South Grade Elementary School

2017-18 Schoolwide Improvement Plan

South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

https://sges.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

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

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.

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 South Grade 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.

South Grade Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

In addition South Grade Elementary will:

•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.

•Ensure that relationship-building is a clear priority;

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

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

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

•Provide Professional Development training or collegial support for teachers who need help in

devising methods and structures for expanding positive interpersonal interaction in classroom settings;

•Attend District provided Professional Development on multicultural offerings;

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

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

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

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

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

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.

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.

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

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

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

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

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

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

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

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

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

•Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

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

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

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

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

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

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

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

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

3. Early Warning Systems

The school's response to this section may 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.

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

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	12	17	12	6	4	0	0	0	0	0	0	0	55
One or more suspensions	1	0	4	0	4	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	3	5	19	39	0	0	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• SAI , iii, Tutorials, LLI, Wilson, Fundations, etc. ;
• Planned Discussions, Goal Setting for identified student;

• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with
dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual)
interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system.
-Attendance Works National Campaign strategies
-Targeted solution focused counseling (individual and group)
-Parent collaboration/education.

B. Family and Community Engagement

The school's response to this section may 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/430984.

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 Wednesday of every month. Community members, business partners, and outside family agencies will be encouraged to participate and provide information during school events such as Curriculum Night, Family Math/Science Night, Literacy Night and Literacy Walk.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Arce Gonzalez, Ana	Principal
Barr, Loris	Assistant Principal
Marshall, Linda	Instructional Coach
Clark, Celia	Instructional Coach
Valcourt, Valerie	Instructional Coach
Garcia, Anna	Teacher, K-12
Lopez, Xiomara	School Counselor
Burritt, Heather	Teacher, K-12

b. Duties

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title 1, Part A

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

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

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

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

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

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

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

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

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

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

District Title 1 funds provide a Single School Culture Coordinator. The Single School Culture Coordinator is responsible for providing teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with the Florida Standards. She will provide coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. She will guide teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Anna Garcia	Teacher
Ana Arce-Gonzalez	Principal
Yolanda Vazquez	Business/Community
Pam Bergsma	Business/Community
Paul Hamilton	Teacher
Eulalia Miguel	Parent
Maria Pascual Francisco	Parent
Yvana Meran	Parent
Marjorie Fortunel	Parent
Henry Sanon	Education Support Employee

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

Ana Arce-Gonzalez - Principal
Anna L. Garcia - SAC Chairperson
Yolanda Vazquez - SAC Co-Chairperson
Paul Hamilton - SAC Secretary
Xiomara Lopez - SAC Historian
The individuals holding positions on the School Advisory Council have been voted in by the current SAC
members on August 23, 2017.

b. Development of this school improvement plan

The South Grade Elementary School Advisory Council (SAC) will be given the opportunity on September 20, 2017 to review the goals in the School Improvement Plan. SAC members participated with the Principal to analyze data identifying grade 3-5 student strengths and weaknesses in reading, writing, math and science. Parent Involvement was also considered. After analysis and discussion, the SAC identified goals for the FY18 School Improvement Plan.

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

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

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

-School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
-Monies may be expended only on programs or projects selected by the School Advisory Council.

-Neither School District staff nor principals may override the recommendations of the School Advisory Council.

-The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Marshall, Linda	Instructional Coach
Clark, Celia	Teacher, K-12
Barr, Loris	Assistant Principal
Arce Gonzalez, Ana	Principal

b. Duties

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

In FY18 the Leadership Learning Team (LLT) will utilize regularly scheduled grade level PLC Meetings to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at other times will focus on instructional interventions that provide immediate intensive intervention (iii) for targeted children.

D. Public and Collaborative Teaching

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

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

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

students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

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

To retain these highly qualified teachers we rely on the activities through the Educator Support Program (ESP) to assist in supporting and strengthening teachers' best practices through collaboration. Master and novice teachers participate in the "collaborative coaching model", with the reading coach for readers/writers workshop to scaffold small groups of teachers around strategies for increasing rigor and relevance in daily instruction. District based math specialist assigned to the school and math coach will participate in PLCs and common planning, modeling strategies for instructional improvement in grades K-5.

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

South Grade Elementary creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Core academic areas including ELA (Balanced Literacy Units of Study) and Mathematics (Go Math Florida) are aligned to state standards.

b. Instructional Strategies

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

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

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

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

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

Strategy: Extended School Day

Minutes added to school year: 5,400

K-5 will receive intensive ELA instruction.

Strategy Rationale

We believe that providing grades K-5 in reading for students approaching academic success will increase their likelihood of meeting or exceeding grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Arce Gonzalez, Ana, ana.arce-gonzalez@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may 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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, South Grade 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.

1. Families of preschool children who have older siblings in the school will be identified in FY18 through school data and questionnaires and given information about Voluntary Pre-Kindergarten (VPK) at South Grade Elementary school throughout the school year to prepare their child for kindergarten.

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

3. Establish a 19 day Title I Kindergarten Connection program at South Grade for children preregistered to attend kindergarten at South Grade in FY18 to better prepare them and their families for the rigor of school.

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

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

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

b. College and Career Readiness

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

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.

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

🔑 G094952

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement - Grade 3	32.0
ELA/Reading Gains	47.0
ELA/Reading Lowest 25% Gains	57.0
FSA Mathematics Achievement	51.0
Math Gains	49.0
Math Lowest 25% Gains	58.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at identifying and understanding students' individual needs which makes it difficult to plan and deliver standards based instruction that is differentiated to meet their needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Conselor

- Single School Culture Coordinator

- Teachers

- Reading Coach

- SAI

- iii

- Reading Resource Teacher

- PD Reading Resource Teacher

- In school tutors

- I Ready software

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Ana Arce Gonzalez

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

Evidence of Completion
Student data and documentation from leadership meetings.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If we provide effective and relevant instruction to meet the needs, then we will increase reading on grade level by 3rd grade. [1]

🔍 G094952

G1.B1 We have a challenge at identifying and understanding students' individual needs which makes it difficult to plan and deliver standards based instruction that is differentiated to meet their needs. [2]

🔍 B255500

G1.B1.S1 Provide teachers with a variety of interactive job-embedded professional learning opportunities grounded in the Florida Standards. [4]

🔍 S270011

Strategy Rationale

If we work collaboratively to identify student needs and increase our capacity in providing students with scaffolds to support their mastery of the Florida standards, we will see an increase in student achievement.

Action Step 1 [5]

The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp focus on teachers new to the profession and school.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

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

Action Step 3 5

Instructional coaches will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

PLC agenda notes, sign-ins sheets, and observation notes via email and iobservation

Action Step 4 5

Instructional coaches will implement the coaching cycle to ensure teachers have "just in time" support in planning and delivering effective instruction.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

coaching schedule, coach notes, PLC agenda and minutes

Action Step 5 `5`

Instructional coaches will support teachers during learning walks to ensure that teachers are deepening their understanding of how to deliver effective instruction.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

PLC minutes, sign-in sheet, meeting conference notes

Action Step 6 `5`

Administrators will conduct classroom walkthroughs after PLCs and PD sessions to to identify additional supports teachers may need and to ensure teachers have effectively transferred those concepts to students during their delivery of instruction and . ("PD to Practice")

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

iobservation comments, PLC agenda and sign-in sheets, emails

Action Step 7 `5`

Administrators will provide explicit feedback and coaching to teachers after each walkthrough to ensure teachers have a pulse on how effectively they are delivering instruction, how they can improve their delivery and the supports they will receive.

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

emails, iobservation comments/feedback, PLC notes/minutes

Action Step 8 `5`

Faculty meetings will include relevant PD that fosters a shared commitment and collective responsibility to meeting the needs of our students.

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

Faculty Meeting Agenda and sign-in sheets, iobservatifon feedback

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

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

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

Administration meeting notes, Title 1 reflection template

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

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

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

Leadership meeting notes and student data

G1.B1.S2 Ensure students have access to personalized learning opportunities that support their learning. 4

S270012

Strategy Rationale

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

Action Step 1 5

Tutors will provide data driven support to students during small group instructional rotations.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

Lesson plans, schedules and student rosters

Action Step 2 5

Data driven tutorial opportunities will be provided to students before school, after school and during the summer to ensure students receive support in mastering pre-requisite concepts and current grade level standards.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

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

Action Step 3 `5`

Students will participate in data-driven small group instruction designed to meet their specific needs.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

Student rotation schedule, SBT progress monitoring plan, lesson plans, student data

Action Step 4 `5`

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

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

Lesson plans and Science resource teacher schedule

Action Step 5 `5`

Students will have opportunities to participate in hands-on interactive science labs to increase their engagement in mastering the science standards.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

Science resource teacher schedule, lesson plans, student assessment data such as USA, FSQ, RRR

Action Step 6 `5`

Teachers will plan lessons that integrate ELL strategies, ESE strategies and appropriate scaffolds to ensure students are adequately supported throughout the lesson being delivered.

Person Responsible

Loris Barr

Schedule

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

Evidence of Completion

Lesson plans, student assessment data such as USA, FSQ, RRR

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

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

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

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

Person Responsible

Ana Arce Gonzalez

Schedule

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

Evidence of Completion

Student data and leadership meeting notes

G1.B1.S3 (UniSIG) The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

🔑 S270013

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B1.S4 (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

🔍 S270014

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

Ana Arce Gonzalez

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

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 🔍 M385834	Leadership will review and analyze student data to determine the impact on student learning.	Arce Gonzalez, Ana	8/21/2017	Student data and documentation from leadership meetings.	6/1/2018 monthly
G1.B1.S1.MA1 🔍 M385817	Leadership will meet with the Reading Coach and Single School Culture Coordinator to analyze and...	Arce Gonzalez, Ana	8/21/2017	Leadership meeting notes and student data	6/1/2018 weekly
G1.B1.S1.MA1 🔍 M385818	Ongoing monitoring by the leadership team to review Coaching support, Professional Development and...	Arce Gonzalez, Ana	8/21/2017	Administration meeting notes, Title 1 reflection template	6/1/2018 weekly
G1.B1.S1.A1 🔍 A361151	The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp...	Barr, Loris	8/21/2017	Evidence of support and training for teachers around reading instruction will be available as PD agendas, Teacher sign-ins and Coach's schedule. The Reading Coach will maintain a "coach's log" detailing daily efforts by the coach to support teachers to higher levels of instructional competency and confidence.	6/1/2018 weekly
G1.B1.S1.A2 🔍 A361152	Provide release time for teachers to participate in lab-site and cohort reading professional...	Barr, Loris	8/21/2017	Agendas, sign-in sheets, minutes/notes, student data, etc.	6/1/2018 weekly
G1.B1.S1.A3 🔍 A361153	Instructional coaches will model best practices and provide coaching designed to scaffold teacher...	Barr, Loris	8/21/2017	PLC agenda notes, sign-ins sheets, and observation notes via email and iobservation	6/1/2018 daily
G1.B1.S1.A4 🔍 A361154	Instructional coaches will implement the coaching cycle to ensure teachers have "just in time"...	Barr, Loris	8/21/2017	coaching schedule, coach notes, PLC agenda and minutes	6/1/2018 daily
G1.B1.S1.A5 🔍 A361155	Instructional coaches will support teachers during learning walks to ensure that teachers are...	Barr, Loris	8/21/2017	PLC minutes, sign-in sheet, meeting conference notes	6/1/2018 weekly
G1.B1.S1.A6 🔍 A361156	Administrators will conduct classroom walkthroughs after PLCs and PD sessions to to identify...	Arce Gonzalez, Ana	8/21/2017	iobservation comments, PLC agenda and sign-in sheets, emails	6/1/2018 daily
G1.B1.S1.A7 🔍 A361157	Administrators will provide explicit feedback and coaching to teachers after each walkthrough to...	Arce Gonzalez, Ana	8/21/2017	emails, iobservation comments/ feedback, PLC notes/minutes	6/1/2018 daily
G1.B1.S1.A8 🔍 A361158	Faculty meetings will include relevant PD that fosters a shared commitment and collective...	Arce Gonzalez, Ana	8/21/2017	Faculty Meeting Agenda and sign-in sheets, iobservatifon feedback	6/1/2018 monthly
G1.B1.S2.MA1 🔍 M385819	Leadership will review and analyze student data to determine the impact on student learning	Arce Gonzalez, Ana	8/21/2017	Student data and leadership meeting notes	6/1/2018 daily
G1.B1.S2.MA1 🔍 M385820	Using student data will provide evidence regarding the effectiveness of the support provided to...	Arce Gonzalez, Ana	8/21/2017	Resouce teacher schedule and student data such as FSQs, USAs, District Diagnostics,and FSA	6/1/2018 daily
G1.B1.S2.A1 🔍 A361159	Tutors will provide data driven support to students during small group instructional rotations.	Barr, Loris	8/21/2017	Lesson plans, schedules and student rosters	6/1/2018 daily
G1.B1.S2.A2 🔍 A361160	Data driven tutorial opportunities will be provided to students before school, after school and...	Barr, Loris	8/21/2017	Tutorial schedule, student sign-in sheets, lesson plans, data used to determine student groupings and progress	6/1/2018 weekly
G1.B1.S2.A3 🔍 A361161	Students will participate in data-driven small group instruction designed to meet their specific...	Barr, Loris	8/21/2017	Student rotation schedule, SBT progress monitoring plan, lesson plans, student data	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4 A361162	Provide students to access to technology to integrate science, technology, engineering and math...	Barr, Loris	8/21/2017	Lesson plans and Science resource teacher schedule	6/1/2018 daily
G1.B1.S2.A5 A361163	Students will have opportunities to participate in hands-on interactive science labs to increase...	Barr, Loris	8/21/2017	Science resource teacher schedule, lesson plans, student assessment data such as USA, FSQ, RRR	6/1/2018 daily
G1.B1.S2.A6 A361164	Teachers will plan lessons that integrate ELL strategies, ESE strategies and appropriate scaffolds...	Barr, Loris	8/21/2017	Lesson plans, student assessment data such as USA, FSQ, RRR	6/1/2018 daily
G1.B1.S3.A2 A361166	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B1.S4.MA1 M385823	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually
G1.B1.S3.MA1 M385821	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B1.S3.MA1 M385822	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B1.S3.A1 A361165	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B1.S4.MA1 M385824	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B1.S4.MA2 M385825	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B1.S4.A1 A361167	The District will support schools in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B1.S4.A2 A361168	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Arce Gonzalez, Ana	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 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, then we will increase reading on grade level by 3rd grade.

G1.B1 We have a challenge at identifying and understanding students' individual needs which makes it difficult to plan and deliver standards based instruction that is differentiated to meet their needs.

G1.B1.S1 Provide teachers with a variety of interactive job-embedded professional learning opportunities grounded in the Florida Standards.

PD Opportunity 1

The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp focus on teachers new to the profession and school.

Facilitator

Linda Marshall

Participants

K-5 teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Linda Marshall

Participants

K-5 teachers

Schedule

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

PD Opportunity 3

Instructional coaches will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings.

Facilitator

Linda Marshall

Participants

K-5 Teachers

Schedule

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

PD Opportunity 4

Instructional coaches will implement the coaching cycle to ensure teachers have "just in time" support in planning and delivering effective instruction.

Facilitator

Valerie Valcourt

Participants

K-5 Teachers

Schedule

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

PD Opportunity 5

Instructional coaches will support teachers during learning walks to ensure that teachers are deepening their understanding of how to deliver effective instruction.

Facilitator

Loris Barr

Participants

K-5 Teachers

Schedule

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

PD Opportunity 6

Administrators will conduct classroom walkthroughs after PLCs and PD sessions to to identify additional supports teachers may need and to ensure teachers have effectively transferred those concepts to students during their delivery of instruction and . ("PD to Practice")

Facilitator

Ana Arce-Gonzalez

Participants

K-5 Teachers

Schedule

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

PD Opportunity 7

Administrators will provide explicit feedback and coaching to teachers after each walkthrough to ensure teachers have a pulse on how effectively they are delivering instruction, how they can improve their delivery and the supports they will receive.

Facilitator

Ana Arce-Gonzalez

Participants

K-5 Teachers

Schedule

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

PD Opportunity 8

Faculty meetings will include relevant PD that fosters a shared commitment and collective responsibility to meeting the needs of our students.

Facilitator

Ana Arce-Gonzalez

Participants

K-5 Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Reading Coach will provide professional development to all teacher of reading K-5 with a sharp focus on teachers new to the profession and school.	$0.00
2	G1.B1.S1.A2	Provide release time for teachers to participate in lab-site and cohort reading professional development at South Grade with SGE Coaches. Teachers may also meet outside of contract time for curriculum mapping.	$0.00
3	G1.B1.S1.A3	Instructional coaches will model best practices and provide coaching designed to scaffold teacher improvement during PLC meetings.	$0.00
4	G1.B1.S1.A4	Instructional coaches will implement the coaching cycle to ensure teachers have "just in time" support in planning and delivering effective instruction.	$0.00
5	G1.B1.S1.A5	Instructional coaches will support teachers during learning walks to ensure that teachers are deepening their understanding of how to deliver effective instruction.	$0.00
6	G1.B1.S1.A6	Administrators will conduct classroom walkthroughs after PLCs and PD sessions to to identify additional supports teachers may need and to ensure teachers have effectively transferred those concepts to students during their delivery of instruction and . ("PD to Practice")	$0.00
7	G1.B1.S1.A7	Administrators will provide explicit feedback and coaching to teachers after each walkthrough to ensure teachers have a pulse on how effectively they are delivering instruction, how they can improve their delivery and the supports they will receive.	$0.00
8	G1.B1.S1.A8	Faculty meetings will include relevant PD that fosters a shared commitment and collective responsibility to meeting the needs of our students.	$0.00
9	G1.B1.S2.A1	Tutors will provide data driven support to students during small group instructional rotations.	$0.00
10	G1.B1.S2.A2	Data driven tutorial opportunities will be provided to students before school, after school and during the summer to ensure students receive support in mastering pre-requisite concepts and current grade level standards.	$0.00
11	G1.B1.S2.A3	Students will participate in data-driven small group instruction designed to meet their specific needs.	$0.00
12	G1.B1.S2.A4	Provide students to access to technology to integrate science, technology, engineering and math (STEM) into the school day.	$0.00
13	G1.B1.S2.A5	Students will have opportunities to participate in hands-on interactive science labs to increase their engagement in mastering the science standards.	$0.00
14	G1.B1.S2.A6	Teachers will plan lessons that integrate ELL strategies, ESE strategies and appropriate scaffolds to ensure students are adequately supported throughout the lesson being delivered.	$0.00
15	G1.B1.S3.A1	The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).	$0.00

16	G1.B1.S3.A2	**Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).**				**$196,461.98**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	2431 - South Grade Elementary School	UniSIG		$182,500.00
		Notes: Complexity Pay per MOU paid $2,500 in two installments 73 teachers				
	5100	200-Employee Benefits	2431 - South Grade Elementary School	UniSIG		$13,961.98
		Notes: Fringe benefits for Complexity Pay per District schedule				
17	G1.B1.S4.A1	**The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.**				**$95,067.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	2431 - South Grade Elementary School	UniSIG	3.0	$61,425.00
		*Notes: Academic Success Tutors will provide tutorial support at the UniSIG schools. Rate: $20,475 per Tutor (7.5 hours * $15/hr * 182 days)*				
	5100	200-Employee Benefits	2431 - South Grade Elementary School	UniSIG	3.0	$33,642.00
		Notes: Fringe benefits for Academic Success Tutors as per District benefit schedule @17.65% ($3,614) +$7600 health & life per Tutor				
18	G1.B1.S4.A2	**Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.**				**$0.00**
					Total:	**$291,528.98**