2013-2014 SCHOOL IMPROVEMENT PLAN

South Grade Elementary School

716 S K ST
Lake Worth, FL 33460
561-202-9400
www.edline.net/pages/south_grade_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	99%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	C	C

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
South Grade Elementary School

Principal
Michael Riley

School Advisory Council chair
Anna L. Garcia

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michael Riley	Principal
Goldie Stopek	Assistant Principal
Javier Ortolaza	ESOL Guidance Counselor
Anna L. Garcia	ESOL Coordinator
Donna McCarthy	Math Coach
Linda Marshal	Reading Coach
Celia Clark	Learning Team Facilitator
Shannon Dix	ESE Team Leader

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Michael Riley - Principal
Anna L. Garcia - SAC Chairperson
Sandra Sasvin - SAC Co-Chairperson
Diana Borges - SAC Secretary
Marie Morales - SAC Historian
The individuals holding positions on the School Advisory Council have been voted in by the current SAC members on September 4, 2013.

Involvement of the SAC in the development of the SIP

The South Grade Elementary School Advisory Council (SAC) was given the opportunity in September 4, 2013 to analyze the results of the FY13 FCAT annual assessment. SAC members participated with the Principal to analyze data identifying grade 3-5 student strengths and weaknesses in reading, writing, math and science. Parent Involvement was also considered. After analysis and discussion, the SAC identified goals for the FY14 School Improvement Plan.

Activities of the SAC for the upcoming school year

At South Grade the SAC will meet monthly to review the progress of the school. we will consider student movement toward academic learning goals and the parent/community role to support continued growth in our students. Parent involvement activities and school safety are reviewed monthly as are community involvement, volunteer activity and parent education.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

South Grade Elementary SAC Officers participate in annual SAC training provided by the school district. SAC By-laws define the rules and requirements of the SAC at South Grade. Bylaws are reviewed annually by the SAC members and involved stakeholders.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michael Riley		
Principal	Years as Administrator: 15	Years at Current School: 9
Credentials	BA - ESE, ELEM ED Master's Degree - Elem ED Educational Leadership Certification - State of Florida Master's Degree - Varying Exceptionality Educational	
Performance Record	Mr. Riley was the assistant principal at Lantana Elementary from FY 00-02 before becoming principal there for another three years FY 03-FY 05. Lantana Elementary earned: "A" grade in FY 03 with 62% reading mastery and 47% math mastery. (Limited AYP data available) "A" grade in FY 04 with 66% reading mastery and 59% math mastery and 07% AYP. All subgroups except SWD - reading and Black - math met AYP. "C" grade in FY 05, 64% reading mastery and 53% math mastery and 77% AYP. All subgroups except Total School - math, Black - math, Economically Disadvantaged - math, SWD - reading and math met AYP. Mr. Riley transferred to the Principal position at South Grade ELementary in FY 06. Under his leadership South Grade Elementary earned: "B" grade in FY 06 with 59% reading mastery and 59% math mastery and 90% AYP met. All subgroups except Black - math, ELL - reading, and SWD - reading and math made AYP. "A" grade in FY 07 with 58% reading mastery and 69% math mastery, and 92% AYP met. All subgroups except Black - reading, Economical Disadvantaged - reading, ELL - reading met AYP. "C" grade in FY 08 with 51% reading mastery and 64% math mastery and 77% AYP met. Subgroups making AYP included Total School - math, Black - reading and Hispanic - math. "A" grade in FY 09 with 55% reading mastery and 71% math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under the Differentiated Accountability. "B" grade in FY 10 with 60% reading mastery and 64% math mastery and 79% AYP met. Subgroups making AYP included total school -reading, Black - reading, Economical Disadvantaged - reading. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under Differentiated Accountability. "C" grades in FY11-FY13. There is no more measure for AYP. Beginning in FY14 South Grade Elementary is no longer a Differentiated Accountability (DA) school. In FY13, Learning Gains were made in all cells of the School Accountability Report with the exception of FCAT Writes where the scoring criteria was changed	

to increase rigor. The criteria for DA shifted to "D" and "F" schools for FY14 removing South Grade from the DA list.

Goldie Stopek		
Asst Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	BA - ELEM ED Master's Degree - ELEM ED, Educational Leadership Certification - State of Florida
Performance Record	Under her leadership: "A" grade in FY 05 with 61% reading mastery and 62% math mastery and 97% AYP met. All subgroups except Black - reading made AYP. "B" grade in FY 06 with 59% reading mastery and 59% math mastery and 90% AYP met. All subgroups except Black - math, ELL - reading, and SWD - reading and math made AYP. "A" grade in FY 07 with 58% reading mastery and 69% math mastery, and 92% AYP met. All subgroups except Black - reading, Economical Disadvantaged - reading, ELL - reading met AYP. "C" grade in FY 08 with 51% reading mastery and 64% math mastery and 77% AYP met. Subgroups making AYP included Total School - math, Black - reading and Hispanic - math. "A" grade in FY 09 with 55% reading mastery and 71% math mastery and 77% AYP met. Subgroups making AYP included total school - math, Black - math, Economically Disadvantaged - math. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under the Differentiated Accountability. "B" grade in FY 10 with 60% reading mastery and 64% math mastery and 79% AYP met. Subgroups making AYP included total school -reading, Black - reading, Economical Disadvantaged - reading. South Grade has never exceeded 97% of adequate yearly progress (AYP) under No Child Left Behind which makes South Grade a SINI 7, Correct II under Differentiated Accountabililty. "C" grades in FY11-FY13. There is no more measure for AYP. Beginning in FY14 South Grade Elementary is no longer a Differentiated Accountability (DA) school. In FY13, Learning Gains were made in all cells of the School Accountability Report with the exception of FCAT Writes where the scoring criteria was changed to increase rigor. The criteria for DA shifted to "D" and "F" schools for FY14 removing South Grade from the DA list.

Instructional Coaches

of instructional coaches
4

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Linda Marshall		
Full-time / School-based	Years as Coach: 5	Years at Current School: 9

Areas	Reading/Literacy
Credentials	BA EL Ed, Masters - Elementary Education, Educational Leadership Certification (State of Florida)
Performance Record	In FY09 55% of grade 3-5 students tested using the FCAT Reading Subtest achieved level 3 and above with 69% making learning gains and 76% of the lowest 25% making learning gains. Six student subgroups did not make AYP in FY09. In FY10 60% of the grade 3-5 students tested using the FCAT Reading Subtest were proficient at level 3 and above with 13% of the students scoring levels 4 or 5. 69% of students tested made learning gains, and 63% of the lowest 25% made learning gains. Two student subgroups failed to reach AYP at 72%, but all student subgroups made AYP using the "safe harbor" scoring model.

Donna McCarthy		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8

Areas	Mathematics
Credentials	B.B.A. MS Elementary Education with ESOL endorsement
Performance Record	In FY13, 47% of grade 3-5 students tested using the FCAT 2.0 Mathematics Subtest achieved level 3 and above with 76% making learning gains and 74% of the lowest 25% making learning gains.

Classroom Teachers

# of classroom teachers

39

 # receiving effective rating or higher

39, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

39, 100%

 # ESOL endorsed

26, 67%

 # reading endorsed
4, 10%

 # with advanced degrees
30, 77%

 # National Board Certified
2, 5%

 # first-year teachers
9, 23%

 # with 1-5 years of experience
22, 56%

 # with 6-14 years of experience
29, 74%

 # with 15 or more years of experience
16, 41%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
19

 # receiving effective rating or higher
19, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. One of our most effective ways is with our reading, math, and science coach models. Coaches go into
classrooms to demonstrate model lessons, and develop individual teacher's ability to teach effectively. Reading coaches must have a reading endorsement often including a Masters Degree in teaching reading. Our coaches use the "collaborative coaching" to model instruction to groups of teachers by scaffolding teachers' knowledge of teaching in their content area to small groups. The coaches also assist the teachers in setting up their individual classroom literacy, math and science instruction.
2. Another way that we mentor teachers is through our collegial study. The study is regularly scheduled during faculty meetings on Professional Development Days (PDD). In addition, all teachers are encouraged by the principal and other school leaders to participate in collegial study after school hours as a means for enhancing professional growth, and it may be recommended by administration for teachers experiencing difficulty in a particular domain of instruction. Some typical topics are developing effective reading/math/science lessons, implementing readers/writers workshop, teaching for comprehension, using Running Reading Records (RRR), technology innovations, classroom management, oral/written expression, developing student based assessments, oral language development and professional book studies.
3. Every 6 days, South Grade has Professional Learning Community meeting rotations with grade level teams for grades K-5. The planning is conducted by a trained PLC facilitator. All classroom teachers, ESE, ELL and fine arts teachers participate. The focus is to be sure that all teachers are teaching the appropriate curriculum and supporting each other along the way so that all students are mastering the curriculum.
1. Mentoring activities include having mentor teachers go into the classroom and model effective teaching strategies in the diverse subject areas. 2. Nine new South Grade teachers and mentor teachers will have weekly meetings that support professional growth. 3. Monthly meetings will be held with the Assistant Principal, focusing on supporting all new teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The School Based RtI Leadership Team met with the Principal to align the goals of the team with the goals of the FY14 School Improvement Plan
It was noted that Tier 1, 2 and 3 targets needed to be addressed in these areas:
• Academics – subgroups not making academic progress two out of the past three years must be addressed
• Developing students' parents as "learning partners"
• Social and emotional areas – behavioral plans
• Clear expectations for instruction around rigor, relevance, and relationships
• Systematic approach to teaching including aligned processes and procedures including appropriate staff development to improve achieve in low performing student subgroups

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

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

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

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

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

Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection, integrate student activities into tier 3 instruction, and may support the classroom teachers through strategies like the "collaborative co-teaching model."

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

Instructional Coach for Reading: As member of the School Based RtI Leadership Team, the reading coach serve mentors the SBT around standards-based instruction, and stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student need utilizing district resources to develop effective evidence based intervention strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weaknesses. Participates in school Learning Team Meetings by grade level K-2 and by grade level and department grades 3-5.

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

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The School Based RtI Leadership Team will meet weekly to establish and maintain a problem-solving system that promotes student success by building capacity in teachers and support staff to problem solve and act in a manner that promotes academic and behavioral success for all students in all student subgroups.
The SBT will accomplish this by:
• Reviewing student data at the classroom level to evaluate success relevant to benchmarks.
• Link student data to instructional decisions by identifying high, medium and low risk students.
• Identify professional development resources needed
• Collaborate with the SBT regularly to problem solve, share effective practices, and evaluate processes.
• The SBT will build consensus and make decisions about implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
• Florida State Assessment
• Curriculum Based Measurement
• FLKRS
• Palm Beach County Fall Diagnostics
• Palm Beach Writes
• K-5 Literacy Assessment System
• Progress Monitoring and Reporting Network
• Comprehensive English Language Learners Assessment
• Discipline Referrals to Administration
• Retentions
• Absences
Midyear Data:
• Florida Assessment in Reading
• Palm Beach County Winter Diagnostics
• Palm Beach Writes
• Progress Monitoring and Reporting Network (PMRN)
• K-5 Literacy Assessment System
End of Year:
• Florida State Assessment
• FCAT Writes
Frequency of Data Analysis and Action Planning Days:
• Once within a planning cycle refer to focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The School Based Team Leader will provide in-service to the faculty on designated professional development days. These inservice opportunities will include, but are not limited to:
• Problem solving
• Consensus building
• Positive Behavioral Intervention and Support (PBIS)
• Data based decision making to drive instruction
• Progress monitoring
• Selection and availability of research based interventions
• Tools used to identify specific discrepancies in reading
Individual professional development will be provided to teachers as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 60

Student shows mastery when tested on the targeted benchmark. Student grouping is adjusted based on percent of SWDs mastering of the focused benchmark.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Reading Coach and Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michael Riley	Principal
Goldie Stopek	Assistant Principal
Linda Marshall	Reading Coach
Debra Davis	SAI Teacher
Melissa Rothmel	Reading
Celia Clark	Learning Team Facilitator
Kymberly Beyer	Dual Language Coach

How the school-based LLT functions

The Literacy Leadership Team (LLT) at South Grade Elementary includes the Principal, Assistant Principal, Reading Coach, SAI Teacher, ESOL Guidance counselor, Learning Team Facilitator and Teacher Leaders from every grade/department including grades K-5, ESE, ESOL and Fine Arts. The LLT meets regularly to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Common Core Standards and the Next Generation Sunshine State Standards as appropriate in LLT and by teachers as a function of regular Learning Team Meetings. Decisions for professional development, planning and instructional implementation by teacher learning are developed, implemented and then monitored by teacher teams and the LLT.

Major initiatives of the LLT

In FY14 the Leadership Learning Team (LLT) will utilize regularly scheduled grade level PLC Meetings to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at

other times will focus on instructional interventions that provide immediate intensive intervention (iii) for targeted children.

Teachers in grades K-2 will complete at least one "case study" per trimester for a literacy challenged student that they teach during FY13 including diagnosis, interventions and outcomes.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The LLT meets regularly to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Common Core Standards and the Next Generation Sunshine State Standards as appropriate in LLT and by teachers as a function of regular Learning Team Meetings. Decisions for professional development, planning and instructional implementation by teacher learning are developed, implemented and then monitored by teacher teams and the LLT. Coaches models lessons and provide support to teachers.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

1. Families of preschool children who have older siblings in the school will be identified in FY14 through school data and questionnaires and given information about Voluntary Pre-Kindergarten (VPK) at South Grade Elementary school and Escuelita Maya VPK center throughout the school year to prepare their child for kindergarten.
2. South Grade has a large Guatemalan population. Families of preschool children will be given information, and encouraged by school staff to enroll in preschool programs at the Guatemalan Center ongoing. Encourage the Guatemalan-Mayan Center, housed on South Grade's campus for the first time in FY11, to apply for and implement a VPK class for four year olds prior to entering kindergarten in FY14.
3. Establish a 12 day Title I Kindergarten Connection program at South Grade for children preregistered to attend kindergarten at South Grade in FY14 to better prepare them and their families for the rigor of school.
4. Provide kindergarten academic and social screening for all enrolling kindergartners during the FY14 "Kindergarten Roundup" to identify children to enroll in South Grade's FY15 full-day VPK.
5. Display and make information available to parents ongoing in the main school office about medical, mental health and academic services available in the school and community for families of preschool 0-5 year old children.
6. Provide opportunities for area preschool children to visit South Grade for tours and orientation in anticipation of kindergarten entry in August FY15.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	34%	No	46%
American Indian	28%	22%	No	35%
Asian				
Black/African American	49%	49%	Yes	54%
Hispanic	39%	29%	No	45%
White	64%	64%	Yes	68%
English language learners	32%	26%	No	39%
Students with disabilities	19%	8%	No	27%
Economically disadvantaged	38%	33%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	20%	30%
Students scoring at or above Achievement Level 4	30	14%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	145	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	39	66%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	116	26%	36%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	75	18%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	8%	18%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	47%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	47%	No	54%
American Indian	38%	49%	Yes	45%
Asian				
Black/African American	49%	40%	No	54%
Hispanic	49%	46%	No	54%
White	76%	57%	No	78%
English language learners	42%	42%	Yes	48%
Students with disabilities	31%	32%	Yes	38%
Economically disadvantaged	47%	46%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	28%	38%
Students scoring at or above Achievement Level 4	41	19%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	169	76%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	74%	84%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	32%	42%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	2%
Students who are not proficient in reading by third grade	67	73%	63%
Students who receive two or more behavior referrals	28	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Expand "Parent University" to include 100 or more parents including volunteering, parenting classes, becoming learning partners with their children and attending school. Implement school community garden to encourage parent and school collaboration and promote healthy living.
Continue the "uniform dress code" at the school providing school uniform shirts for sale to all students at cost and offer other donated uniform clothing and school supplies to students identified as in need and provided by Kids Community Closet (KCC) and Back to Basics, Inc.
Continue partnership with "Bridges at Lake Worth" as they collaborate with us to provide evening parenting classes that include a children's component.
Parents will receive letters and invitations in their native language, informing them of Title 1 Annual meeting.
Parents will contribute to the school wide Family Involvement Policy Plan and School-Parent Compact.
With the financial support of the Lake Worth Kiwanis Club and a secured grant from Healthy Kids, Healthy Communities, we will maintain a community garden. This will encourage parent and school collaboration, promote healthy living, and help students to make connections to their learning across all content areas.
During the School Advisory Committee meetings parents will participate in offering feedback on various school based issues through the use of multiple language facilitators.
Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.
Provide information to the faculty regarding all parent involvement activities in the school including "Bridges of Lake Worth", Parent University and the uniform dress code guidelines. Train faculty in volunteer recruiting procedures and guidelines for utilizing volunteers in the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents participating in parent training in Parent University	100	20%	30%

Area 10: Additional Targets

Additional targets for the school

South Grade Elementary will infuse the content required by Florida Statute 1003.42(2) and S. B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
-History of Holocaust
-History of Africans and African Americans
-Hispanic Contributions
-Women's Contributions
-Sacrifices of Verterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten through Fifth grade - Hispanic Contributions	574	100%	100%
Fourth Grade - Holocaust Studies	81	100%	100%
Kindergarten through Fifth grade - Haitian Contributions	574	100%	100%
Kindergarten through Fifth grade - African American History	574	100%	100%

Goals Summary

G1. Integrate learning across lessons that connects to the background knowledge and experiences of students focusing on pedagogical content knowledge that enables teachers to differentiate instruction within the classroom environment.

G2. Increase the percent and extent of parent participation at the school.

G3. Increase the percentage of students scoring level 3 and above on the Florida Science State Assessment by 10%.

G4. Increase student achievement on the Florida Reading State Assessment by 10%.

G5. Increase the percentage of grade 4 students scoring 3.0 and above on the Florida Writing State Assessment by 10%.

G6. Increase the percentage of proficient students on the Florida Mathematics State Assessment by 10%.

Goals Detail

G1. Integrate learning across lessons that connects to the background knowledge and experiences of students focusing on pedagogical content knowledge that enables teachers to differentiate instruction within the classroom environment.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- STEM Initiative 2013-2014
- Math Coach
- Teachers

Targeted Barriers to Achieving the Goal

- Teachers lack the knowledge of technology within the content area.

Plan to Monitor Progress Toward the Goal

Data Analysis

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule:

Daily

Evidence of Completion:

Item Analysis

G2. Increase the percent and extent of parent participation at the school.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent Liaison

- Teachers

- School Counselors

- Administration

- School Advisory Council

Targeted Barriers to Achieving the Goal
- Parents are unaware of what their children are learning in school, and are unable to support the learning at home.

Plan to Monitor Progress Toward the Goal

Parent Training

Person or Persons Responsible
Community Parent Liaison

Target Dates or Schedule:
Weekly

Evidence of Completion:
Calendar and students academic improvements in class

G3. Increase the percentage of students scoring level 3 and above on the Florida Science State Assessment by 10%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Coach/Contact

- PLC Facilitator

- Teachers

- Science Resource Room

Targeted Barriers to Achieving the Goal
- Teachers have limited knowledge to properly differentiate instruction to meet the science instructional needs of our diverse student population.

Plan to Monitor Progress Toward the Goal

Unit test data and Mini-assessment tests

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Copies of the Unit test and Mini-assessment tests

G4. Increase student achievement on the Florida Reading State Assessment by 10%.

Targets Supported

Resources Available to Support the Goal
- Reading Coach
- Teachers
- Parents
- Reading Resource Teacher
- Dual Language Resource Teacher

Targeted Barriers to Achieving the Goal
- Inadequate monitoring of student progress in reading.
- Parents do not have sufficient tools to support their children at home.
- Teachers lack adequate staff development to implement the "Readers Workshop Model" of instruction with fidelity

Plan to Monitor Progress Toward the Goal

Reading Running Record

Person or Persons Responsible
Reading Coach and Teachers

Target Dates or Schedule:
Every trimester

Evidence of Completion:
EDW and Reading Running Record

G5. Increase the percentage of grade 4 students scoring 3.0 and above on the Florida Writing State Assessment by 10%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach
- PLC Facilitator
- Fourth Grade Teachers

Targeted Barriers to Achieving the Goal
- 53% of fourth grade students scored below level 3.5 in FY13

Plan to Monitor Progress Toward the Goal

Students' writing

Person or Persons Responsible
Reading Coach, PLC facilitator and fourth grade teachers

Target Dates or Schedule:
During fourth grade PLC meetings.

Evidence of Completion:
Students' writing samples.

G6. Increase the percentage of proficient students on the Florida Mathematics State Assessment by 10%.

Targets Supported

Resources Available to Support the Goal
- District Mathematics Specialist
- Math Coach
- PLC Facilitator
- Teachers
- Math Contacts per grade level

Targeted Barriers to Achieving the Goal
- 48% of students grades 3-5 are below grade level in mathematics.

Plan to Monitor Progress Toward the Goal

Mathematics Support Meeting

Person or Persons Responsible
District Mathematics Specialist and Math Coach

Target Dates or Schedule:
Daily per grade level

Evidence of Completion:
Coaches Focus Calendars, sign-in sheets, agendas, and Log

Action Plan for Improvement

Problem Solving Key

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

G1. Integrate learning across lessons that connects to the background knowledge and experiences of students focusing on pedagogical content knowledge that enables teachers to differentiate instruction within the classroom environment.

G1.B1 Teachers lack the knowledge of technology within the content area.

G1.B1.S1 Provide Professional Development (PD) that enables the teachers to master the use of technology in the classroom.

Action Step 1

Professional Development

Person or Persons Responsible

Area 2 Math Specialist and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

TrainU, Agenda, Sign-In Sheet, and computer lab practice

Facilitator:

PLC Facilitator and Math Coach

Participants:

Teachers

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

Professional Development (PD)

Person or Persons Responsible

Area 2 Specialist, Math Coach, and Learning Team Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Item Analysis, Agenda, Sign-In Sheet, and District PD

Plan to Monitor Effectiveness of G1.B1.S1

Test Data and Assignment Implementation on the computer

Person or Persons Responsible

Teachers and Area 2 Math Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Item Analysis and TrainU documentation

G2. Increase the percent and extent of parent participation at the school.

G2.B1 Parents are unaware of what their children are learning in school, and are unable to support the learning at home.

G2.B1.S1 Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.

Action Step 1

Parent Training

Person or Persons Responsible

Community Parent Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda, Sign-In Sheet, and Flyers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Parent Trainings

Person or Persons Responsible

Community Parent Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of G2.B1.S1

Parent Trainings

Person or Persons Responsible

Community Parent Liaison and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Analyze data (evaluation)

G3. Increase the percentage of students scoring level 3 and above on the Florida Science State Assessment by 10%.

G3.B1 Teachers have limited knowledge to properly differentiate instruction to meet the science instructional needs of our diverse student population.

G3.B1.S1 Utilize school based science coach/contact regularly at K-5 science PLC and in classrooms to model in support of Next Generation Sunshine State Standards for science grades K-5, and implementation of the Sunshine State Standards in grade 5 meeting the needs of all students with diversification and essential labs.

Action Step 1

Hands on experiments in grades K-5, modeling lessons, Science Center Activities, Essential Labs in grades 5

Person or Persons Responsible

Science Coach/Contact and Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teachers' lessons plans, Science Notebooks, Science Coach/Contact log

Facilitator:

Science Contact

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Science Coach/Contact models science lessons, observes by conducting classroom visits, and assists classroom teachers in constructing anchor charts.

Person or Persons Responsible

Science Coach/Contact and Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Science Coach/Contact log, conference notes and anchor charts.

Plan to Monitor Effectiveness of G3.B1.S1

PLC meetings will be conducted, based on grade level, to discuss meeting standards and mastery.

Person or Persons Responsible

Science Coach Contact, PLC Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Science Notebooks, Unit tests and Core K-12 Assessments

G4. Increase student achievement on the Florida Reading State Assessment by 10%.

G4.B1 Inadequate monitoring of student progress in reading.

G4.B1.S1 Teachers will attend Reading Running Record training to strengthen their skills in monitoring their students reading progress with fidelity.

Action Step 1

Reading Running Record Training

Person or Persons Responsible

All Teachers

Target Dates or Schedule

July-September 2013

Evidence of Completion

Sign-in sheets and EDW (data)

Facilitator:

District Reading Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Reading Running Records OPM (ongoing progress monitoring) data

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Every trimester

Evidence of Completion

EDW

Plan to Monitor Effectiveness of G4.B1.S1

Monitor assessment data

Person or Persons Responsible

Reading Coach and Teachers

Target Dates or Schedule

During Reading Professional Learning Community meetings.

Evidence of Completion

Educational Data Warehouse (EDW) and Reading Running Record

G4.B2 Parents do not have sufficient tools to support their children at home.

G4.B2.S1 Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.

Action Step 1

Parent Training

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-In Sheets

Facilitator:

Parent Liaison

Participants:

Parents

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Parent Training

Person or Persons Responsible

Teacher and Parent Liaison

Target Dates or Schedule

Parent and Teacher conferences Weekly Parent Trainings

Evidence of Completion

Conference notes/Training Sign-In sheets

Plan to Monitor Effectiveness of G4.B2.S1

Parent Trainings

Person or Persons Responsible

Parent Liaison and School Administrators

Target Dates or Schedule

FY14 School Year

Evidence of Completion

Sign-In sheet and EDW (data on student progress)

G4.B3 Teachers lack adequate staff development to implement the "Readers Workshop Model" of instruction with fidelity

G4.B3.S1 The reading coach, select teachers and administrators will receive training at Teachers College, Columbia University to implement Readers and Writers Workshop K-5 teacher professional development by the Reading Coach using the "collaborative coaching model."

Action Step 1

Readers Workshop Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

TDEs, Sign-In sheets, and Travel Documentation

Facilitator:

Reading Coach

Participants:

Teachers and Administration

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Readers Workshop Model

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly and PDD

Evidence of Completion

EDW

Plan to Monitor Effectiveness of G4.B3.S1

Readers Workshop Model

Person or Persons Responsible

Reading Coach and Teachers

Target Dates or Schedule

During Reading Professional Learning Community meetings and Teachers' classroom practice

Evidence of Completion

EDW and Reading Running Record

G5. Increase the percentage of grade 4 students scoring 3.0 and above on the Florida Writing State Assessment by 10%.

G5.B1 53% of fourth grade students scored below level 3.5 in FY13

G5.B1.S1 Continue the components of Writers Workshop in grades K-5 with daily explicit writing instruction including a mini-lesson, independent writing, conferring and small group strategy work.

Action Step 1

Review student writing at fourth grade learning team meetings in order to develop writing goals and plan instruction.

Person or Persons Responsible

Reading Coach, PLC facilitator and Fourth Grade Teachers

Target Dates or Schedule

During fourth grade PLC meetings.

Evidence of Completion

Fourth grade Writing units.

Facilitator:

Reading/Writing Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Review students' writing

Person or Persons Responsible

Reading Coach and Fourth Grade Teachers

Target Dates or Schedule

During fourth grade PLC.

Evidence of Completion

Students' writing

Plan to Monitor Effectiveness of G5.B1.S1

Students writing on Palm Beach Writes, and Writers Workshop writing samples accumulated in student academic history and assessment folders, reflecting acquisition of the writing process.

Person or Persons Responsible

Reading Coach and Fourth Grade Teachers

Target Dates or Schedule

During fourth grade PLC meetings.

Evidence of Completion

Students' writing samples

G6. Increase the percentage of proficient students on the Florida Mathematics State Assessment by 10%.

G6.B1 48% of students grades 3-5 are below grade level in mathematics.

G6.B1.S1 Utilize a district math specialist and the school's math coach to monitor and support teacher implementation of the K-5 standard based mastery of mathemathics.

Action Step 1

Weekly grade level Math support meetings will be conducted

Person or Persons Responsible

District Mathematics Specialist, Math Coach, and PLC Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Math Focus Calendar, sign-in sheet, agendas, and Coaches Log

Facilitator:

District Math Specialist and Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Small group math instruction, Gradual Release Model, and

Person or Persons Responsible

District Mathematics Specialist and Math Coach

Target Dates or Schedule

Weekly by grade level K-5

Evidence of Completion

Item analysis data sheets by class, classroom visits, conference notes

Plan to Monitor Effectiveness of G6.B1.S1

Data analysis sheets will be collected and analyzed for students' mastery.

Person or Persons Responsible

PLC Facilitator

Target Dates or Schedule

Weekly

Evidence of Completion

Item analysis sheets and students math unit tests

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1, Part A

Title I, Part A Federally funded block grant program allocated by the school district to Title I schools providing an annual grant based on percent of FRL at the school. South Grade Elementary completed and submitted a budget to the school district detailing planned expenditures for a total Title I allocation of $245,286.00

Title I funds are used to fund a math/science coach, a resource teacher, and a community language facilitator. Funds are used to support Readers/Writers Workshop initiatives with the purchase of supplemental classroom materials, and substitutes for teachers who attend professional development workshops. Additional funds are used for tutoring, a Kindergarten readiness program, and materials for the parent resource room.

Title 1, Part C Migrant

The district uses Title I C funds to support the 24 identified migrant students and their families including education, nutrition, child care, housing, medical care and more.

Title I, Part D

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

Title II

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

Title III

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

Title X Homeless

South grade registered 6 children from homeless families during FY 14 under the guidelines of the McKinney-Vento Act. No proof of address is required when a parent registers their child as homeless. Community services and resources were made available to homeless families through the guidance department and the community parent liaison at the school. South Grade also enrolled 7 students from various family shelters in Lake Worth in FY 13 generally as the result of domestic abuse/violence.

Supplemental Academic Instruction (SAI)

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Integrate learning across lessons that connects to the background knowledge and experiences of students focusing on pedagogical content knowledge that enables teachers to differentiate instruction within the classroom environment.

G1.B1 Teachers lack the knowledge of technology within the content area.

G1.B1.S1 Provide Professional Development (PD) that enables the teachers to master the use of technology in the classroom.

PD Opportunity 1

Professional Development

Facilitator

PLC Facilitator and Math Coach

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

TrainU, Agenda, Sign-In Sheet, and computer lab practice

G3. Increase the percentage of students scoring level 3 and above on the Florida Science State Assessment by 10%.

G3.B1 Teachers have limited knowledge to properly differentiate instruction to meet the science instructional needs of our diverse student population.

G3.B1.S1 Utilize school based science coach/contact regularly at K-5 science PLC and in classrooms to model in support of Next Generation Sunshine State Standards for science grades K-5, and implementation of the Sunshine State Standards in grade 5 meeting the needs of all students with diversification and essential labs.

PD Opportunity 1

Hands on experiments in grades K-5, modeling lessons, Science Center Activities, Essential Labs in grades 5

Facilitator

Science Contact

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teachers' lessons plans, Science Notebooks, Science Coach/Contact log

G4. Increase student achievement on the Florida Reading State Assessment by 10%.

G4.B1 Inadequate monitoring of student progress in reading.

G4.B1.S1 Teachers will attend Reading Running Record training to strengthen their skills in monitoring their students reading progress with fidelity.

PD Opportunity 1

Reading Running Record Training

Facilitator

District Reading Specialist

Participants

Teachers

Target Dates or Schedule

July-September 2013

Evidence of Completion

Sign-in sheets and EDW (data)

G4.B2 Parents do not have sufficient tools to support their children at home.

G4.B2.S1 Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.

PD Opportunity 1

Parent Training

Facilitator

Parent Liaison

Participants

Parents

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-In Sheets

G4.B3 Teachers lack adequate staff development to implement the "Readers Workshop Model" of instruction with fidelity

G4.B3.S1 The reading coach, select teachers and administrators will receive training at Teachers College, Columbia University to implement Readers and Writers Workshop K-5 teacher professional development by the Reading Coach using the "collaborative coaching model."

PD Opportunity 1

Readers Workshop Model

Facilitator

Reading Coach

Participants

Teachers and Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

TDEs, Sign-In sheets, and Travel Documentation

G5. Increase the percentage of grade 4 students scoring 3.0 and above on the Florida Writing State Assessment by 10%.

G5.B1 53% of fourth grade students scored below level 3.5 in FY13

G5.B1.S1 Continue the components of Writers Workshop in grades K-5 with daily explicit writing instruction including a mini-lesson, independent writing, conferring and small group strategy work.

PD Opportunity 1

Review student writing at fourth grade learning team meetings in order to develop writing goals and plan instruction.

Facilitator

Reading/Writing Coach

Participants

Teachers

Target Dates or Schedule

During fourth grade PLC meetings.

Evidence of Completion

Fourth grade Writing units.

G6. Increase the percentage of proficient students on the Florida Mathematics State Assessment by 10%.

G6.B1 48% of students grades 3-5 are below grade level in mathematics.

G6.B1.S1 Utilize a district math specialist and the school's math coach to monitor and support teacher implementation of the K-5 standard based mastery of mathemathics.

PD Opportunity 1

Weekly grade level Math support meetings will be conducted

Facilitator

District Math Specialist and Math Coach

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Math Focus Calendar, sign-in sheet, agendas, and Coaches Log

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Integrate learning across lessons that connects to the background knowledge and experiences of students focusing on pedagogical content knowledge that enables teachers to differentiate instruction within the classroom environment.	$124,758
G2.	Increase the percent and extent of parent participation at the school.	$11,250
G4.	Increase student achievement on the Florida Reading State Assessment by 10%.	$109,228
	Total	$245,236

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Professional Development	Total
Title 1	$10,010	$11,250	$223,976	$245,236
Total	$10,010	$11,250	$223,976	$245,236

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Integrate learning across lessons that connects to the background knowledge and experiences of students focusing on pedagogical content knowledge that enables teachers to differentiate instruction within the classroom environment.

G1.B1 Teachers lack the knowledge of technology within the content area.

G1.B1.S1 Provide Professional Development (PD) that enables the teachers to master the use of technology in the classroom.

Action Step 1

Professional Development

Resource Type

Professional Development

Resource

Salary, Benefits, Consultants, Travel-Out of County/State, Supplies and Substitutes

Funding Source

Title 1

Amount Needed

$124,758

G2. Increase the percent and extent of parent participation at the school.

G2.B1 Parents are unaware of what their children are learning in school, and are unable to support the learning at home.

G2.B1.S1 Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.

Action Step 1

Parent Training

Resource Type

Personnel

Resource

Salary, Benefits, Printing Services-External, and Supplies

Funding Source

Title 1

Amount Needed

$11,250

G4. Increase student achievement on the Florida Reading State Assessment by 10%.

G4.B1 Inadequate monitoring of student progress in reading.

G4.B1.S1 Teachers will attend Reading Running Record training to strengthen their skills in monitoring their students reading progress with fidelity.

Action Step 1

Reading Running Record Training

Resource Type

Evidence-Based Program

Resource

Books were order for classroom and resource teacher use

Funding Source

Title 1

Amount Needed

$4,009

G4.B2 Parents do not have sufficient tools to support their children at home.

G4.B2.S1 Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection.

Action Step 1

Parent Training

Resource Type

Evidence-Based Program

Resource

Supplies, Substitutes, and Benefits

Funding Source

Title 1

Amount Needed

$6,001

G4.B3 Teachers lack adequate staff development to implement the "Readers Workshop Model" of instruction with fidelity

G4.B3.S1 The reading coach, select teachers and administrators will receive training at Teachers College, Columbia University to implement Readers and Writers Workshop K-5 teacher professional development by the Reading Coach using the "collaborative coaching model."

Action Step 1

Readers Workshop Model

Resource Type

Professional Development

Resource

Travel-Out of County and state; Salary and Benefits; Substitutes; Consultants; Supplies

Funding Source

Title 1

Amount Needed

$99,218