Glade View Elementary School

2017-18 Schoolwide Improvement Plan

Glade View Elementary School

1100 SW AVENUE G, Belle Glade, FL 33430

https://gves.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	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 [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 Glade View 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.

Glade View Elementary Visual, Performing, and Communication Arts School is committed to providing a quality education with excellence and equity empowering every student to reach his or her maximum potential with the most effective staff to cultivate the knowledge, skills, and ethics necessary for academic achievement, responsible and productive citizens.

b. Provide the school's vision statement.

Glade View Elementary School foresees a dynamic collaborative multi-cultural community where education and learning are respected and supported and all learners attain their maximum 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.

Glade View Elementary learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team Identifies and engages 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). Professional development is provided in supporting teachers in implementing evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Single School Culture for Academics approach is sustained through the Learning Team process. Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.

*Faculty & Staff will participate in the Learning Science International Initiative (LSI) beginning with setting Conditions for Learning from the first day of school. (Establishing Rules & Procedures, Using encouragement strategies with students, establishing & maintaining effective relationships with and communicating high expectations for all students).

Our school promotes the Single School Culture philosophy and embrace appreciation for multi-cultural diversity. Glade View will implement 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
* Haitian Flag Day

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.

Glade View Elementary provides an environment where school wide expectations have been established in the areas of academics, behavior, and climate. This begins with the implementation of a School-wide Positive Behavior Plan that outlines what is expected of every adult and student who becomes a member of our campus. Our School-wide Positive Behavior Support Plan is a guide to how we create an environment where students feel safe and respected. School administration review the school-wide positive behavioral plan with the bus drivers, cafeteria staff, teachers, students and parents emphasizing the importance of positive student interaction and consistency. Teachers and support staff are strategically placed throughout the campus during arrival and dismissal to ensure the safety of all students.

When students first arrive, expectations have already been reviewed, implemented, and enforced as to how they enter campus/cafeteria for breakfast. The day continues with a point system for students to earn points when expectations are followed throughout the day. Consequences are also given. After school/dismissal procedures have been put in place for students/adults to follow as well. All expectations/consequences are reviewed at the beginning of the school year, presented and reviewed during discipline assemblies conducted twice a year, and through guidance lessons.

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.

School administration conducts a School-wide Positive Behavior training with all teachers reviewing the effective implementation of the school's behavior management system with appropriate interventions for disciplinary incidents. Desired student behaviors will be explicitly taught, modeled and discussed strategically at the beginning of the year, mid-year and as needed. The Universal Guidelines and behavior matrix are reviewed daily via morning announcements. Professional Development provided by Safe Schools for instructional staff ensures the one voice of our SwPBS Plan.In addition, the School-wide Positive Behavior Team meets monthly with each grade level to review the grade level's implementation and effectiveness of the behavior management plan. Furthermore, administration meets with each grade level to review expectations with students.Teachers provide explicit instructions of expected behavior in which role playing of behaviors (examples and non examples) provide active engagement of students in the learning process. Desired behaviors are acknowledge using our school-wide "Eagle Bucks" System.

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

The School-based Team and Child Study Team meet weekly to discuss and review interventions and response to intervention for all Tiered students. In addition, our school provides counseling and character education through our guidance center. The Guidance Counselor infuses character traits and spearheads our anti-bullying school-wide initiative.

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).

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	18	9	7	12	6	1	0	0	0	0	0	0	0	53
One or more suspensions	1	10	14	13	8	4	0	0	0	0	0	0	0	50
Course failure in ELA or Math	31	24	25	34	20	25	0	0	0	0	0	0	0	159
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	11	10	12	16	7	4	0	0	0	0	0	0	0	60

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;
•iReady (Math & Reading), SAI , iii, Tutorials, LLI;
The school utilizes LLI, Words their Way, Fundations, Triumphs, and other research-based intervention for Level 1 and 2 students. Tier 1 provision of group intervention occur within the general education classroom assessments likely 3-4 times/year. Tier II students not making adequate progress in Tier 1 will have more targeted services and interventions requiring small group settings in addition to general education curriculum. Also, students receive iii daily.

ELL & ESE
• Conduct the BEST PRACTICES FOR INCLUSIVE EDUCATION Assessment
• Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
• ELL Resource and ESE Resource provide support for students with LEPs and IEPs along with

general education teachers. Monitoring of progress at least bi-weekly with approximately 6-10 weeks of research base interventions.

Parent collaboration/education through the Academic Parent-Teacher Teams (APTT Grant). Through APTT partnerships will continue to be formed between parents and teachers to support our students'/their child's learning.
• 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;

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

Parent Involvement targets include an increase in parent involvement to at least 50% at school related activities and daily school operations by June 2015..

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 school invites all local businesses and community organizations to participate in the monthly SAC meetings. At the SAC meetings, the school shares the academic action plan to increase student achievement and the resources needed to support the goal. In addition, the school solicits donations from local business for parent/family incentives. Parents also support the vision of the school in regards to student safety. This consistency of support from parents strengthens the partnership between home and school.

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
Edgecomb, Linda	Principal
Richardson, Anita	Assistant Principal
Moreland, Pam	Instructional Coach
Dowdell-Smith, L'loren	Teacher, K-12
McKinnes, Mickey	Other
freeman, jackie	Teacher, ESE

b. Duties

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

The Leadership Team works collaboratively to meet the instructional needs of students, professional development needs of teachers, and to promote a climate that's clean, healthy and safe maximizing the potential for maximum learning on a daily basis. Glade View's school based leaders provide guidance to teachers as to the completion of the referral packet, invites all parties to meetings that they schedule, facilitate the meetings, and document concerns, strategies identified, and next steps through conference notes. Finally, the facilitator schedules follow-up meetings and monitors that all students being referred and/or going through the process are seen within a timely manner.

Linda Edgecomb, Principal: Instructional Leader, ensure safe campus conducive for maximum learning, SIP lead

Anita Richardson, Assistant Principal: Testing Coordinator, SwPBSS Coordinator, Textbook Mgr, Title I Contact
***The principal and Assistant Principal are members who assist the team and instructional staff with developing strategies for individual students, serve as models and guides for the implementation of school-wide expectations. The administrators also monitor the scheduling of meetings, implementation of strategies/interventions, and progress of individual students in meeting targeted goals.

Pam Moreland, Instructional Coach: SBT, Literacy Coach, PDD member, Collaborative Planning Facilitator
Benny Everett, School Guidance, SBT Leader

Mickey McKinnes, Single School Culture Liaison (SSCL)

Jackie Freeman, ESE Coordinator: CST Lead, SBT Support,
L'Loren Dowdell-Smith, Interventionist
Sonja Stewart-Bailey, SAI

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's data-based problem-solving processes for the implementation and monitoring of our MTSS and SIP structures to address the effectiveness of core instruction, resource allocation,

teacher support systems, and small group and individual student needs encompass on-going collaboration of all stakeholders. The members of the team assist with writing strategies to support the goals of the School Improvement Plan as well as delivering information in forums such as Open House, Curriculum Night, and Parent Trainings. The team consistently analyze data to determine next instructional steps in working with students. The action plan includes:

1. Administrators will align the implementation of the coaching cycle with fidelity and monitor critical data points to facilitate improved instructional planning.
2. Administrators will continue to monitor multiple measures of universal data to support school's success.
3. Administrators and Leadership Team will integrate the problem solving process within the school culture to provide ongoing progress toward functionality of the school.
4. School based leadership team will monitor the implementation of the School Improvement Plan with complete fidelity.

Title I, Part A funds will be used to support and enhance classroom instruction.. Various parent trainings in regards to supporting academic at home will be provided through Literacy and mathematics parent trainings as well as a Parent Technology Night. Coaches will provide professional growth opportunities for teachers to receive more researched based strategies and best practices. Partnership with business partners and community stakeholders will enhance school-community relations and build a stronger commitment to increasing student academic achievement, purchase of ink for printing flyers and other documents for parent communication/trainings will be supported by Title I.

- Single School Culture reflecting our Universal Guidelines for Success, is embraced by all stakeholders.The Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBSS
with fidelity will ensure desired student outcome.Our Action Plans are monitored and revisited on a regular basis

-An appreciation for multi-cultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBSS program is evident.
-Implementation of APTT in kindergarten and grade 3.
-SAI Supplemental Academic Instruction: (provides small group instruction to assist struggling readers to improve in reading proficiency.
-Single School Culture: (Systemic way of providing rigorous instruction, climate conducive for maximum instruction and a safe environment for all)
-Boys and Girls Club: An extension of the school day providing a structured safe environment that supports academics. Students are provided with fresh fruit and snacks weekly.
-Head Start: Provides 3 and 4 year olds with a structured, nurturing environment conducive for maximum learning. Promotes parent involvement in school
Title I, Part C: Migrant - The MEP provides formula grants to establish or improve education programs for migrant children. Generally, the MEP ensures that migrant children fully benefit from the same free public education provided to other children. Students are provided with academic support as well as school uniforms and school supplies.
Title X, Part C: Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, ensures educational rights and protections for children and youth experiencing homelessness. Students are provided with academic support as well as school uniforms and school supplies.The Guidance Counselor also provides support and serves as a liaison to other resources needed by these families.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Linda Edgecomb	Principal
L'loren Dowdell-Smith	Education Support Employee
Shakera Putmon	Parent
Kizzy Frazier	Teacher
Alexia Catholic	Parent
Harold Joseph	Education Support Employee
Gerald Fields	Student
Doris Mattis	Business/Community
Gwendolyn Davis	Business/Community

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

Members of the School Advisory Council reviewed the School Improvement Plan in relation to the results of the Florida Standards Assessment Test and the number of discipline referrals generated. Improvement in the area of fourth & fifth grade literacy, fifth grade math, & fifth grade science was commendable. As a result of various interventions, a reduction of discipline referrals were also noted.

In regards to third grade reading and math, the SAC agreed that early tutorial services would be beneficial, an increase of parental involvement was needed as well as more consistent communication between home and school.

b. Development of this school improvement plan

The School Advisory Council is involved in the development and monitoring of goals and strategies regularly as reviewed and discussed in scheduled monthly meetings. The SAC review most recent data during monthly meetings, participate in discussions centered around students' academic needs and teachers' professional development needs.

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

To support the academic and safety needs of the school, SAC will determine the instructional needs of students and the professional needs of teachers to reach desired goal of high student achievement for all students. Exposing students to various genres will continue. In addition to APTT, parent trainings will be an area of focus to support academic initiatives. Trainings with staff on effective parent communication will be on-going (all supported by Title I).

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

$150,620.41
Math Coach (.5) $36,577.28
Math Resource (.5) $33,171.23
Collegial Planning $3,540.60
Materials & Supplies for Academic Parent Teacher Teams $721.00

Reading Resource (.5) $33,171.23
Reading Coach (.5) $36,577.28
Tutoring $4,650.75
Salary & Benefits for tutoring $798.46
Student Agendas to increase home-school connection $1,141.58
Supplies $271.00

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Edgecomb, Linda	Principal
Richardson, Anita	Assistant Principal
Moreland, Pam	Instructional Coach
McKinnes, Mickey	Other
Dowdell-Smith, L'loren	Teacher, K-12
Jones, Mary	Teacher, K-12
Edwards, Tonya	Teacher, K-12
Ruggiero, Nicholas	Teacher, K-12
stewart, sonja	Teacher, K-12
Nelson-Posey, Luna	Teacher, K-12

b. Duties

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

Analyze data, grasp a better understanding of Florida State Standards grade level specific concepts and use research base strategies to provide differentiated instruction to meet the instructional needs of all students.

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

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

Multiple venues for encouraging positive working relationships with teachers is participation in Learning Team Meetings and meetings/planning sessions listed below. 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.

* Weekly Grade level meetings/interdisciplinary planning
* Monthly Collaborative Planning by Content
* Once /Trimester Vertical Collaborative Planning by content area
* PLCs focusing on Effective Relevant Standards-based instruction

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

Promote a culture of professional learning and collaboration where students' academic needs are the center of every decision.
Cultivate a climate of high academic expectations, maximum effort, and team work among all stakeholders.)
Educators' Support Program as well as through mentoring based on expertise and strength in content areas.
Creating a safe, secure, non-threatening, positive atmosphere are all strategies to recruit and retain highly qualified, certified-in-field, effective teachers.
The Human Resource Department at the district level, area office, principal, and school leadership will work collaboratively to recruit and retain educators.
Glades Supplement, opportunities for additional earnings through tutoring, club sponsorship, extended school day
FDOE grant with FAU students for pre-service teacher preparation and practical clinical education experiences with teachers,
Palm Beach State College Goodfit Program for aspiring teachers.

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

Effective veteran teachers are paired with new educators to provide content area support as well as acclimation to the school community. On going horizontal and vertical collaboration. Participation in professional development trainings on site as well as at the area, district, and state levels. Modeling of researched based strategies and best practices provided. Regular feedback provided by colleagues as well as administration, Opportunities to self-reflect via journaling as well as through video clips for own professional growth.

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.

Vertical planning is held once a week for content area teachers to work collaboratively with academic coaches to ensure the selection and alignment of complex text, complex talk and complex tasks to the Florida Standards. In addition, generate scaffold questions that will challenge students thinking resulting in desired student outcome.

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.

Data Chats are conducted throughout the year to analyze student data and determine next instructional steps.Using multiple sources (data chats, iObservations, Unify PM, RRR, FSQs, USAs,etc.) instruction is adjusted to accommodate individual learning needs of students.

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

Strategy: After School Program

Minutes added to school year: 30

Integrating arts in core content areas (literacy, math, & science)

Strategy Rationale

Help students reflect on how content area skills and concepts are infused throughout the performing arts.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Edgecomb, Linda, linda.edgecomb@palmbeachschools.org

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

Formative assessments of core content areas and the performing arts

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, Glade View ES 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 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 letter, flyer or informational brochure sent to families of preschool children, parent link about
transition to kindergarten, and remind.com
- Invite private preschools and centers for a tour of the campus and provide opportunities for kindergarten
registration
- 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
- Providing opportunities for school-based and/or community-based, private preschool teachers to meet with
kindergarten teachers to discuss standards and goals for children (APTT grant)
- Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families
to access them during the summer before kindergarten

We also schedule and conduct Kindergarten Roundup activities with local daycare providers and head start programs touring the school. District and state expectations are shared in regards to Kindergarten readiness. Provide parents with school district's website to access educational vodcast and Kindergarten readiness packets.
Work collaboratively with VPK/Head Start Program to provide on-site services to two 4-year old classes and their parents.In addition, vertical collaboration between VPK Headstart and on-site Kindergarten Teachers in regards to Kindergarten readiness. Kindergarten students participate in Kindergarten Roundup by displaying skills in reading, writing, and mathematics at the proficient level for Kindergarten to display expected outcome at the end of Kindergarten.

Guidance counselors at both Glade View and the middle school(s) work collaboratively to ensure smooth transition from elementary to middle school. Meetings are held in the spring where the middle school guidance counselors visit Glade View to provide an overview presentation of 6th grade course offerings and extracurricular programs. Students are provided a course selection offerings form in which to make selection regarding electives. Students also visit middle school campus with guidance counselor in the spring observing program(s) of interests as well as overall campus.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. `1a`

🔑 G094993

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	46.0
Literacy Rate - Kindergarten	50.0
Literacy Rate - Grade 1	54.0
Literacy Rate - Grade 2	54.0

Targeted Barriers to Achieving the Goal `3`

- 1. Monitor for effectiveness: desired outcomes

- 2 Teacher readiness

- 3. Depth of standards knowledge

- Students performing below grade level

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

- 1a Monthly data chats

- 1bTeacher led instructional rounds

- 1c Formal and informal instructional walkthroughs

- 1d Review alignment of lesson plans to standards and learning activities

- 2b Collaborative Planning/Professional Learning Communities

Plan to Monitor Progress Toward G1. `8`

Formative Assessments, lesson plans

Person Responsible
Linda Edgecomb

Schedule
Biweekly, from 8/21/2017 to 5/28/2018

Evidence of Completion
Lesson plan feedback, data chat notes

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. `1`

🔑 G094993

G1.B1 1. Monitor for effectiveness: desired outcomes `2`

🔑 B255699

G1.B1.S1 Establish and maintain a culture of learning and development for all teachers and staff. (Conduct informal and formal observations) `4`

🔑 S270241

Strategy Rationale

The GVE faculty and staff have come to expect professional learning when we come together for meetings and trainings. By shifting to a culture of learning instead of an expected learning opportunity (meetings/trainings) the GVE team will desire and find learning opportunities from different places, people and experiences. (Provide explicit feedback of instructional delivery for desired student outcome)

Action Step 1 `5`

Principal and Assistant Principal will develop an informal and formal observation schedule.

Person Responsible

Linda Edgecomb

Schedule

Every 6 Weeks, from 8/14/2017 to 5/28/2018

Evidence of Completion

Observation Schedule

Action Step 2 `5`

Meet with teacher teams (small group) to share the purpose and intention of the observations; the shift in culture from expected learning.

Person Responsible

Linda Edgecomb

Schedule

On 5/28/2018

Evidence of Completion

Agenda, Sign-In Sheets, Feedback from teachers

Action Step 3 `5`

Conduct informal and formal observation.

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

iObservation documents

Action Step 4 `5`

Administrators will provide specific feedback on strengths and areas of growth.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

iObservation documents, Pre-conference notes, post-conference notes with Feedback
provided to teachers, feedback from teachers

Action Step 5 `5`

Administrator will identify and give teachers the opportunity to attend meaningful professional
development, matched to need, for teachers that is focused on improved student success; and is
focused and ongoing.

Person Responsible

Linda Edgecomb

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Post conference notes, the specific PD identified to meet the needs of the teachers
(documented in feedback to teachers), artifacts from any PDs the teacher participates in (On
campus PD:Coaching Cycle, Learning Walks, PLCs, etc. and Off Campus PD: Math Cadre,
Literacy Training, SwPBS, Classroom Management, etc.)

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

Embedded coaching and on-going support

Person Responsible

Pam Moreland

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

formative assessment and classroom observations

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

On-going embedded coaching using gradual release model

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

formative assessment and iobservation data and explicit feedback

G1.B1.S2 Develop teacher capacity to deliver effective, relevant & personalized standards based instruction. (Teacher Readiness:Provide on-going support through embedded coaching to build capacity) (Depth of standards knowledge: Conducting PLCs and collaborative planning to unpack standards and plan for effective standard based instruction) 4

S270242

Strategy Rationale

By developing teacher capacity they will be better equipped to plan explicit personalized (scaffolds planned throughout) lessons which will increase teaching and authentic student engagement because they are being efficient, precise and deliberate in their practice.

Action Step 1 5

Establish knowledge of PLCs as a continuous process where educators work collaboratively and relentlessly using both an inquiry base and action research approach to achieve better student outcomes.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Agendas, book study, classroom observations,coaching cycle, professional development engagement, student outcomes via projects, formative assessments

Action Step 2 5

Teachers to continue collaborative work of improving student academic achievement.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Both teacher and student articfacts, classroom observations, PLC work reflected in classrooms, formative assessments

Action Step 3 `5`

Teachers will participate in "Teacher led" instructional rounds.

Person Responsible

Mickey McKinnes

Schedule

Monthly, from 1/15/2018 to 5/28/2018

Evidence of Completion

Feedback to and from colleagues, Schedule

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

Administrative support during regularly scheduled PLCs

Person Responsible

Anita Richardson

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

iObservation Feedback, student outcomes, walk throughs, coaching for growth documentation

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

On-going support from administrators and teacher leaders during PLCs

Person Responsible

Mickey McKinnes

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Agendas from PD engagement, notes from PLCs, Instructional Rounds, Data Chats, iObservation feedback

G1.B2 2 Teacher readiness 2

🔑 B255700

G1.B2.S1 Provide on-going support through embedded coaching to build capacity 4

🔑 S270243

Strategy Rationale

To increase time efficiency and effectiveness of instruction

Action Step 1 5

The Reading Coach (P. Moreland) will provide side by side coaching, co-teaching, facilitating collaborative planning, participant in regularly scheduled academic coaches meetings with administration.

Person Responsible

Pam Moreland

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Schedule, agenda and minutes from meetings (collaborative planning, PLCs, APTT planning)

Action Step 2 5

The SSCC will coach-in, support collaborative planning, & participate in regularly scheduled academic coaches meetings with administration.

Person Responsible

Mickey McKinnes

Schedule

Weekly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Schedule, agenda and minutes from meetings (collaborative planning, PLCs, APTT planning)

Action Step 3 5

Provide collegial planning during pre-school to analyze data.

Person Responsible

Linda Edgecomb

Schedule

On 8/10/2017

Evidence of Completion

agenda, sign-ins, data

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

Conduct regularly scheduled academic coach/resource teacher meetings, data chats, and iObservation collaborative planning meeting with administration.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Calendar e-vites, admin meeting schedules, agendas, and minutes

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

Calendar invites, attendance

Person Responsible

Mickey McKinnes

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Exit ticket, notes

G1.B3 3. Depth of standards knowledge 2

🔑 B255701

G1.B3.S1 Conducting PLCs and collaborative planning to unpack standards and plan for effective standard based instruction 4

🔑 S270244

> ### Strategy Rationale
>
> To develop teacher capacity
>
> ### Action Step 1 5
>
> Weekly PLCs and collaborative planning
>
> > **Person Responsible**
> >
> > Mickey McKinnes
> >
> > **Schedule**
> >
> > Weekly, from 8/21/2017 to 5/28/2018
> >
> > ***Evidence of Completion***
>
> ### Action Step 2 5
>
> Teacher led instructional rounds
>
> > **Person Responsible**
> >
> > Linda Edgecomb
> >
> > **Schedule**
> >
> > Monthly, from 9/25/2017 to 5/28/2018
> >
> > ***Evidence of Completion***
> >
> > Non evaluative feedback form and anecdotal notes

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

Class observations

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

notes from classroom observations and feedback to teachers

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

Evidence collected during data chats

Person Responsible

Anita Richardson

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

Lesson plan review and iobservation data and feedback

G1.B4 Students performing below grade level [2]

🔑 B255702

G1.B4.S1 Provide personalized instructional programming customized to the individual strength, needs, interests, and aspiration of each learner. [4]

🔑 S270245

Strategy Rationale

Students master skills needed to be successful when instruction is focused on individual needs.

Action Step 1 [5]

The Reading Resource Teacher will provide both whole and small group instruction for students. They will progress monitor for evidence of desired effect grade level appropriate standards.

Person Responsible

Pam Moreland

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

Schedule, roster of students, co-created lesson plans, progress monitoring log, conferring notes

Action Step 2 [5]

SSCC facilitate learning coaching in to students as needed. They will progress monitor for evidence of desired effect grade level appropriate standards.

Person Responsible

Mickey McKinnes

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

Schedule, roster of students, co-created lesson plans, progress monitoring log, conferring notes

Action Step 3 `5`

Provide push-in tutoring and after school tutoring for targeted students based on data.

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

Schedule, roster of students, lesson plans

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

Admin will meet with selected staff to review lesson plans and iObservation feedback.

Person Responsible

Linda Edgecomb

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Notes from Data Chats and iObservation feedback, Reflection Template

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

Admin will meet with leadership team and team to review student groupings and data reports.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 9/11/2017 to 5/28/2018

Evidence of Completion

Progress Monitoring Logs, notes from admin meetings, Reflection Template

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

Data Chats, review of lesson plans for personalized instructions, analysis of formative assessments and i-observation

Person Responsible

Linda Edgecomb

Schedule

On 5/31/2018

Evidence of Completion

Explicit feedback on lesson plans and data chats. PLC minutes

G1.B4.S2 Align new and existing community and parent partnerships. 4

S270246

Strategy Rationale

Providing parents with skills and strategies to use at home can provide much needed foundational skills needed for students to be successful.

Action Step 1 5

Increase parent engagement by providing daily communication.

Person Responsible

Anita Richardson

Schedule

Monthly, from 9/11/2017 to 5/28/2018

Evidence of Completion

Copies of pages from student agendas reflecting communication with parents

Action Step 2 5

Provide instructional strategies in reading and mathematics to build capacity through APTT for grades K-2.

Person Responsible

Pam Moreland

Schedule

Triannually, from 9/11/2017 to 4/23/2018

Evidence of Completion

Flyers, callouts, handouts, agendas, notes from planning meetings

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

On-going formative assessments, communication with parents via phone, class dojo, remind, and parent conferences

Person Responsible

Pam Moreland

Schedule

On 4/23/2018

Evidence of Completion

Formative assessment data, parent conference notes, access Class Dojo and Remind communication

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

Pre meetings to organize, invites to parents, send information in monthly newsletters and through parentlink

Person Responsible

Pam Moreland

Schedule

On 4/23/2018

Evidence of Completion

Parent sign in sheets, students formative assessment graphs, SMART Goals

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.B2.S1.A3 🔑 A361725	Provide collegial planning during pre-school to analyze data.	Edgecomb, Linda	8/8/2017	agenda, sign-ins, data	8/10/2017 one-time
G1.B4.S2.MA1 🔑 M386339	Pre meetings to organize, invites to parents, send information in monthly newsletters and through...	Moreland, Pam	9/11/2017	Parent sign in sheets, students formative assessment graphs, SMART Goals	4/23/2018 one-time
G1.B4.S2.MA1 🔑 M386340	On-going formative assessments, communication with parents via phone, class dojo, remind, and...	Moreland, Pam	9/11/2017	Formative assessment data, parent conference notes, access Class Dojo and Remind communication	4/23/2018 one-time
G1.B4.S2.A2 🔑 A361732	Provide instructional strategies in reading and mathematics to build capacity through APTT for...	Moreland, Pam	9/11/2017	Flyers, callouts, handouts, agendas, notes from planning meetings	4/23/2018 triannually
G1.MA1 🔑 M386341	Formative Assessments, lesson plans	Edgecomb, Linda	8/21/2017	Lesson plan feedback, data chat notes	5/28/2018 biweekly
G1.B1.S1.MA1 🔑 M386328	On-going embedded coaching using gradual release model	Edgecomb, Linda	8/28/2017	formative assessment and iobservation data and explicit feedback	5/28/2018 daily
G1.B1.S1.MA1 🔑 M386329	Embedded coaching and on-going support	Moreland, Pam	8/28/2017	formative assessment and classroom observations	5/28/2018 daily
G1.B1.S1.A1 🔑 A361715	Principal and Assistant Principal will develop an informal and formal observation schedule.	Edgecomb, Linda	8/14/2017	Observation Schedule	5/28/2018 every-6-weeks
G1.B1.S1.A2 🔑 A361716	Meet with teacher teams (small group) to share the purpose and intention of the observations; the...	Edgecomb, Linda	8/21/2017	Agenda, Sign-In Sheets, Feedback from teachers	5/28/2018 one-time
G1.B1.S1.A3 🔑 A361717	Conduct informal and formal observation.	Edgecomb, Linda	8/28/2017	iObservation documents	5/28/2018 daily
G1.B1.S1.A4 🔑 A361718	Administrators will provide specific feedback on strengths and areas of growth.	Edgecomb, Linda	8/21/2017	iObservation documents, Pre-conference notes, post-conference notes with Feedback provided to teachers, feedback from teachers	5/28/2018 weekly
G1.B1.S1.A5 🔑 A361719	Administrator will identify and give teachers the opportunity to attend meaningful professional...	Edgecomb, Linda	8/28/2017	Post conference notes, the specific PD identified to meet the needs of the teachers (documented in feedback to teachers), artifacts from any PDs the teacher participates in (On campus PD:Coaching Cycle, Learning Walks, PLCs, etc. and Off Campus PD: Math Cadre, Literacy Training, SwPBS, Classroom Management, etc.)	5/28/2018 monthly
G1.B2.S1.MA1 🔑 M386332	Calendar invites, attendance	McKinnes, Mickey	8/21/2017	Exit ticket, notes	5/28/2018 weekly
G1.B2.S1.MA1 🔑 M386333	Conduct regularly scheduled academic coach/resource teacher meetings, data chats, and iObservation...	Edgecomb, Linda	8/28/2017	Calendar e-vites, admin meeting schedules, agendas, and minutes	5/28/2018 weekly
G1.B2.S1.A1 🔑 A361723	The Reading Coach (P. Moreland) will provide side by side coaching, co-teaching, facilitating...	Moreland, Pam	8/21/2017	Schedule, agenda and minutes from meetings (collaborative planning, PLCs, APTT planning)	5/28/2018 weekly
G1.B2.S1.A2 🔑 A361724	The SSCC will coach-in, support collaborative planning, & participate in regularly scheduled...	McKinnes, Mickey	9/25/2017	Schedule, agenda and minutes from meetings (collaborative planning, PLCs, APTT planning)	5/28/2018 weekly
G1.B3.S1.MA1 🔑 M386334	Evidence collected during data chats	Richardson, Anita	8/28/2017	Lesson plan review and iobservation data and feedback	5/28/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M386335	Class observations	Edgecomb, Linda	8/28/2017	notes from classroom observations and feedback to teachers	5/28/2018 daily
G1.B3.S1.A1 A361726	Weekly PLCs and collaborative planning	McKinnes, Mickey	8/21/2017		5/28/2018 weekly
G1.B3.S1.A2 A361727	Teacher led instructional rounds	Edgecomb, Linda	9/25/2017	Non evaluative feedback form and anecdotal notes	5/28/2018 monthly
G1.B4.S1.MA1 M386337	Admin will meet with selected staff to review lesson plans and iObservation feedback.	Edgecomb, Linda	8/28/2017	Notes from Data Chats and iObservation feedback, Reflection Template	5/28/2018 monthly
G1.B4.S1.MA2 M386338	Admin will meet with leadership team and team to review student groupings and data reports.	Edgecomb, Linda	9/11/2017	Progress Monitoring Logs, notes from admin meetings, Reflection Template	5/28/2018 weekly
G1.B4.S1.A1 A361728	The Reading Resource Teacher will provide both whole and small group instruction for students....	Moreland, Pam	8/28/2017	Schedule, roster of students, co-created lesson plans, progress monitoring log, conferring notes	5/28/2018 daily
G1.B4.S1.A2 A361729	SSCC facilitate learning coaching in to students as needed. They will progress monitor for...	McKinnes, Mickey	8/28/2017	Schedule, roster of students, co-created lesson plans, progress monitoring log, conferring notes	5/28/2018 daily
G1.B4.S1.A3 A361730	Provide push-in tutoring and after school tutoring for targeted students based on data.	Edgecomb, Linda	8/28/2017	Schedule, roster of students, lesson plans	5/28/2018 daily
G1.B1.S2.MA1 M386330	On-going support from administrators and teacher leaders during PLCs	McKinnes, Mickey	8/21/2017	Agendas from PD engagement, notes from PLCs, Instructional Rounds, Data Chats, iObservation feedback	5/28/2018 weekly
G1.B1.S2.MA1 M386331	Administrative support during regularly scheduled PLCs	Richardson, Anita	8/21/2017	iObservation Feedback, student outcomes, walk throughs, coaching for growth documentation	5/28/2018 weekly
G1.B1.S2.A1 A361720	Establish knowledge of PLCs as a continuous process where educators work collaboratively and...	Edgecomb, Linda	8/21/2017	Agendas, book study, classroom observations,coaching cycle, professional development engagement, student outcomes via projects, formative assessments	5/28/2018 weekly
G1.B1.S2.A2 A361721	Teachers to continue collaborative work of improving student academic achievement.	Edgecomb, Linda	8/21/2017	Both teacher and student artifcacts, classroom observations, PLC work reflected in classrooms, formative assessments	5/28/2018 weekly
G1.B1.S2.A3 A361722	Teachers will participate in "Teacher led" instructional rounds.	McKinnes, Mickey	1/15/2018	Feedback to and from colleagues, Schedule	5/28/2018 monthly
G1.B4.S2.A1 A361731	Increase parent engagement by providing daily communication.	Richardson, Anita	9/11/2017	Copies of pages from student agendas reflecting communication with parents	5/28/2018 monthly
G1.B4.S1.MA1 M386336	Data Chats, review of lesson plans for personalized instructions, analysis of formative assessments...	Edgecomb, Linda	8/21/2017	Explicit feedback on lesson plans and data chats. PLC minutes	5/31/2018 one-time

V. Professional Development Opportunities

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

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

G1.B1 1. Monitor for effectiveness: desired outcomes

G1.B1.S1 Establish and maintain a culture of learning and development for all teachers and staff. (Conduct informal and formal observations)

PD Opportunity 1

Administrators will provide specific feedback on strengths and areas of growth.

Facilitator

Principal & Assistant Principal

Participants

Instructional Staff (Classroom Teachers, Coaches, Supplemental & Support Teachers)

Schedule

Weekly, from 8/21/2017 to 5/28/2018

G1.B2 2 Teacher readiness

G1.B2.S1 Provide on-going support through embedded coaching to build capacity

PD Opportunity 1

The Reading Coach (P. Moreland) will provide side by side coaching, co-teaching, facilitating collaborative planning, participant in regularly scheduled academic coaches meetings with administration.

Facilitator

Pam Moreland

Participants

All teachers

Schedule

Weekly, from 8/21/2017 to 5/28/2018

PD Opportunity 2

The SSCC will coach-in, support collaborative planning, & participate in regularly scheduled academic coaches meetings with administration.

Facilitator

Mickey Mckinnes

Participants

All teachers

Schedule

Weekly, from 9/25/2017 to 5/28/2018

PD Opportunity 3

Provide collegial planning during pre-school to analyze data.

Facilitator

Linda Edgecomb

Participants

K-5 teachers

Schedule

On 8/10/2017

G1.B3 3. Depth of standards knowledge

G1.B3.S1 Conducting PLCs and collaborative planning to unpack standards and plan for effective standard based instruction

PD Opportunity 1

Weekly PLCs and collaborative planning

Facilitator

Pam Moreland, Mickey McKinnes, Phyllis Brooks-Miller, Mary Jones, Tonya Wright, Pierette Burgos, Luna Nelson-Posey, Felicia Harrell

Participants

Pre-K through 5th grade

Schedule

Weekly, from 8/21/2017 to 5/28/2018

PD Opportunity 2

Teacher led instructional rounds

Facilitator

Anita Richardson, Mickey McKinnes, and Pam Moreland

Participants

Pre-K through 5 teachers

Schedule

Monthly, from 9/25/2017 to 5/28/2018