The School District of Palm Beach County

North Grade K 8

2017-18 Schoolwide Improvement Plan

North Grade K 8

824 N K ST, Lake Worth, FL 33460

https://nges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-8	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	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 11/1/2017.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) 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 North Grade K 8

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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

North Grade will infuse the content required by Florida Statute 1003.42 (2) and S.B.Policy 2.09 (b), as applicable to appropriate grade levels, including but not limited to :
* History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans
*Florida history
*Conservation of natural resources
*Health education
* 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.
*Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
*Encourage the sharing of short, effective strategies for actualizing Palm Beach Model of instruction, Design Question 8: Establishing and Maintaining Effective Relationships with Students;
*Attend District provided Professional Development on multicultural offerings;
*Schedule and plan school wide multicultural projects;
*Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).

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

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 on grade level in the effort 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.

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

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

North Grade will:
* Integrate Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.
* Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and
review expectations for each learning activity.
* Bell to Bell instruction will occur to keep distractions to a minimum by expecting all students to follow our school wide plan and all staff adhere to the SwPBS expectations.
* Tiger Tickets are used as a School-Wide recognition system.
* Tiger pack classroom recognition which promotes classroom community and adherence to the behavioral matrix.
* Make reference to Universal Guidelines and behavioral expectations when providing students with positive feedback.
* Our protocol for disciplinary incidents is to use the corrective behavior intervention report forms in order to identify trends of behavior incidents. The corrective behavior interventions utilized for each behavioral incident are as follows: the first incident is to provide verbal counseling to the student, the second incident is to provide written and verbal counseling in which the parent is contacted, the third incident is also verbal and written counseling in which the parent is contacted. If there is a fourth incident a referral is written in addition to the development of a behavior intervention plan in order to

attempt to change the behavior of the student.
North Grade Elementary uses the code of student conduct for elementary school students distributed by
the School District of Palm Beach County as the guidelines to ensure the behavior system is implemented fairly and consistently to all students.

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

North Grade will
* meet with the School Based Team (SBT) weekly to discuss students with barriers to academic and social success and access the needs of the students and what the barriers are blocking their success.
* SBT will identify and utilize research-based interventions to remove the barriers to success (Evidence Based Intervention) and evaluate the intervention. We will utilize a data-based decision making process to close academic, social-emotional and college-career readiness equity gaps by connecting all students with the services they need.
* Provide instruction and various campus activities that aim to address the social/emotional needs of students.
* Incorporate the guidance counselor on the fine arts rotation so that every class sees her twice consecutively every 12 days. During class, the counselor teaches character education, non-tolerance to bullying and daily hygiene. Any teacher that has suspicion or knowledge of an emotional issue with a student refers that
student to the guidance counselor for further evaluation. In extreme cases where there is knowledge of a life threatening situation, DCF is contacted by the teachers and then referred to the administration.
Additionally, we will provide classroom guidance and small group counseling and partner with local law enforcement on anti-bullying workshops as well as mentorship.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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

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

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

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

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

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

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

North Grade provides the following strategies to improve the academic performance of students identified by the early warning system:
* Students performing significantly below grade level receive services, such as, iii, SAI, Fundations, morning, during the day and afternoon tutorial and LLI. They are also referred to our SBT for tiered interventions. In addition to these services we provide iReady computer-based interventions and guided reading groups.
* Our ESE and ESL students are mainstreamed on a daily basis in grades K - 5.
* Our Guidance Counselors play an integral role with mediating students who are having difficulty behaviorally. They meet in small groups throughout the day as well as provide families with the information to contact outside agencies.
* Parent Conferences, parent trainings and home visits to offer support.

B. Family and Community Engagement

The school's response to this section may 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/453680.

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.

The process by which the school will build and sustain partnerships with the community will include inviting community members to the School Advisory Council meetings, held on the first Monday of every month. Community members, business partners, and outside family agencies will be encouraged to participate and provide information during school events such as Curriculum Night and Family Math/Science Night. We have partnerships with local PBSO to offer services to our Lake Worth community, as well as anti-bullying and mentorship programs. We also have a have a partnership with different branches of local law enforcement. We have a Library night at North Grade with the Lake Worth Library for an annual literacy/Family training event. We host an annual community Thanksgiving dinner where the faculty serves over 500 people from the community. PBSO and Back to Basics to sponsor holiday gifts for our students with the greatest needs. We also have a partnership with the South Florida Food Bank to supply 30 families with food for the weekend.

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
Patterson, Nicole	Principal
Larralde, Sarah	Assistant Principal
Prno, Bridgette	Instructional Coach
Glace, Heather	Instructional Coach
Johnson, Leticia	Instructional Coach
Rossello, Celena	Instructional Coach
Fuentes, Rosanne	Teacher, K-12
Williams, Luz	School Counselor
Adams, Kristin	Teacher, ESE
Currie, Rebecca	Teacher, K-12
Reyes, Glenal	Psychologist

b. Duties

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

Principal /Assistant Principal: Provide a common vision for the use of data-based decision making, ensure the SBT is implementing RTI. Ensure the use of data when making decisions. Ensure that RTI Leadership team attends appropriate professional development, communicates with parents regarding the RTI goals, interventions and plans as needed. Communicates with parents as needed. Creates and sustains a safe and supportive school climate for all students through staff, parent, and community partnerships. Providing support and coaching to teachers to ensure the implementation of the effective pillars of instruction.

Single School Culture Coordinator (Celena Rossello): She provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida standards. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. Provides coaching, support and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators, Provides modeling and coaching support for small group instruction. Assists the District in ensuring cultural/ social competence and responsiveness either in the instructional practices and in the implementation of the school-wide culture. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides side by side support at PLCs. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions and development of the school-wide culture
School Based Team Leader (Celena Rossello): Facilitates SBT meetings helps develop plans for interventions. Helps implement Tier 3 interventions and monitors that interventions are being administered as scheduled, and assists with data collection and turns in plans as scheduled. Monitors the progress of student plans.
Guidance Counselor Luz Williams: Coordinates school activities with outside social agencies,

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

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

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

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

The SBT include all the people above as well as the speech pathologist and the child's teacher. Parents, school nurse, SAI teachers and outside agencies will be invited on a case by case basis.

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

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

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

North Grade receives additional funds from Title 1 for personnel, supplies, staff development, parent involvement and tutoring. District Migrant Liaison (Alina Fernandez) provides additional reading resource services to our migrant students as well as support to parents if needed. The District receives funds for this program and are coordinated through the district. The liaison coordinates with Title 1 and other programs to ensure student needs are met. Services are provided by Title III through the District for education materials and ELL District support services to improve the education of

immigrant and English Language Learners. The district receives supplement funds for the improvement and development of staff through Title II for professional growth. District receives supplement funds for improving basic education programs through the purchase of small equipment to supplement educational program and new technology. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance the literacy and math skills of struggling students. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district supports a SAI teacher who gives additional reading instruction to our second grade, third grade students (3rd grade retainees), and 4th grade students. The school integrates Single School Culture by sharing our Guidelines for Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We update our action plans during Professional Learning Community meetings and SWPBS committee meetings.We instill an appreciation of Multicultural Diversity to assist in 'No Place for Hate' campaign and our SWPBS programs. In order to provide nutritional programs, a free breakfast program is offered to all students, regardless of socioeconomic status.

The District Title I and Title II funds provide support through: Area support teams, Curriculum support,Literacy cohort support, Reading Interventionist/LLI support, MTSS support, and Second Grade Academy.
Other: North Grade receives a Pew Grant which is used for a Summer Book Swap in the prevention of the summer slide. We also have a partnership with the Children Services Council - Happily ever after that provides a free book to every student to help prevent the summers slide. We have a volunteer program where volunteers come to read with K-1 students which gives additional reading time.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nicole Patterson	Principal
Rosanne Fuentes	Teacher
Ernest Anderson	Parent
Myra Schneider	Teacher
Jennifer White	Parent
Rebecca Currie	Teacher
Fernando Figueroa	Teacher
Shannon Alviar	Parent
Paulette Reese-Hart	Parent
Dhania Schumacher	Parent
Kristin Adams	Teacher
Leticia Johnson	Teacher
Vanessa Mitcheltree	Parent
Natalie Ellis	Parent
Sandra Alvarez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

North Grade Elementary Leadership Team will inform the School Advisory Council (SAC) of the school
improvement plan goals that were met and the goals that are still challenges for the 2018 school year. SAC
will be asked to provide input on the 2017-2018 School Improvement Plan and assist in creating goals for
the 2017-2018 school improvement plan. Utilizing the previous year's data, information on Tier 1, Tier 2 and
Tier 3 targets and focus attention on deficient areas will be discussed. Topics for discussion will include but are not limited to the Florida Standards Assessments, lowest 25%, strengths and weaknesses of intensive programs, mentoring, tutoring and other services.

b. Development of this school improvement plan

The North Grade Elementary School Advisory Council (SAC) will analyze previous year's data. SAC members with the Principal will analyze data identifying grade K-5 student strengths and weaknesses in reading,
writing, math and science. Parent Involvement is also considered. After analysis and discussion,
the SAC identified goals for the FY18 School Improvement Plan.

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

The annual school budget summary is given to us by the district. The annual budget is presented to staff for
SAC input. As per school board policy 2.09.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
-School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
-Monies may be expended only on programs or projects selected by the School Advisory Council.
-Neither School District staff nor principals may override the recommendations of the School Advisory Council.
-The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership

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

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

b. Duties

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

Some of the major initiatives of the LLT this year will be to build instructional rigor capacity for our teachers and promote student engagement with in the 90-minute literacy block. The Fountas and Pinnell reading levels will be used to level classroom libraries. We are also implementing K-2 Fundations and closely monitoring iii. We are also using the iReady online program as another tool to use in creating small groups (strategy groups).

This team promotes and supports literacy in a variety of ways: through literacy events, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. LLT will meet and work to ensure the district's 90-minute reading block is implemented with fidelity.
The Literacy Leadership Team will also focus on the implementation of Wilson Fundations in all Kindergarten through 2nd grade classrooms and participation as well as with the use of iReady in K -5th grade classrooms. LLI will be used for our targeted Tier 2 and Tier 3 students.

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

D. Public and Collaborative Teaching

The school's 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 increasing reading on grade level by 3rd grade in meeting this goal we will ensure students will be on grade level in 4th and 5th grade . In order to ensure goal all

students will be 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.

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

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

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

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

A plan has been developed to support beginning teachers. The plan includes; completing the district educator support program(ESP), Coaching cycle provided by literacy and math coaches as needed, allow teachers the opportunity to gain experiences by peer observations, meeting monthly or as needed to support and discuss effective teaching strategies, management, or any other support that is needed, and participate in district and school based professional development.

In addition each beginning teacher is provided with necessary materials and deadlines that the district has mandated for all beginning teachers. They are also appointed a mentor teacher that has extensive experience in the field the new teacher is assigned too.
New 2nd grade teacher Myrna Alas will be assigned as a mentor Ms. Rosanne Fuentes who has 20 years of experience as an intermediate ESOL teacher, and is the ESOL Coordinator for North Grade.
New 2nd Grade teacher Megan Bellingham will be assigned as a mentor, Rebecca Currie who has over

5 years of primary reading teaching experience and is an ESOL Teacher at North Grade.
New IND teacher Ramona Dominguez will be assigned as a mentor, Nancy Howard who has over 20
year experience in various teaching roles and is an IND Teacher at North Grade.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

North Grade Elementary schedules grade-level PLCs for teachers to unpack the Florida Standards and to plan and discuss ELA, Mathematics, and Science curriculum that aligns to the standards. This supports a
deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Core academic areas including ELA (90-minute reading block) and Mathematics (Go Math Florida) are aligned to state standards. Performance Matters program will also allow teachers to access/create/develop online learning assessments which are aligned to the Florida standards.
North Grade also ensures successful implementation of the following to assist with increasing student proficiency;
- Utilizing a 90-minute reading block, including mini lessons, shared lessons, small group, and independent reading
- Establish and maintain a schedule that provides an uninterrupted 90 minute reading block
- Providing Resource teachers and academic teachers to push in to all reading teachers (minus gifted teachers) block for support to ensure that every student is in a small group on a daily basis.
- Establish and maintain a schedule that provides an uninterrupted 45-60 minute writing block
- Establish and maintain a schedule that provides an uninterrupted 60 minute math block.
- Providing iii instruction during the day as well as daily after school tutorials
- Providing resources to support instruction (classroom libraries, leveled books for small group instruction, texts to support units of study)
- Administering assessments which measures instructed standards.

b. Instructional Strategies

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

Each teacher has access to the district's EDW and Performance Matters portals and is responsible for entering their students' data, i.e. Running Records for Reading. Professional Learning Community meetings will review data to plan differentiated instruction to meet the needs of diverse learners. The iObservations conducted by the administration provide teachers feedback regarding observations conducted. Conferences and data chats provide opportunities for modifications in instruction and

strategies to assist students not meeting proficiency.

This program, along with selected, approved, and recommended programs such as iReady, Reading plus, Reading A-Z for Reading and iReady for Math will assist staff and students with identifying specific needs to attain proficiency or advanced levels on state assessments.

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

Strategy: After School Program

Minutes added to school year: 2,520

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Larralde, Sarah, sarah.larralde@palmbeachschools.org

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

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

Strategy: Extended School Day

Minutes added to school year: 2,960

Reading Tutorial rotation during Fine Arts

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rossello, Celena, celena.rossello@palmbeachschool.org

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

Reading Plus proficiency reports at the completion of the 14 weeks. Also EDW reports will reflect any progress made.

Strategy: Before School Program

Minutes added to school year: 2,000

Below grade level students will be invited to participate in our Math tutorial. Students will get enrichment opportunities through differentiated small group instruction.

Strategy Rationale

This will assist students to get on grade level and have a better or deeper of math standards

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rossello, Celena, celena.rossello@palmbeachschool.org

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

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

Strategy: After School Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Rossello, Celena, celena.rossello@palmbeachschool.org

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

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

Strategy: Extended School Day

Minutes added to school year: 2,800

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

Strategy Rationale

This focuses on sixty five students, 10 -12 per grade level that must overcome various obstacles toward

reaching their goals. These obstacles are homelessness, retention, lowest 25 percent in their class, no english language interaction after school hours and learning disabilities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fuentes, Rosanne, rosanne.fuentes@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
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.

At North Grade Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:
- Literacy Night, Math Night, STEM Night, Curriculum Night
- Kindergarten Round-up

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

b. College and Career Readiness

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

n/a

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

n/a

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

n/a

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of students, then we will increase reading on grade level by third 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 deliver effective and relevant instruction to meet the needs of students, then we will increase reading on grade level by third grade. 1a

🔍 G094895

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	66.0
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge with planning and delivering effective instruction to the full intent of the standards which is causing many of our students to perform below grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 funding for Instructional coaches, reading resource teacher, and academic tutors.

- Parent and Teacher Resource room and Part time Parent Liaison

- I- ready, I-Station (Dual Language) Reading Plus,Reading A - Z online learning program.

- Classroom workbooks such as Triumph Learning Common Core Performance Coach Workbooks for ELA , ELA Common Core Scholastic Workbooks

- Materials to prepare incoming Kindergarten students, such as, (alphabet/sight words/colors/ math facts) flash cards. white boards, magnetic letters, Kindergarten informational summer packets, etc.

- Fundation kits for K-2 students

- Afterschool and summer tutorial

- Teacher stipends for professional development and collegial planning outside of contract time.

- Paraprofessional to assist with Reading plus

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Sarah Larralde

Schedule
Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion
Benchmark testing, Winter Diagnostics, FSQs and USAs, informal and formal assessments, I-Ready data, RRR, EDW and Performance Matters data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of students, then we will increase reading on grade level by third grade. `1`

🔑 G094895

G1.B3 We have a challenge with planning and delivering effective instruction to the full intent of the standards which is causing many of our students to perform below grade level. `2`

🔑 B255296

G1.B3.S1 Provide students with a variety of standards based learning opportunities to ensure their needs are met. `4`

🔑 S269785

Strategy Rationale

If we ensure students receive rigorous instruction by using a variety of delivery methods then students needs will be met and we will see an improvement in their outcomes.

Action Step 1 `5`

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

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 `5`

We will provide extended learning opportunities for all content areas in the morning and afternoon.

Person Responsible

Sarah Larralde

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Teacher sign-in sheets, student sign-in sheets, lesson plans, pre and post data, student portfolios

Action Step 3 `5`

Provide reading interventions in Grades K-2 using Fundations Program .

Person Responsible

Heather Glace

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 `5`

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

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Step 5 `5`

Teachers will use a variety of resources to meet students' needs.

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans, I-Ready Data, RRR, Unify Data, EDW Data

Action Step 6 `5`

Paraprofessional to assist monitoring students during computer based instruction

Person Responsible

Sarah Larralde

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

schedule, software usage reports, student data (EDW), sign in sheets.

Action Step 7 `5`

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

Person Responsible

Bridgette Prno

Schedule

On 6/1/2018

Evidence of Completion

Schedule, small group data ,lesson plans, tier data, Unify reports- FSQ and USA, Progress Monitoring folders, PLC Meeting notes.

Action Step 8 `5`

Academic tutors will provide small group instruction for students that are below grade level in Reading and Math during small group instructional time.

Person Responsible

Nicole Patterson

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

Schedules, small group lesson plans

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

We will monitor to ensure classroom and resource teachers are instructing to the appropriate level of rigor for students to become proficient on grade level standards.

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

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

We will provide extended day opportunities for ELA through morning, afternoon, and during the day tutorials (grade level 3-5 students).

Person Responsible

Sarah Larralde

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Nicole Patterson

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Sarah Larralde

Schedule

Every 3 Weeks, from 8/28/2017 to 8/28/2018

Evidence of Completion

Notes from admin review/reflection of schedule, notes from data chats and student data, diagnostic data dissemination.

G1.B3.S2 Provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction. 4

🔍 S269786

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial meetings to disseminate data and help guide instructional decisions based on data, modeling best practices by implementing the coaching cycle for teachers one on one and providing needs based on professional development.

Person Responsible

Heather Glace

Schedule

Daily, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 `5`

Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Instructional Coaches, and SSCC.

Person Responsible

Nicole Patterson

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Agendas/sign in sheets and collegial planning notes, lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

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

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

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

Person Responsible

Nicole Patterson

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

iObservation informal walkthrough sheets and data, Teacher Professional Growth Plans, iObservation teacher effectiveness rating, I-Ready Data, I-Station Data EDW data, Performance Matters Data

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 🔍 M385296	We will monitor extended learning opportunities for ELA through student data, tutorial rosters,...	Larralde, Sarah	8/28/2017	Benchmark testing, Winter Diagnostics, FSQs and USAs, informal and formal assessments, I-Ready data, RRR, EDW and Performance Matters data	6/1/2018 biweekly
G1.B3.S1.MA1 🔍 M385284	We will look at teacher professional growth plans as well as student data.	Patterson, Nicole	8/28/2017	EDW data, Performance Matters data, RRR, agendas, sign-in, iObservation notes, pre/post conferences, effective rating, class assessment data.	6/1/2018 biweekly
G1.B3.S1.MA1 🔍 M385286	We will monitor to ensure classroom and resource teachers are instructing to the appropriate level...	Patterson, Nicole	8/28/2017	PLC agendas, notes of admin review/ reflection of schedule, small group data, lesson plans, tiered data, performance matters, progress monitoring folders, RRR documentations, I-observation data	6/1/2018 weekly
G1.B3.S1.MA3 🔍 M385287	We will provide extended day opportunities for ELA through morning, afternoon, and during the day...	Larralde, Sarah	8/28/2017	Schedule, evidence of review of teacher sign-in sheets, student sign-in sheets for attendance tracking and grouping, lesson plans for rigor/ relevance, observation notes	6/1/2018 weekly
G1.B3.S1.A1 🔍 A360573	ELA classroom and resource teachers will build student capacity in ELA strategies during small...	Patterson, Nicole	8/28/2017	Student data, PLC agendas, Tutorial rosters, iReady and IStation usage reports by teacher, tutorial lesson plans noting program use, coaches' schedules, coaching logs, PD agendas/sign-ins/handouts, observation notes, debriefing notes, lesson planning notes, PLC meeting sign-in sheets, journals	6/1/2018 weekly
G1.B3.S1.A2 🔍 A360574	We will provide extended learning opportunities for all content areas in the morning and afternoon.	Larralde, Sarah	8/28/2017	Teacher sign-in sheets, student sign-in sheets, lesson plans, pre and post data, student portfolios	6/1/2018 biweekly
G1.B3.S1.A3 🔍 A360575	Provide reading interventions in Grades K-2 using Fundations Program .	Glace, Heather	8/28/2017	lesson plans, student data, training documentation (agenda, sign-in sheets), portfolios	6/1/2018 daily
G1.B3.S1.A4 🔍 A360576	Reading resource teachers will serve as an interventionist who will pull small groups of identified...	Patterson, Nicole	8/28/2017	Schedule, small group data, lesson plans, tier data, SBT agenda, EDW reports	6/1/2018 daily
G1.B3.S1.A5 🔍 A360577	Teachers will use a variety of resources to meet students' needs.	Patterson, Nicole	8/28/2017	Lesson plans, I-Ready Data, RRR, Unify Data, EDW Data	6/1/2018 monthly
G1.B3.S1.A6 🔍 A360578	Paraprofessional to assist monitoring students during computer based instruction	Larralde, Sarah	8/28/2017	schedule, software usage reports, student data (EDW), sign in sheets.	6/1/2018 daily
G1.B3.S1.A7 🔍 A360579	Math resource teachers will pull identified students in small groups to reinforce and remediate...	Prno, Bridgette	8/28/2017	Schedule, small group data ,lesson plans, tier data, Unify reports- FSQ and USA, Progress Monitoring folders, PLC Meeting notes.	6/1/2018 one-time
G1.B3.S1.A8 🔍 A360580	Academic tutors will provide small group instruction for students that are below grade level in...	Patterson, Nicole	8/28/2017	Schedules, small group lesson plans	6/1/2018 daily
G1.B3.S2.MA1 🔍 M385288	We will monitor teacher professional growth plans and progress monitoring of student data.	Patterson, Nicole	8/28/2017	iObservation informal walkthrough sheets and data, Teacher Professional Growth Plans, iObservation teacher effectiveness rating, I-Ready Data, I-Station Data EDW data, Performance Matters Data	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1 🔍 M385289	Administration will attend PLCs and Professional Development Days to monitor the coaching and...	Patterson, Nicole	8/28/2017	Reviewing coaching/mentoring action plans, PLC lesson plans, iObservation notes, PLC agendas, PDD agendas	6/1/2018 weekly
G1.B3.S2.A1 🔍 A360581	School leadership team will coach and mentor teachers regarding effective, rigorous instruction...	Patterson, Nicole	8/29/2017	Coaches' schedules, Coaching log, PD agendas/ sign-in/handouts, pre and post conference observation notes, debriefing notes, lesson planning notes, PLC sign-ins	6/1/2018 weekly
G1.B3.S2.A2 🔍 A360582	Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial...	Glace, Heather	8/28/2017	Schedule, data chat notes of meeting with teachers, PLC agendas/sign-in sheets/notes. Copies of email to teachers supporting coaching documentation in google docs.	6/1/2018 daily
G1.B3.S2.A3 🔍 A360583	Teacher will analyze data and develop research based instructional plans that align with the...	Patterson, Nicole	8/28/2017	Agendas/sign in sheets and collegial planning notes, lesson plans.	6/1/2018 monthly
G1.B3.S1.MA4 🔍 M385285	Admin team will meet with resource teachers and review data to determine levels of support for...	Larralde, Sarah	8/28/2017	Notes from admin review/reflection of schedule, notes from data chats and student data, diagnostic data dissemination.	8/28/2018 every-3-weeks

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of students, then we will increase reading on grade level by third grade.

G1.B3 We have a challenge with planning and delivering effective instruction to the full intent of the standards which is causing many of our students to perform below grade level.

G1.B3.S1 Provide students with a variety of standards based learning opportunities to ensure their needs are met.

PD Opportunity 1

Provide reading interventions in Grades K-2 using Fundations Program .

Facilitator

District Specialist, Heather Glace

Participants

K-2 teachers, and resource teachers

Schedule

Daily, from 8/28/2017 to 6/1/2018

G1.B3.S2 Provide Professional Development for all teachers so that they develop a growth-mindset and enhance their ability to provide rigorous classroom instruction.

PD Opportunity 1

Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial meetings to disseminate data and help guide instructional decisions based on data, modeling best practices by implementing the coaching cycle for teachers one on one and providing needs based on professional development.

Facilitator

Heather Glace,Celena Rosello, Bridgette Prno, Area Reading Specialists, Area Math Specialists, Principal and Assistant Principal

Participants

All teachers

Schedule

Daily, from 8/28/2017 to 6/1/2018

PD Opportunity 2

Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Instructional Coaches, and SSCC.

Facilitator

Heather Glace, Bridgette Prno, Celena Rossello

Participants

K-5 Classroom teachers, resource teachers

Schedule

Monthly, from 8/28/2017 to 6/1/2018

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant instruction to meet the needs of students, then we will increase reading on grade level by third grade.

G1.B3 We have a challenge with planning and delivering effective instruction to the full intent of the standards which is causing many of our students to perform below grade level.

G1.B3.S1 Provide students with a variety of standards based learning opportunities to ensure their needs are met.

TA Opportunity 1

We will provide extended learning opportunities for all content areas in the morning and afternoon.

Facilitator

iReady and Reading Plus

Participants

Adminstration, Teachers

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

VII. Budget

1	G1.B3.S1.A1	ELA classroom and resource teachers will build student capacity in ELA strategies during small group instructional time and tutorial sessions to ensure students attain grade-level proficiency in ELA.	$0.00
2	G1.B3.S1.A2	We will provide extended learning opportunities for all content areas in the morning and afternoon.	$0.00
3	G1.B3.S1.A3	Provide reading interventions in Grades K-2 using Fundations Program .	$0.00
4	G1.B3.S1.A4	Reading resource teachers will serve as an interventionist who will pull small groups of identified students for reading support.	$0.00
5	G1.B3.S1.A5	Teachers will use a variety of resources to meet students' needs.	$0.00
6	G1.B3.S1.A6	Paraprofessional to assist monitoring students during computer based instruction	$0.00
7	G1.B3.S1.A7	Math resource teachers will pull identified students in small groups to reinforce and remediate standards.	$0.00
8	G1.B3.S1.A8	Academic tutors will provide small group instruction for students that are below grade level in Reading and Math during small group instructional time.	$0.00
9	G1.B3.S2.A1	School leadership team will coach and mentor teachers regarding effective, rigorous instruction through PLCs, i-Observation, pre and post conferences, and coaching sessions.	$0.00

10	G1.B3.S2.A2	Instructional coaches and SSCC will provide support to teachers by attending PLCs and Collegial meetings to disseminate data and help guide instructional decisions based on data, modeling best practices by implementing the coaching cycle for teachers one on one and providing needs based on professional development.	$0.00
11	G1.B3.S2.A3	Teacher will analyze data and develop research based instructional plans that align with the Florida Standards during collegial meetings with Instructional Coaches, and SSCC.	$0.00
		Total:	$0.00