360363	Provide small group pushin instruction using Foundations and/or LLI as a reading intervention.	Duggan-Anderson, Jeannette	8/21/2017	In-class tutorial schedule (Double Down)Tutorial schedule, student rosters, student data, lesson plans	6/1/2018 daily
G2.B2.S1.MA1 M385091	Feedback from parents and staff on K-round up implementation	Roundtree, Tiana	4/2/2018	Team meeting notes of K-round up	6/1/2018 one-time
G2.B2.S1.MA1 M385092	Implementation of the K-round up as scheduled and getting feedback from paretns	Roundtree, Tiana	4/2/2018	Agenda, sign-in, handouts/activities, parent feedback and reflection sheet	6/1/2018 one-time
G2.B1.S2.MA1 M385088	Select PD conference/opportunities appropriate to need of the school	Rick, Christine	8/14/2017	Conference/Training agenda, Travel checklist and documentation and reflection sheet	6/1/2018 semiannually
G2.B1.S2.A1 A360364	Build capacity of Literacy Teachers by offering professional development opportunities in Literacy.	Rick, Christine	8/14/2017	TDE, Travel Checklist and documentation	6/1/2018 one-time
G2.B1.S3.MA1 M385089	Conference/feedback session with teachers on the use of adaptive technology	Roundtree, Tiana	8/14/2017	Conference notes, Team meeting notes, PLC notes to reflect the use of adaptive technology and iReady data reports.	6/1/2018 quarterly
G2.B1.S3.MA1 M385090	Class observation to monitor utilization of adaptive technology	Roundtree, Tiana	8/14/2017	Checked lesson plan, observation notes, conference notes, iReady usage reports and reflection sheet	6/1/2018 monthly
G2.B1.S3.A1 A360366	Provide students with reading/literacy adaptive technology and resources.	Duggan-Anderson, Jeannette	8/14/2017	Monitoring Reports, Lesson Plans, Formative Assessments	6/1/2018 monthly
G2.B1.S2.A2 A360365	Provide opportunities to teachers to attend school based and district professional development.	Rick, Christine	8/14/2017	Agenda, Sign In Sheet, Work product	6/29/2018 monthly
G2.B1.S2.MA1 M385087	Assign targeted staff to attend PD that will impact the school's mission/ objective	Rick, Christine	8/14/2017	Registration, travel checklist with documentation and evaluation of the conference/training	6/30/2018 semiannually

## V. Professional Development Opportunities

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

**G1.** If we facilitate effective and relevant instruction to meet the needs of all students, then the percent of student matriculating to middle school as high school ready will increase.

**G1.B2** Students are not entering ready for elementary school.

**G1.B2.S1** Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner.

### **PD Opportunity 1**

Implementing AVID in grades 1, 2, and 3

#### **Facilitator**

AVID trainers - from AVID or District

#### **Participants**

Select teachers (Mrs. Alvarado, Ms. Colanero, and Mrs. Parson)

#### **Schedule**

Monthly, from 8/14/2017 to 6/1/2018

### **PD Opportunity 2**

Mathematics coach will support teachers in developing teacher skills to enhance the instruction of standards with accuracy, effectiveness, and fidelity.

#### **Facilitator**

Mathematics Coach

#### **Participants**

Mathematics Teachers

#### **Schedule**

Daily, from 8/14/2017 to 6/1/2018

**G2.** If we facilitate effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

**G2.B1** Students are not entering ready for elementary school.

**G2.B1.S2** Develop capacity of administrators and teachers to model and deliver effective instruction.

**PD Opportunity 1**

Build capacity of Literacy Teachers by offering professional development opportunities in Literacy.

**Facilitator**

Jeannette Duggan (Single School Culture Coordinator)

**Participants**

Literacy Teachers

**Schedule**

On 6/1/2018

**PD Opportunity 2**

Provide opportunities to teachers to attend school based and district professional development.

**Facilitator**

Jeannette Duggan (Single School Culture Coordinator/PD Contact)

**Participants**

Literacy Teachers

**Schedule**

Monthly, from 8/14/2017 to 6/29/2018

## 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	Host parent conference days as a way to engage parents in their child's academic success.	\$0.00
2	G1.B1.S1.A2	Host grade level parent trainings that build the capacity of parents to help their child academically with foundational skills.	\$0.00
3	G1.B2.S1.A1	Academic Tutors will work with students in small groups on concepts.	\$0.00
4	G1.B2.S1.A2	Implementing AVID in grades 1, 2, and 3	\$0.00
5	G1.B2.S1.A3	Mathematics coach will support teachers in developing teacher skills to enhance the instruction of standards with accuracy, effectiveness, and fidelity.	\$0.00
6	G1.B3.S1.A1	Utilize the Single School Culture Coordinator, K-2 Literacy Coach and Mathematics Coach to support and provide instructional researched based instructional strategies to teachers during PLC's.	\$0.00
7	G2.B1.S1.A1	Academic Tutors will be using current informational text "Time For Kids" to meet with small groups of students to close the achievement gap.	\$0.00
8	G2.B1.S1.A2	Provide small group pushin instruction using Foundations and/or LLI as a reading intervention.	\$0.00
9	G2.B1.S2.A1	Build capacity of Literacy Teachers by offering professional development opportunities in Literacy.	\$0.00
10	G2.B1.S2.A2	Provide opportunities to teachers to attend school based and district professional development.	\$0.00
11	G2.B1.S3.A1	Provide students with reading/literacy adaptive technology and resources.	\$0.00
12	G2.B2.S1.A1	Host Kindergarten Roundup event to assist parents in preparing their child for the start of school by developing Kindergarten readiness skills.	\$0.00
<b>Total:</b>			<b>\$0.00</b>