

The School District of Palm Beach County

Glade View Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	F	C	C	D*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Title
Dowers, Shundra	Principal
Richardson, Anita	Assistant Principal
Dowdell-Smith, L'loren	Instructional Coach
freeman, jackie	Teacher, ESE
McKinnes, Mickey	Instructional Coach
Livingston, Gretchen	Instructional Coach

Duties

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

Administration: Provides initial and continuing professional development opportunities, provides a common vision for the use of data-based decision making, leads effort to create infrastructure for school-wide implementation of RTI procedures, communicates with parents regarding school-based RTI plans and activities, provides necessary technology, materials, resources, and professional development to staff, ensures the fidelity of RTI implementation through routine scheduling, periodic observation, and discussion with RTI Leadership Team and school staff.

Academic Coaches: Assists in identifying appropriate, evidence-based interventions strategies, assists with whole school screening programs to identify students who may be considered "at risk", provides professional development to school staff, assists in data collection, data analysis, and progress monitoring.

Single School Culture Coordinator: Collects data on individual students, provides information about core instruction, collaborates with others staff to implement Tier 2 interventions, administer assessments and chart and evaluate results, provide assessment and student progress information to parents.

Early Warning Systems

Year 2017-18

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	16	9	6	10	6	6	0	0	0	0	0	0	0	53
One or more suspensions	0	2	6	4	4	9	0	0	0	0	0	0	0	25
Course failure in ELA or Math	17	20	25	37	30	14	0	0	0	0	0	0	0	143
Level 1 on statewide assessment	0	0	0	36	46	26	0	0	0	0	0	0	0	108

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	5	6	5	33	30	15	0	0	0	0	0	0	0	94

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	5	4	2	10	17	4	0	0	0	0	0	0	0	42

Date this data was collected

Sunday 7/29/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math Learning Gains is the lowest performing achievement area at 11%.

Math Lowest 25th Percentile is the second lowest performing achievement area at 17%.

As a grade level group, 4th grade performance was the lowest at 15% in ELA and 12% in Math.

Which data component showed the greatest decline from prior year?

ELA Learning Gains declined the most, at 45 percentage points, from 74% to 29%.

Math Learning Gains declined from 48% to 11%, a decline of 37 percentage points.

Math Lowest 25th Percentile declined from 48% to 17% a decline of 31 percentage points.

ELA Achievement from 42% to 25%, declining 17 percentage points.

ELA Lowest 25th Percentile from 59% to 48%, a decline of 11 percentage points.

Math Achievement from 35% to 21%, a decline of 14 percentage points.

Science from 56% to 38%, a decline of 18 percentage points.

As a grade level group, 4th grade ELA declined 42 percentage points, from 57% in 2017 to 15% in 2018.

As a grade level group, 4th grade Math declined 26 percentage points, from 38% in 2017 to 12% in 2018.

Black students showed the greatest decline, from 43% in ELA to 26% and from 36% in Math to 21%.

Which data component had the biggest gap when compared to the state average?

The Math Learning Gains gap between the school at 11% and the state at 61% is 50%.

The Math Learning Gains gap between the school and the District which is 62%.

The Math Achievement gap between the school at 21% the State is -41% and the gap between the school and the District is -40% points.

As a grade level group, the gap between the school and State in 4th grade ELA was -41%.

As a grade level group, the gap between the school and the District was -43%.

Which data component showed the most improvement? Is this a trend?

Grade 3 ELA improved 12% from 2017 (15%) to 2018 (27%).

Grade 3 Math improved 6% from 2017 (24%) to 2018 (30%).

No, this is not a trend but a improvement in ELA and Math in the past three years.

Describe the actions or changes that led to the improvement in this area.

The actions and changes that led to improvement in third grade were two teachers looped-up with their students from 2nd grade; collaborative planning across grade level and explicit instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	57%	56%	25%	52%	52%
ELA Learning Gains	29%	61%	55%	41%	56%	52%
ELA Lowest 25th Percentile	48%	56%	48%	55%	51%	46%
Math Achievement	21%	65%	62%	38%	61%	58%
Math Learning Gains	11%	63%	59%	48%	61%	58%
Math Lowest 25th Percentile	17%	53%	47%	43%	51%	46%
Science Achievement	38%	56%	55%	43%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (18)	9 (9)	6 (7)	10 (12)	6 (6)	6 (1)	53 (53)
One or more suspensions	0 (1)	2 (10)	6 (14)	4 (13)	4 (8)	9 (4)	25 (50)
Course failure in ELA or Math	17 (31)	20 (24)	25 (25)	37 (34)	30 (20)	14 (25)	143 (159)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (0)	46 (0)	26 (0)	108 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	27%	56%	-29%	57%	-30%
	2017	15%	54%	-39%	58%	-43%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	15%	58%	-43%	56%	-41%
	2017	57%	57%	0%	56%	1%
Same Grade Comparison		-42%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
05	2018	30%	59%	-29%	55%	-25%
	2017	55%	52%	3%	53%	2%
Same Grade Comparison		-25%				
Cohort Comparison		-27%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	63%	-33%	62%	-32%
	2017	24%	62%	-38%	62%	-38%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	12%	63%	-51%	62%	-50%
	2017	38%	64%	-26%	64%	-26%
Same Grade Comparison		-26%				
Cohort Comparison		-12%				
05	2018	23%	66%	-43%	61%	-38%
	2017	37%	61%	-24%	57%	-20%
Same Grade Comparison		-14%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	35%	56%	-21%	55%	-20%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	45	50	4	5						
ELL	20	46		25	38						
BLK	26	29	48	21	10	17	39				
FRL	24	30	48	22	9	17	37				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	38	50	7	40	57	10				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL		38		11	31						
BLK	43	76	63	36	51	55	57				
FRL	42	74	62	36	48	46	55				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA and Math in alignment with the District's Strategic Plan; LTO #1, Increase reading on grade level by third grade.
Rationale	Math Achievement is the lowest performing content area in 2018, with 21% proficient, a decline of 14% from the previous year. ELA Achievement is the second lowest performing content area at 25% proficient, a decline of 17% from the previous year. This area of focus aligns with the District Strategic Plan to Increase reading on grade level to 75%.
Intended Outcome	Our intended outcome is to decrease the gap between the current status of ELA Achievement and Math Achievement and the School's 2019 targets for meeting the Long-Term Objectives and expected progress. Our intended outcome within ELA will be 38% proficiency, a 13% projected growth and in Math 32%, an 11% projected growth.
Point Person	Shundra Dowers (shundra.dowers@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction – Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas.
	Action Step #1: The District will provide Performance Pay if the school increases its school grade to a C or better, as a retention strategy to keep highly qualified teachers, lessen the teacher turnover rate, and maintain a supportive and stable learning environment at the UniSIG schools.
	Action Step #2: The school will provide a MultiTiered Systems of Support (MTSS) Coach to address attendance and behavior, make home visits, and support students needing multi-tiered systems of supports to allow the principal and assistant principal to focus on improving instruction and student achievement. The MTSS Coach will ensure fidelity in the RTI process and provide onsite PD to staff on the available supports in relation to individual student needs. Finally, the MTSS Coach is responsible for ensure the interventions are delivered and the response addresses the students' needs.
	Action Step #3: The District will engage Learning Sciences International (LSI) to work with the UniSIG schools as a partner to provide professional development, coaching, data analysis, and support for building instructional capacity that improves student achievement.
	Action Step #4: The Department of Teaching and Learning and the Regional office will offer intensive support to ensure curriculum is implemented with fidelity. Support will include on-site observations, coaching, and professional development.
	Action Step #5: Students will be immersed in rigorous tasks encompassing the full intent of the standards by implementing research-based, adaptive instruction which includes iReady Reading and Math Diagnostic and Instruction, a technology based platform with supplemental print based instructional materials. Student performance data generated through iReady will inform small group instruction and intervention and serve as a pipeline for coaching services provided by the Academic Coaches.
	Action Step #6: Teachers will participate in common planning that is supported by a Single School Culture Coordinator. The planning will focus on strategic alignment to the standards

with emphasis on a balance of whole group and small group instruction; and, the Single School Culture Coordinator will support leadership in data-driven instruction that improves student achievement.

Person Responsible Shundra Dowers (shundra.dowers@palmbeachschools.org)

Plan to Monitor Effectiveness

Monitoring Step #1: The principal will ensure that all teachers receive support for improving instructional practice that improves student achievement. The District Leadership will complete a Memorandum of Understanding and ensure that the requirements of the MOU are implemented.

Monitoring Step #2: The principal, assistant principal, and Single School Culture Coordinator will work closely with the MTSS Coach to ensure the effective use of MTSS services for students and their families that support better attendance, fewer referrals, and increased student achievement.

Monitoring Step #3: The principal, the Principal Supervisor, and the District Leadership Team will work closely with Learning Sciences International (LSI) to ensure successful implementation of the partnership and results that lead to improve student achievement.

Description Monitoring Step #4: The Academic Coaches will monitor student performance data in collaboration with the classroom teacher. The team will agree to academic interventions and student participation based on the individual needs analysis.

Monitoring Step #5: The Instructional Superintendent, in collaboration with Assistant Superintendent of Teaching and Learning, will complete monthly observation, coaching, and professional development schedules which are provided to the Assistant Superintendent of Transformation.

Monitoring Step #6: The Single School Culture Coordinator will track iReady student usage and provide results to the Principal and Assistant Principal.

Monitoring Step #7: Common planning agendas will be provided to the Principal and Assistant Principal, weekly in advance of planning and either the Principal or Assistant Principal will be in attendance to ensure PLC and student data are put into action for planning, sequencing, and intervention purposes.

Person Responsible Mickey McKinnes (mickey.mckinnes@palmbeachschools.org)

Activity #2	
Title	To support the progress of student achievement in alignment with LTO #1 by ensuring the school climate is focused on achievement and a growth mindset.
Rationale	40% of students in 3rd and 4th grade have two or more early warning indicators and school attendance is a barrier to instruction.
Intended Outcome	Our intended income is to improve school attendance and decrease discipline referrals.
Point Person	Shundra Dowers (shundra.dowers@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction – Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:
	Action Step #1: The school will provide training to the teaching staff, to ensure their compliance and participation in the RTI process, through faculty meetings, schoolwide professional development, PLCs, and data chats.
	Action Step #2: Parents of students in the RTI process will be included in conversations to provide information as to student performance, learning gains. Parents will be informed of student-specific data and systems to support and intervene, in consultation with the RTI team. RTI presentations will be provided during Curriculum Night to provide parents with an overview of the process.
	Action Step #3: The school will participate in Proving Ground, an attendance campaign that employs a rigorous parent outreach component for both general attendance and target interventions. General audiences will receive a generic message on the importance of school attendance in either print/letter, text, or through Parent Link automated calls. A targeted message will be received by parents with students who have missed 11 or more days in the prior year. These messages will demonstrate the effects of absences on student achievement, relative to the student's peers.
Person Responsible	Anita Richardson (anita.richardson@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Monitoring Step #1: The Instructional Superintendent, in collaboration with the Principal, will monitor the utilization of the RTI process and conduct random site visits during the RTI team meetings to assess fidelity.
	Monitoring Step #2: The RTI records will reflect parent consultation with specific information on learning gains, attendance, and discipline data.
	Monitoring Step #3: The school will receive custom data reports on Proving Ground general and targeted interventions to determine the effectiveness of the campaign in order to determine the effectiveness of the campaign at promoting attendance.
Person Responsible	Shundra Dowers (shundra.dowers@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent Involvement targets include an increase in parent involvement to at least 20% at school related activities and daily school operations by June 2019. Glade View recognizes the valuable contributions that parents make to their students' education. The school embraces every opportunity to involve parents in the decision making process. The school will engage in explicit activities involving parents, teachers, administrators, staff, and teaching assistants to foster the well-being of the students and the school community.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 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 School Counselor infuses character traits and spearheads SwPBS and CHAMPS on campus.

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.

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

1. 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).
2. Scheduling of a talk/meeting with preschool children's families.
3. Distribution of a letter, flyer or informational brochure sent to families of preschool children, parent link about transition to kindergarten, and remind.com.
4. Invite private preschools and centers for a tour of the campus and provide opportunities for kindergarten registration.
5. Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher.
6. Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray.
7. Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like.
8. Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher.
9. Providing opportunities for school-based and/or community-based, private preschool teachers to meet

with kindergarten teachers to discuss standards and goals for children.

10. Distributing of community resources to enable families to access them during the summer before kindergarten.

11. 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.

12. Work collaboratively with VPK/Head Start Program to provide on-site services to two 4-year old classes and their parents.

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 the 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.

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

The school has a partnership with Teamwork USA, a community-based organization. Team work USA provides funds for students to take college tours exposing them to college classwork and campus life. Teamwork USA club teaches students about leadership and provides opportunities for students to hear from industry professionals.

Part V: Budget

Total:	\$153,425.02
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