

The School District of Palm Beach County

North Area Elementary Transition School



2017-18 Schoolwide Improvement Plan

North Area Elementary Transition School

4260 WESTGATE AVE, West Palm Beach, FL 33409

www.edline.net/pags/gold_coast_community_school

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 3-5	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2016-17	2015-16	2014-15
Grade	F	F	F*

**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 is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for North Area Elementary Transition School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Closure

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

North Area Elementary Transition School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

b. Provide the school's vision statement.

North Area Elementary Transition School 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.

2. School Environment

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

Schools are required by the Florida Department of Education to complete their School Improvement Plan (SIP) template with the assistance of their School Advisory Councils. In addition to the content in the SIP template, schools are required to include: Single school culture and appreciation of multicultural diversity (applicable to all grade levels). Content as required by Florida Statute 1003.42(2), as applicable to appropriate grade levels, including but not limited to:

- a) History of Holocaust (Students going on field trip to Ann Frank Museum)
- b) History of Africans and African Americans (month long activity on Black History in the month of February)
- c) Hispanic Contributions (The month of 9/15-10/15 schools dedicates to Hispanic Heritage month, lessons, book displayed in Media Center, Hispanic music played during bell changes and a fun fact read during announcements)
- d) Women's Contributions(Research activities on Women's contributions to our Country)
- e) Sacrifices of Veterans (Activity on Veterans Day 11/11/16)

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

1. North Area Elementary Transition School provides professional development to the faculty and staff on learning strategies, social skills, and self-management skills and its relationship to creating a positive, caring and supportive school community.

2. 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

3. Train SGA student leaders in conflict mediation techniques to be peer mediators

4. Adults on 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

5. 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
BPIE:

All SWDs have the same opportunities as students without disabilities to participate in all school

sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

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.

1. Universal Guidelines and behavior matrix taught at the beginning of school and during orientation as new students enter school.
2. SwPBS team reviews classroom data to ensure students are engaged while in class.
The school integrates the Single School Culture beliefs by implementing universal signals as well as guidelines that students and staff follow. Students and teacher models lesson that reflect Single School Culture
3. Ensure differentiation of instruction is taking place to meet the needs of all students.
4. Make references to Universal Guidelines and behavioral expectations when providing student with positive feedback.
5. Train all teachers in classroom management strategies.
6. School-wide recognition system is in place.

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.

1. School based team meets weekly to discuss students with barriers to academic and social success
2. Adult mentors are assigned to all students
3. Conflict mediation training to students through SGA and after-school
4. Instruction and other campus activities that address social-emotional needs of students

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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

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

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.

North Area Elementary Transition School builds and sustains partnership with the local community by sending out monthly newsletters informing the community of positive things occurring on campus, inviting community leaders to student recognition activities, inviting community leaders to be a part of our SAC and recruiting community partners to be mentors for our students who are involved in community service projects.

BPiE:

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPiE, etc.) and student data.

BPiE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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
Abrams, Timothy	Principal
moylan, jay-scott	Teacher, K-12
Taylor, Shaundrika	Assistant Principal

b. Duties

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

The principal provides a common vision and uses a data based decision making process to ensure a sound academic program is in place. The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved.

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.

Principal and or Assistant Principal: Leads, facilitates and model the use of data in the decision making process, mandates regular meetings of the school-based team (SBT), attends SBT meetings, ensures that the SBT implements RtI by assessing the RtI skills of faculty and staff, monitors implementation of research based interventions and support the collection of documentation and data, arranges and/or approves appropriate professional development to enhance RtI implementation, and effectively communicates school-based RtI plans and activities with students and parents. SBT/ESE Coordinator/Guidance Counselor/: Serves as chair of SBT, schedules SBT meetings, coordinates and manages services that support intervention implementation, assist in researching evidence based intervention, collaborates in the development of intervention implementation plans, provides expert advice on issues from assessments, instruction and interventions appropriate for particular students, coordinates services with community based agencies to serve students and their families in an effort to provide additional academic, emotional, behavioral, and social growth and development.

Learning-Team Facilitator: Manages, models and assesses the implementation of academic curriculum frameworks and standards based academic instruction, assist ESE and General Instruction Faculty with research based instruction and behavior assessments and assist in the intervention implementation process. Assesses student needs based upon available data and coordinates/facilitates assistance from appropriate district level staff to identify evidence-based intervention strategies and coordinated school wide assessments/evaluation programs, assist with progress monitoring, data collection, data analysis and reporting. Designs, coordinates, schedules and delivers professional development and other teacher support.

General Education Teachers: Provides and communicates researched based academics and behavior information in relation to common core standard instruction/School Wide Positive Behavior System(SWPBS); is involved through collaboration with designated staff.

Exceptional Student Education (ESE) Teachers: Collaborates in the student performance and behavior data collection process, Provides academic instruction, activities and materials to improve student performance, behavior, social and emotional needs with regular education teachers in activities such as co-teaching, support facilitation and other student centered instructional models.

ESE Coordinator: Our ESE coordinator monitors and helps formulate student's Individual Education Plan (IEP) to remain in compliance with district and state statutes. Facilitates Child Study Team meetings; Coordinate IEP updates with parents and school psychologist; Provide consultation for all ESE students; Attend ESE meetings with district personnel to comply with additional state regulations and attend meetings for students being staffed to Gold Coast. Additionally, serves on the SBT, SWPBS and Administrative team.

School Psychologist: Facilitates, coordinates and/or participates in the timely collection of academic or behavior data, analyzes and communicates data based findings, assists in the development of comprehensive and specific interventions. [Interpret plans, participates in progress monitoring activities, serves as a primary support to ensure that evidence based interventions are implemented with fidelity, assist in documenting intervention implementation], provides technical assistance and professional development.

Speech Language Pathologist: Collaborates in the student performance data collection process, provides technical support and professional development to faculty and staff relative to speech and language and their impact on core instruction, facilitates and/or assist in the selection of appropriate

evaluation/assessment measures and analyzes common trends and patterns in student data, particular to speech and language proficiency.

Title I funds are utilized to provide professional development, attendance at professional conferences and tutorials. Materials and training for all parent involvement activities are provided through Title 1 funds. Additionally, books will be purchased for the Media Center and for the Shared Reading Program as well as math manipulatives and math instructional resources for all math classes. After-school tutorials will be provided to all students who participate in the after-school program.

Title II funds support Marzano training and other district initiatives.

Staff collaborate with district multicultural and migrant departments to meet the needs of students and families. Additionally, the administration works with the HEART STAFF to meet the needs of families who are homeless.

Gold Coast has implemented a School-wide Positive Behavior Support system (SWPBs) to create a safe, positive environment to promote academic achievement. We will provide incentives to all students who display positive behaviors throughout the 2016-17 school year in order to reduce our Out of School suspensions. After-school tutorials will be provided to all students who participate in the after-school program. Gold Coast students will also participate in pull-out tutorials to assist students with FSA Strategies.

We have installed 27 security cameras on campus to ensure the safety of all students, faculty and staff.

District-wide implementation of School-wide Positive Behavior as well as Appreciation of Multicultural Diversity.

Anti-bullying initiative has been implemented; Guidance, as well as Administration, monitors via phone/internet.

We participate in Provision II, a program which ensures that all students will have the benefit of receiving breakfast at no cost regardless of their Free/Reduced Meal Status.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Timothy Abrams	Principal
Dorothy McKinon	Teacher
Mary Ann Berryman	Parent
Bishop Sylvester McKinon	Business/Community
Jay Scott Moylan	Teacher
Brittany Berryman	Student
Lourdes De La Torre	Education Support Employee
Soledad Diaz	Parent
Joshua Barbosa	Student
Tammie Miller	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

At the Title I Annual Parent Meeting Mr. Abrams reviewed the 2015 school improvement plan with the parents to see if goals were met. North Area Transition(SAC) evaluated last year's SIP by participating in planning and monitoring of SIP; assisting in the development of educational goals and objectives; recommended various support services in the school; and reviewing the budget to be sure it aligned with the School Improvement Plan.

b. Development of this school improvement plan

Parents and community partners are encouraged to participate in the development of the school's improvement plan. Input will be solicited from parents and community partners at all SAC meeting. School data will be reviewed by the SAC and updates and/or revisions will be made to the SIP by the SAC.

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

During monthly SAC meeting, parents and community partners are encouraged to participate in preparing the school's annual budget and plan.

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

The school improvement funds were used for the following items:

part-time in system for collaborative planning: 7,460.22

PD supplies, ie chart paper, cartridges, highlighters, computers for PD training room, binders, folders: 1,532

Professional conferences, ie FSA, FRA, district training on new standards, literacy training, and technology: 1,000

Laptop for PD: 692.99

Consultant Dr. Patrick Williams: 1,500

Universal Binders: 2,200

Purchase and Train teachers on Smartboards: 3,115.32

part-time in system for tutorial: 5,000

calculators, paper, instructional games, ink, markers, journals, composition books, staplers,

classroom libraries:10,337.59

Transportation and Hotel for college tours: 5,000

IXI License for Math: 1,125

paper, pens, cartridges, refreshments for parent training's: 856.88

Totals: 38,288

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
moylan, jay-scott	Teacher, K-12
Wadley, Shekena	Teacher, K-12
Abrams, Timothy	Principal

b. Duties

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

Our major initiative this year is to improve our performance from the previous year. Each students is required to read a book for the first 15 minutes of school within the designated DEAR time that has been built into the daily schedule. Students will be able to participate in FSA Boot Camps for ELA/ Reading, Math and Science. Students incorporate writing in daily journals to demonstrate comprehension for reading material.

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.

Funds were allocated for teacher to return to school one week early for collaboration on strategies for students academic improvement. Faculty & staff will meet once a month for after-school collaboration and on district PDD days. Teachers will also meet during department common planning time once a week to plan strategies for student academic improvement.

BPIE:

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

To recruit and retain highly qualified, certified-in-field, effective teachers the principal of North Transition Elementary searches Internet postings through People Soft; works with the Department of Recruitment and Retention during the Voluntary transfers and Excess personnel, and solicits referrals from current administrators & teachers; new teachers are paired with veteran teachers to provide support and a safe orderly environment is conducive for all staff and students.

The principal also provides leadership opportunities to qualified teachers, provides teacher recognition and celebrations, coordinates high quality professional development and offer professional development sessions based on specific needs identified throughout the school year.

Professional Development is also provided through School District training and workshops.

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

Teachers new to North Transition are paired with an academic teacher/team. Each Department Chair and their team mentors the new teacher with model lessons, planning, data analysis, instructional practices, and the like.

New teachers to the District are in the New Educator District program(Educator Support Program) which includes support for Instructional Design and Lesson Planning; The Learning Environment; Instructional Delivery and Facilitation, Assessments; Continuous Professional Improvement, and Professional responsibility and Ethical Conduct. This program of support for first year teachers is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. It also helps o 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.

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.

We provide opportunities for teachers to collaborate and unpack the the Florida Standards. The scales and learning goals help to plan reading and writing curriculum that aligns to the the standards. This supports a deeper level of comprehension. With the learning opportunities and conversations among the staff, this promotes dialogue that can dispel misunderstandings as well promote opportunities for growth in instructional practice, curriculum, and the standards.

We are currently using iReady which provides rigorous, on grade level instruction and practice which are aligned to the standards.

b. Instructional Strategies

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

Data is analyzed at grade and class levels, students are grouped for instruction according to strengths and weaknesses. PLCs at grade level team meetings assist teachers with grade level data chats and to individualize data chats. Additional remediation is provided for students at risk through Immediate Intensive Intervention, Supplemental Academic Instruction, and tutorials.

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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

Meetings are held at feeder school to introduce parents and students to the programs offered at North Area Elementary Transition School. As students meet with success and desire to return to their home-based schools, transition meetings are held at home-based schools.

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" 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

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

G098588

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Limited foundational skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- teacher coaches
- reading technology
- I station
- teacher colaborative planning
- title funding
- PD days
- LTM days
- district training and support
- lessons developed online by curriculum department

Plan to Monitor Progress Toward G1. 8

Administrative team will review Formative assessments regularly to determine if adequate progress is being made and design next steps as needed.

Person Responsible

Timothy Abrams

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

District diagnostic student data, FSQs, RRR, unit testing

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

 = 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 3rd Grade. **1**

 G098588

G1.B1 Limited foundational skills **2**

 B265315

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. **4**

 S281199

Strategy Rationale

Alternative students need individualized attention to customize the instruction

Action Step 1 **5**

Teacher will analyze student data to ensure students receive support based on individualized needs.

Person Responsible

Timothy Abrams

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans, administrative observations, walk through

Action Step 2 **5**

Small group instruction will be used to personalize delivery of standards based instruction.

Person Responsible

Timothy Abrams

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

lesson plans, administrative observations, walk through

Action Step 3 5

Elementary students will engage in hands-on interactive field trips.

Person Responsible

Shaundrika Taylor

Schedule

Triannually, from 10/3/2016 to 6/1/2017

Evidence of Completion

permission slips, field trip request documents

Action Step 4 5

Implement a universal binder for each student that can be utilized in each class so that students can be organized and their work can be kept in one centralized place.

Person Responsible

Shaundrika Taylor

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Students will receive binders

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

Schedule meetings to review data and revise/create groups based on analysis of student data

Person Responsible

Timothy Abrams

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Student Data from Performance Matters and I-Ready, SBT meeting Notes, Monitoring logs with data points, graphs and notes from Meetings with Admin.

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

Utilize I-Ready student reports

Person Responsible

Shaundrika Taylor








Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Usage Reports, Performance and Growth Reports

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.B1.S1.A3  A379135	Elementary students will engage in hands-on interactive field trips.	Taylor, Shaundrika	10/3/2016	permission slips, field trip request documents	6/1/2017 triannually
G1.B1.S1.A4  A379136	Implement a universal binder for each student that can be utilized in each class so that students...	Taylor, Shaundrika	8/22/2016	Students will receive binders	6/1/2017 monthly
G1.MA1  M411086	Administrative team will review Formative assessments regularly to determine if adequate progress...	Abrams, Timothy	9/12/2016	District diagnostic student data, FSQs, RRR, unit testing	6/2/2017 monthly
G1.B1.S1.MA1  M411084	Utilize I-Ready student reports	Taylor, Shaundrika	9/12/2016	Usage Reports, Performance and Growth Reports	6/2/2017 monthly
G1.B1.S1.MA1  M411085	Schedule meetings to review data and revise/create groups based on analysis of student data	Abrams, Timothy	8/22/2016	Lesson Plans, Student Data from Performance Matters and I-Ready, SBT meeting Notes, Monitoring logs with data points, graphs and notes from Meetings with Admin.	6/2/2017 biweekly
G1.B1.S1.A1  A379133	Teacher will analyze student data to ensure students receive support based on individualized needs.	Abrams, Timothy	8/15/2016	lesson plans, administrative observations, walk through	6/2/2017 weekly
G1.B1.S1.A2  A379134	Small group instruction will be used to personalize delivery of standards based instruction.	Abrams, Timothy	8/15/2016	lesson plans, administrative observations, walk through	6/2/2017 daily

V. Professional Development Opportunities

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

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	Teacher will analyze student data to ensure students receive support based on individualized needs.				\$0.00
2	G1.B1.S1.A2	Small group instruction will be used to personalize delivery of standards based instruction.				\$0.00
3	G1.B1.S1.A3	Elementary students will engage in hands-on interactive field trips.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	390-Other Purchased Services	3044 - North Area Elementary Transition School	Title I, Part A		\$500.00
			Notes: South Florida Science Center & Aquarium and other academically focused field trips			
4	G1.B1.S1.A4	Implement a universal binder for each student that can be utilized in each class so that students can be organized and their work can be kept in one centralized place.				\$1,437.24
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	3044 - North Area Elementary Transition School	Title I, Part A		\$1,437.24
			Notes: Universal Binders, promote student organization (binders, dividers, spiral notebooks, pencil pouches, pens, pencils, sticky notes), copy paper, folders, whiteboards, chart paper, white board markers and erasers (replenish), scholastic readers			
Total:						\$1,937.24