

Belvedere Elementary School

3000 PARKER AVE, West Palm Beach, FL 33405

<https://blve.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">91%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 11/8/2017.

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 Belvedere Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Belvedere Elementary School is embedded in our commitment to provide quality instructional programs to ensure that all students become literate, proficient, life long learners and responsible citizens. Our chief priority is meeting the academic, social, and emotional needs of our students. We are committed to accomplishing our mission in a safe, positive, nurturing environment that enhances respect, esteem, and achievement.

b. Provide the school's vision statement.

Belvedere's vision is that all students are successful in becoming literate, proficient, life long learners, and responsible citizens, regardless of socio-economic status and/or their current level of proficiency.

2. School Environment

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

The school learns about students' cultures and builds relationships in a number of ways:

*dialogue with the Guidance Counselors

*district Professional Development

*conferences with parents

*discussions during PLCs

*content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including by not limited to:

-History of the Holocaust

-History of Africans and African Americans

-Hispanic Studies and Contributions

-Women's Studies and Contributions

-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.

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.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)
Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

Additionally,

- The school uses a people 1st language
- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school
- All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

Belvedere creates an environment where students feel safe and respected before, during, and after school by utilizing C.H.A.M.P.S and Positive Behavior Support, school wide. Belvedere's comprehensive counseling/guidance program helps to foster the environment by providing students with critical skills. In addition, Belvedere has a Safety Committee which meets almost every month, in order to ensure the safety and well-being of all students, faculty, and staff. The students participate in regularly scheduled guidance classes.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled PLC meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

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.

Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend

weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school's mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

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 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.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as B.A.G. bucks. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
- Recognizes and values the contributions of all: staff, students, and parents
- Promotes an atmosphere that encourages positive relationships among all stakeholder groups

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.

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group
- ESOL Guidance Counselor who is available to meet with individual students, small groups, as well as families.
- The ESOL Guidance Counselor also provides area resources to families.

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.

The district's Early Warning System alerts administration via a Performance Matters report of any students who meet the following criteria:

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

suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

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

- Utilize existing data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS for referrals to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

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	14	8	12	13	10	18	0	0	0	0	0	0	0	75
One or more suspensions	1	0	0	1	5	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	56	41	30	57	33	49	0	0	0	0	0	0	0	266
Level 1 on statewide assessment	0	0	0	47	28	45	0	0	0	0	0	0	0	120

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	11	5	6	48	24	40	0	0	0	0	0	0	0	134

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- District-Created Reading Intervention Lessons, SAI , iii, Tutorials, LLI System, Foundations, Small Group Differentiated Instruction, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap

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

Provide purposeful and organized events, focused on increasing the partnership between home and school, as well as increasing student achievement.

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

Belvedere has a Business Partner Liaison that oversees the recruit and retention of business partners. The principal communicates frequently and directly with local community partners to meet the school's needs. Annually, the West Palm Beach Rotary Club donates money, as well as provides dictionaries for every student in Third Grade. The Back To Basics Angel Program, adopts Belvedere yearly, and provides school uniforms in the Fall, as well as sneakers, underwear, and socks to over one hundred needy students in the Winter. Local churches collected and distributed supplies for the teachers to start the year. Local churches also provide testing and school supplies yearly as well. The Chamber of Commerce gives a monetary donation, as well as school supplies to the school. Belvedere has also received school supply donations from many local businesses, families, and community members. These resources are distributed throughout the year.

Additionally,

- Open House/Curriculum Night will ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with monthly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 12 week period
- Teachers participate in professional development training to increase positive relationships with parents

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
Mahar, Diane	Principal
Klimantiris, Hara	Assistant Principal
Hutchinson, Cynthia	Instructional Coach
Sterk, Marybeth	Other
Sanford, Natasha	Teacher, K-12
Harbur, Elizabeth	Other
Sevilla, Erin	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 school-based team (SBT) will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist and report back on all data collected for further discussion at future meetings. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings.

*Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification, Problem Analysis, Intervention Design & Implementation, and Evaluating

MTSS/RtI Leadership Team:

Principal, Diane Mahar

Assistant principal, Hara Klimantiris

ELL Coordinator, Adilen Dull

School Based Team (SBT) Leader, Liz Harbur

School Psychologist, Marcela Arancibia

Speech and Language Pathologist, Mary Beth Sterk

School Counselors, Dr. Margarita Santamaria

Instructional Coaches, Natasha Sanford, Erin Sevilla, Cynthia Hutchinson

Single School Culture Coordinator, Liz Harbur

Classroom teachers (K-5)

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

The school-based Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Contact, Speech Language Pathologist, ESOL Coordinator, School Psychologist, classroom teacher, Academic Coaches, RtI Facilitator, and Guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

*a sound, effective academic program is in place

- *a process to address and monitor subsequent needs are created
- *the school-based team (SBT) is implementing RtI processes
- *assessment of RtI skills of school staff is conducted
- *fidelity of implementation of intervention support is documented
- *effective communication with parents regarding school-based RtI plans and activities occurs

The RtI Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, and offer professional development and technical assistance.

Title I services are provided to ensure students requiring additional remediation are assisted through after-school programs. Title I funds also support professional development and family involvement initiatives. Students struggling in math and reading are offered Title I funded Belvedere Honeycomb Tutorial Services. Title I funds also pay the salary for two Supplemental Resource teachers, part-time Reading Resource Teacher, computer lab assistant and one STEM Coach.

Migrant Liaisons provide services and support to students and parents. The liaisons coordinate with Federal Programs/Migrant Dept and other programs to ensure student needs are met.

Through Title II funding, the District provides ongoing professional development opportunities for teachers in core content areas.

Title III services are provided through the district for educational materials and ESOL district support services to improve the education of immigrant and English Language Learners.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide additional daily instruction for targeted students.

School Food Service provides free breakfast for all students and also makes available free lunch and breakfast in the summer for students under the age of 18.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success (Bee A STAR), following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during PLCs We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

All funds and services provided at the Federal, State, and District level support the School Improvement Plan, including, but not limited to the following: Free Breakfast Program, Health Department Services (vision and hearing screenings) and School Nurse. Title I funding and state grant funds are used in conjunction with private funding from the Pew Foundation to train teachers, develop extensive classroom libraries, and purchase additional instructional materials. The needs of struggling readers in grades 2-4 are addressed through the state funded Supplemental Academic Instruction (SAI) model. State SAI funds are also used to pay for the school district's Summer Reading Academy (SRA), for Belvedere's third grade students who scored Level 1 on FSA ELA. Federal funds received from Medicaid support the work of our Speech and Language Pathologist for eligible students. Belvedere Guidance Counselors integrate and coordinate violence prevention through the Bully Proofing Program, a bullying education program, the Peace Foundation's Conflict Resolution Program, Creative Conflict Solving, and CHAMPS. In addition, the Guidance Counselors

offer grief counseling for children who have experienced a significant loss in their lives. The following community agencies support Belvedere Elementary School: The City of West Palm Beach Police Department, West Palm Beach Chamber of Commerce, and Back to Basics.

Required instruction listed in Florida Statute 1003.42(2), as applicable to appropriate grade levels.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sarita Pierre Louis	Teacher
Oreste Desmarattes	Education Support Employee
Donna Stipek	Teacher
Floralma Velasquez	Parent
Gilma Morales	Parent
Aldolfo Ramirez	Parent
Cynthia Morelos	Parent
Susana Soto	Parent
Adelaida Morales	Student
Jose Gonzalez	Parent
Felipa Tomas	Parent
Esperanza Munoz	Parent
Elicar Merisier	Parent
Dicanol Dorelus	Parent
Casey Virata	Business/Community
Lisa Soto	Parent
Michelle Bennett	Parent
Diane Mahar	Principal
Mario Portillo	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC has a discussion about last year's school improvement plan, as previous year's data is shared, and ideas for the upcoming year are discussed. Parents are invited to provide input regarding goals, action steps, and use of funds for the upcoming school year.

b. Development of this school improvement plan

The SAC is actively involved in the development of the school improvement plan (SIP). The SAC reviews the plan, discusses suggested revisions, and then votes to accept the SIP. The staff is also presented with the draft of the SIP and asked to provide input and suggestions.

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

Annual budget and budgetary plans are shared with SAC. In addition, when the school is considering purchasing items that were not included in the initial SIP, SAC is involved in the decision making process.

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.

Last year, funds were used to purchase teacher and coach positions to support professional development and small group instruction. . Funds were also used to conduct after school tutorial for reading and math. Lastly, funds were allocated for classroom supplies, professional development opportunities and supplies for teachers, and parental involvement activities. SAC funds came late in the year, and were rolled over to '17-18 school 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
Mahar, Diane	Principal
Hutchinson, Cynthia	Instructional Coach
Sanford, Natasha	Teacher, K-12
Martindale, Jennifer	Teacher, K-12
Sevilla, Erin	Instructional Coach
Harbur, Elizabeth	Other

b. Duties

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

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, Single School Culture Coordinator, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of

action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

During the 2017-2018 school year, the LLT will focus on effectively training parents/guardians to discuss fiction and non-fiction texts with their child(ren). The team will also encourage families to read together, with trainings that provide strategies for doing so at home.

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.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- 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 between special education teachers, general education teachers and related service providers as appropriate.
- Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

Belvedere utilizes several strategies to encourage positive working relationships between teachers, such as:

- *each grade level has a common planning time and scheduled collaborative planning
- *grade levels meet together every other week during PLCs
- *grade levels are expected to have a grade level meeting at least once per month
- *Professional Development opportunities are often tailored to specific grade levels
- * master schedule has been designed to provide consistent time for teachers to meet by common content
- *each grade level has a content leader to attend District content meetings/trainings, and then they share the information/new learning with the rest of the team
- *District Staff Developers provide grade level specific PD, so grade levels can meet, share, and learn together

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

Belvedere establishes strong partnerships with local Universities and the district's Professional Development department, and supports pre-service teachers. The Assistant Principal coordinates and monitors the intern program.

Administration retains highly qualified, certified-in-field, effective teachers by communicating regularly with all faculty, meeting individual and grade level needs, and by fostering a positive school climate and culture. Also, the Assistant Principal and the SSCC serves as the Educator Support Program (ESP) contact. The Assistant Principal and the SSCC monitors and supports new educators, so they can be

successful and complete the ESP. All new employees are provided with a Buddy Teacher. This individual, along with the Team Leader, is available to support them as they get familiar with Belvedere. Additionally, the school:

- Utilizes the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participates in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitors and assists all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

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

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

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

Personnel new to teaching are paired with a mentor and a buddy
Personnel new to Belvedere, but are experienced teachers are paired with a buddy.

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.

- Alignment of curriculum and instructional materials to the Florida Standards (Programs)
- Use of Professional Learning Communities (PLCs); problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)

Core instructional programs and materials are aligned to Florida's standards, and this is ensured by:

- *Classroom Walkthroughs conducted by Administration
- *Lesson Plan Reviews by Administration
- *PD on standards during PD with the District Staff Developers
- *Data review of formal and informal assessments

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

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

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Provide specially designed instruction per student's IEP needs
- Strategic Instructional Model is used in Learning Strategy classrooms
- Integrating accommodations into Lesson Plans

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 30 minute reading block (extended day)
- Providing iii instruction based on student needs
- Providing instruction aligned with District and the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support reading and writing units of study (including reading and writing mentor texts, big books, leveled books for small group instruction), complex texts, word study materials, etc.
- Administering assessments which measure instructed standards, Strategic Actions (Searching for and Using Information, Summarizing, Inferring, Synthesizing, Critiquing, etc.), Qualities of Good Writing (meaning/Purpose, Organization Elaboration, Grammar, etc.), and reading and writing behaviors

- Monitoring progress at the grade, class and individual student level during Professional Learning Communities (PLCs)
- Conducting data chats with students
- Utilizing the Balanced Literacy Components (Read Aloud, Shared Reading Guided Reading, Strategy Lessons, Independent Reading, Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study) to gradually teach students how to be independent in what is being taught based on their needs
- Choosing methods of instruction for minilessons based on the needs of students (modeled, guided practice, inquiry)
- Providing differentiated word study instruction based on current data
- Students self-selecting texts based on RRR levels
- Providing Process and Strategy charts for reminders of teaching
- Students independently using charts and other tools to practice and monitor their own learning
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

Data on academic progress is collected and used in a variety of ways (Reading Running Records, Diagnostics, oral rehearsal, unit tests and quizzes, exit tickets and other formative assessments). Teachers analyze the data individually, during grade level meetings, during Professional Development, as well as during PLCs. After analyzing the data, instructional decisions are made. Teachers use the data to determine small groups and the focus of the small group instruction, iii groups and appropriate instruction during iii, students needing tutorial, and potential revisions to the teacher's focus calendar.

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

Strategy: Extended School Day

Minutes added to school year: 5,370

All students will receive additional minutes through extended day of reading instruction. During the additional minutes, students will benefit from extra instruction and practice with fluency, word work, and comprehension.

Strategy Rationale

Many students need more than the 90 minute literacy block and 30 minutes of iii. Extended day affords them more time for literacy instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mahar, Diane, diane.mahar@palmbeachschools.org

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

Throughout the year, data collected from iReady reports and RRR assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Belvedere Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Belvedere Elementary, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a flyer sent to families of preschool children

Holding open house for families of incoming kindergarten children

Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher

Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray

Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like

Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher

Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten

Providing home learning activities to families to help them prepare children for kindergarten entry

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

Belvedere has joined the AVID team. There is a school wide focus on college and career awareness. Full implementation of AVID strategies will begin in 4th and 5th grades, and rolled out to the other grades over the next two years.

Palm Beach Atlantic University students support our annual STEM night by providing student volunteers for the family hands on activities. This connection brings a college presence to our campus.

Additionally, the guidance program incorporates college and career studies during fine arts classes, and special events like "Career Day" or "Career Week". They work with local universities and community member to bring speakers to the school.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

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.

AVID aims to integrate career education with education courses.

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.

n/a

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

G094947

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	70.0
FSA ELA Achievement - Grade 3	49.0
FSA Mathematics Achievement	62.0
Statewide Science Assessment Achievement	48.0
Literacy Rate - Kindergarten	50.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at designing and planning for personalized learning opportunities to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards
- Palm Beach Instructional Model
- Instructional Resource Teachers
- PBC District Staff Developers and Trainings
- Title I Supplemental Monies
- Foundations and Wilson
- PLC Training/Consultant
- Technology
- iReady

Plan to Monitor Progress Toward G1. 8

Data from common assessments (USA, FSQ, iReady), diagnostics, RRRs, exit tickets

Person Responsible

Diane Mahar

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Data analysis from PLCs, EDW/Performance matters reports for assessments FSA 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 provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G094947

G1.B4 We have a challenge at designing and planning for personalized learning opportunities to meet the needs of all students. 2

B255475

G1.B4.S1 Support teachers with designing, planning, and implementing personalized learning with coaches/resource teachers. 4

S269982

Strategy Rationale

By providing additional support, teachers will better be able to meet the needs of all students.

Action Step 1 5

Build double down and support schedule

Person Responsible

Hara Klimantiris

Schedule

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

Evidence of Completion

Copy of double down schedule and small group lists.

Action Step 2 5

Plan PLC mapping and planning cycle for all grade levels

Person Responsible

Elizabeth Harbur

Schedule

Daily, from 8/22/2017 to 6/1/2018

Evidence of Completion

PLC agenda, notes, products, emails.

Action Step 3 5

Meet with Leadership team to track progress of support schedule and instruction.

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

Emails, leadership meeting agenda/notes, discussions

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

Attend PLC meetings

Person Responsible

Diane Mahar

Schedule

Daily, from 8/22/2017 to 5/18/2018

Evidence of Completion

observation, emails, discussions, PLC agenda and minutes

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

Analyze grade level data for each content area

Person Responsible

Diane Mahar

Schedule

Weekly, from 9/4/2017 to 5/18/2018

Evidence of Completion

iready reports, RRR, PBPA, unit assessments, work samples

G1.B4.S2 For K-2 teachers are getting Foundations training and materials to support foundational skills of phonemic awareness, phonics, and word study. 4

S269983

Strategy Rationale

If we build fluency in foundational skills, more students will read on grade level by 3rd grade.

Action Step 1 5

Order materials and set up training

Person Responsible

Diane Mahar

Schedule

On 9/29/2017

Evidence of Completion

Purchase order.

Action Step 2 5

Teachers attend Foundations training

Person Responsible

Diane Mahar

Schedule

On 9/20/2017

Evidence of Completion

Email, agendas, or PD materials

Action Step 3 5

Implement targeted small groups using Foundations.

Person Responsible

Diane Mahar

Schedule

Daily, from 9/25/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walkthroughs, PLC agenda notes

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Monitor use of Foundations resources in classrooms

Person Responsible

Diane Mahar

Schedule

Daily, from 9/25/2017 to 6/1/2018

Evidence of Completion

walkthroughs, email, discussions, PLCs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Pupil progression meetings to discuss student data/progress

Person Responsible

Diane Mahar

Schedule

Triannually, from 10/9/2017 to 5/18/2018

Evidence of Completion

Pupil progression forms, discussion, notes, email

G1.B4.S3 Providing rigorous and standards based resources and PD to teachers (Top score for writing, Regional Math lesson plans, Ready LAFS and iReady intervention. 4

S269984

Strategy Rationale

Appropriate resources will help teachers meet the rigor of the standards.

Action Step 1 5

Order Top Score and iReady LAFS

Person Responsible

Diane Mahar

Schedule

On 8/21/2017

Evidence of Completion

Purchase order

Action Step 2 5

Attend Top Score PD

Person Responsible

Diane Mahar

Schedule

On 8/26/2017

Evidence of Completion

Google Sign, PD agenda and materials

Action Step 3 5

Planning using Top Score and LAFS materials

Person Responsible

Elizabeth Harbur

Schedule

Weekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PLC agenda and minutes, work products.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Monitor the use of resources in classrooms

Person Responsible

Diane Mahar

Schedule

Daily, from 9/25/2017 to 6/1/2018

Evidence of Completion

walkthroughs, lesson plans, emails, discussions, PLCs

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Analyze student data

Person Responsible

Elizabeth Harbur

Schedule

Triannually, from 10/16/2017 to 6/1/2018

Evidence of Completion

PBPA data, science & math FSQ/USAs, Unit assessments, iready reports

G1.B4.S4 Strategically placing students into iii groups, tiers, and small groups in extended day to target their needs. 4

S269985

Strategy Rationale

If students get personalized support, they will make more progress.

Action Step 1 5

Create master schedule to support small groups

Person Responsible

Hara Klimantiris

Schedule

On 8/14/2017

Evidence of Completion

master schedule

Action Step 2 5

Place students into tier and small groups

Person Responsible

Elizabeth Harbur

Schedule

On 8/21/2017

Evidence of Completion

Tiers and doc, Extended day doc, iii rosters

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Monitor small group instruction during iii and extended day

Person Responsible

Diane Mahar

Schedule

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

Evidence of Completion

walkthroughs, email, lesson plans, discussions, PLCs

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.B4.S4.A1 A361077	Create master schedule to support small groups	Klimantiris, Hara	8/14/2017	master schedule	8/14/2017 one-time
G1.B4.S3.A1 A361074	Order Top Score and iReady LAFS	Mahar, Diane	8/21/2017	Purchase order	8/21/2017 one-time
G1.B4.S4.A2 A361078	Place students into tier and small groups	Harbur, Elizabeth	8/21/2017	Tiers and doc, Extended day doc, iii rosters	8/21/2017 one-time
G1.B4.S3.A2 A361075	Attend Top Score PD	Mahar, Diane	8/26/2017	Google Sign, PD agenda and materials	8/26/2017 one-time
G1.B4.S2.A2 A361072	Teachers attend Foundations training	Mahar, Diane	9/20/2017	Email, agendas, or PD materials	9/20/2017 one-time
G1.B4.S2.A1 A361071	Order materials and set up training	Mahar, Diane	8/28/2017	Purchase order.	9/29/2017 one-time
G1.B4.S1.MA1 M385757	Analyze grade level data for each content area	Mahar, Diane	9/4/2017	iready reports, RRR, PBPA, unit assessments, work samples	5/18/2018 weekly
G1.B4.S1.MA1 M385758	Attend PLC meetings	Mahar, Diane	8/22/2017	observation, emails, discussions, PLC agenda and minutes	5/18/2018 daily
G1.B4.S2.MA1 M385759	Pupil progression meetings to discuss student data/progress	Mahar, Diane	10/9/2017	Pupil progression forms, discussion, notes, email	5/18/2018 triannually
G1.MA1 M385764	Data from common assessments (USA, FSQ, iReady), diagnostics, RRRs, exit tickets	Mahar, Diane	9/18/2017	Data analysis from PLCs, EDW/ Performance matters reports for assessments FSA data	6/1/2018 monthly
G1.B4.S1.A1 A361068	Build double down and support schedule	Klimantiris, Hara	8/28/2017	Copy of double down schedule and small group lists.	6/1/2018 daily
G1.B4.S1.A2 A361069	Plan PLC mapping and planning cycle for all grade levels	Harbur, Elizabeth	8/22/2017	PLC agenda, notes, products, emails.	6/1/2018 daily
G1.B4.S1.A3 A361070	Meet with Leadership team to track progress of support schedule and instruction.	Mahar, Diane	8/28/2017	Emails, leadership meeting agenda/ notes, discussions	6/1/2018 monthly
G1.B4.S2.MA1 M385760	Monitor use of Foundations resources in classrooms	Mahar, Diane	9/25/2017	walkthroughs, email, discussions, PLCs, lesson plans	6/1/2018 daily
G1.B4.S2.A3 A361073	Implement targeted small groups using Foundations.	Mahar, Diane	9/25/2017	Lesson plans, walkthroughs, PLC agenda notes	6/1/2018 daily
G1.B4.S3.MA1 M385761	Analyze student data	Harbur, Elizabeth	10/16/2017	PBPA data, science & math FSQ/USAs, Unit assessments, iready reports	6/1/2018 triannually
G1.B4.S3.MA1 M385762	Monitor the use of resources in classrooms	Mahar, Diane	9/25/2017	walkthroughs, lesson plans, emails, discussions, PLCs	6/1/2018 daily
G1.B4.S3.A3 A361076	Planning using Top Score and LAFS materials	Harbur, Elizabeth	8/22/2017	Lesson plans, PLC agenda and minutes, work products.	6/1/2018 weekly
G1.B4.S4.MA1 M385763	Monitor small group instruction during iii and extended day	Mahar, Diane	8/28/2017	walkthroughs, email, lesson plans, discussions, PLCs	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If we provide effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B4 We have a challenge at designing and planning for personalized learning opportunities to meet the needs of all students.

G1.B4.S1 Support teachers with designing, planning, and implementing personalized learning with coaches/resource teachers.

PD Opportunity 1

Plan PLC mapping and planning cycle for all grade levels

Facilitator

Coaches

Participants

K-5 teachers

Schedule

Daily, from 8/22/2017 to 6/1/2018

G1.B4.S2 For K-2 teachers are getting Foundations training and materials to support foundational skills of phonemic awareness, phonics, and word study.

PD Opportunity 1

Teachers attend Foundations training

Facilitator

Foundations Trainer

Participants

Franklin, Zusi (new training), Refresher- other K-2 teachers

Schedule

On 9/20/2017

G1.B4.S3 Providing rigorous and standards based resources and PD to teachers (Top score for writing, Regional Math lesson plans, Ready LAFS and iReady intervention).

PD Opportunity 1

Attend Top Score PD

Facilitator

Top Score Trainer

Participants

Gr. 3-5 ELA teachers

Schedule

On 8/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Build double down and support schedule	\$0.00
2	G1.B4.S1.A2	Plan PLC mapping and planning cycle for all grade levels	\$0.00
3	G1.B4.S1.A3	Meet with Leadership team to track progress of support schedule and instruction.	\$0.00
4	G1.B4.S2.A1	Order materials and set up training	\$0.00
5	G1.B4.S2.A2	Teachers attend Foundations training	\$0.00
6	G1.B4.S2.A3	Implement targeted small groups using Foundations.	\$0.00
7	G1.B4.S3.A1	Order Top Score and iReady LAFS	\$0.00
8	G1.B4.S3.A2	Attend Top Score PD	\$0.00
9	G1.B4.S3.A3	Planning using Top Score and LAFS materials	\$0.00
10	G1.B4.S4.A1	Create master schedule to support small groups	\$0.00
11	G1.B4.S4.A2	Place students into tier and small groups	\$0.00
Total:			\$0.00