Glade View Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Glade View Elementary School

1100 SW AVENUE G, Belle Glade, FL 33430

https://gves.palmbeachschools.org

Demographics

Principal: Shundra Dowers

Start Date for this Principal: 8/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: F (27%) 2016-17: C (52%) 2015-16: C (42%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	F	C	C

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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. 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	Job Duties and Responsibilities
Dowers, Shundra	Principal	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.
Richardson, Anita	Assistant Principal	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.
Dowdell-Smith, L'loren	Teacher, K-12	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
freeman, jackie	Teacher, ESE	Assists in identifying appropriate evidence-based intervention strategies, monitors implementation of accommodations, provides SWD professional development to school staff, assists in data collection, data analysis, and progress monitoring.
McKinnes, Mickey	Other	Single School Cultural Coordinator: Collects data on individual students, provides information about core instruction, collaborates with other staff to implement Tier 2 interventions, administer assessments, chart and evaluate results, provide assessment and student progress information to parents.
Livingston, Gretchen	Instructional Coach	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.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	48	47	39	46	53	49	0	0	0	0	0	0	0	282
Attendance below 90 percent	16	10	0	14	11	8	0	0	0	0	0	0	0	59
One or more suspensions	0	1	19	17	5	16	0	0	0	0	0	0	0	58
Course failure in ELA or Math	13	23	32	38	32	42	0	0	0	0	0	0	0	180
Level 1 on statewide assessment	0	0	0	35	21	21	0	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	7	6	21	34	24	36	0	0	0	0	0	0	0	128

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	3	2	7	16	6	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

FTE units allocated to school (total number of teacher units)
18

Date this data was collected or last updated
Thursday 9/19/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	6	5	33	30	15	0	0	0	0	0	0	0	94

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	6	5	33	30	15	0	0	0	0	0	0	0	94

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	58%	57%	42%	53%	55%
ELA Learning Gains	55%	63%	58%	74%	59%	57%
ELA Lowest 25th Percentile	54%	56%	53%	59%	55%	52%
Math Achievement	28%	68%	63%	35%	62%	61%
Math Learning Gains	59%	68%	62%	48%	62%	61%
Math Lowest 25th Percentile	46%	59%	51%	48%	53%	51%
Science Achievement	20%	51%	53%	56%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	48 (0)	47 (0)	39 (0)	46 (0)	53 (0)	49 (0)	282 (0)
Attendance below 90 percent	16 (16)	10 (9)	0 (6)	14 (10)	11 (6)	8 (6)	59 (53)
One or more suspensions	0 (0)	1 (2)	19 (6)	17 (4)	5 (4)	16 (9)	58 (25)
Course failure in ELA or Math	13 (17)	23 (20)	32 (25)	38 (37)	32 (30)	42 (14)	180 (143)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	35 (36)	21 (46)	21 (26)	77 (108)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	18%	54%	-36%	58%	-40%	
	2018	27%	56%	-29%	57%	-30%	
Same Grade Comparison		-9%					
Cohort Comparison							
04	2019	45%	62%	-17%	58%	-13%	
	2018	15%	58%	-43%	56%	-41%	
Same Grade Comparison		30%					
Cohort Comparison		18%					
05	2019	20%	59%	-39%	56%	-36%	
	2018	30%	59%	-29%	55%	-25%	
Same Grade Comparison		-10%					
Cohort Comparison		5%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	16%	65%	-49%	62%	-46%	
	2018	30%	63%	-33%	62%	-32%	
Same Grade Comparison		-14%					
Cohort Comparison							
04	2019	34%	67%	-33%	64%	-30%	
	2018	12%	63%	-51%	62%	-50%	
Same Grade Comparison		22%					
Cohort Comparison		4%					
05	2019	28%	65%	-37%	60%	-32%	
	2018	23%	66%	-43%	61%	-38%	
Same Grade Comparison		5%					
Cohort Comparison		16%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	20%	51%	-31%	53%	-33%	
	2018	35%	56%	-21%	55%	-20%	
Same Grade Comparison		-15%					
Cohort Comparison							

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD		32			26		8				

2019 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 2017-18	C & C Accel 2017-18
ELL	42	70		42	75						
BLK	28	56	56	27	58	44	18				
FRL	29	55	54	28	59	46	20				

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				
ELL		38		11	31						
BLK	43	76	63	36	51	55	57				
FRL	42	74	62	36	48	46	55				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science is the lowest performing achievement area at 20%. Math Achievement is the second lowest performing achievement area at 28%. As a grade level group, 3rd grade performance was the lowest at 18% in ELA and 16% in Math.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science from 38% to 20%, a decline of 18 percentage points. As a grade level group, 3rd grade ELA declined 9 percentage points, from 27% in 2018 to 18% in 2019; 3rd grade Math declined 14 percentage points, from 30% in 2018 to 16% in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Math Achievement gap between the school and State is -35% and the gap between the school and the District is -40% points. The ELA Achievement gap between the school and the State -28%. As a grade level group, the gap between the school and State in 3rd grade Math was -35%. As a grade level group, the gap between the school and the District in 3rd grade math was -40%.

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 4 ELA improved 30% from 2018 (15%) to 2019 (45%). Grade 4 Math improved 20% from 2018 (12%) to 2019 (22%). No, this is not a trend but a improvement in ELA and Math in the past three years. The actions and changes that led to improvement in fourth grade were two teachers looped up with their students from 4th grade(2 years); collaborative planning across grade level and explicit instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

For two consecutive years, Students with Disabilities have scored below 41% according to the Federal Index.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase 5th Science Proficiency to 27%.
2. Increase 3rd ELA Proficiency to 28%.

3. Increase Math Proficiency to 38%.
4. Increase Students with Disabilities ELA Proficiency to 20%.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve student achievement to ensure progress towards meeting the expectations for Strategic Plan Long Term Outcome #1 (Increase reading on grade level by 3rd grade)
Rationale	The District's Strategic Plan identifies the Long Term Outcomes (LTOs), Objectives, and Initiatives to support the goals of the 2016-21 Strategic 5-Year Plan. LTO #1, Increase reading on grade level by 3rd grade, focuses on effective and relevant instruction to meet the needs of all students.
	Glade View Elementary School improved from an F to a C during SY19, and this improvement must be sustained. The gap between Glade View's 2019 ELA Achievement (29) and the District average (58) is 29 percentage points. The gap between its Mathematics Achievement (28) and the District average (68) is 40 percentage points. Science Achievement declined 18 points in 2019, reflecting a gap with the District of 31 percentage points. ESSA data shows that ESSA Subgroup SWD is performing below the Federal Index at 12% for two consecutive years.
State the measurable outcome the school plans to achieve	Decrease the gap between the current status of ELA and Math Achievement and the School's 2020 targets to meet the Long-Term Objectives. Intended outcome for ELA is 35% proficiency, a 6% projected growth and in Math 38%, a 10% projected growth. - ELA Level 3+: From 29% to 35%, an increase of 6% - ELA Learning Gains: From 55% to 60%, an increase of 5% - ELA Low 25: From 54% to 60%, an increase of 6% - Math Level 3+: From 28% to 38%, an increase of 10% - Math Learning Gains: From 59% to 65%, an increase of 6% - Math Low 25: From 46% to 60%, an increase of 14% - Science Level 3+: From 20% to 27%, an increase of 7% - Total points earned: From 291 to 345 points - Percent of points earned: From 42% to 49%, an increase of 7% -An increase in Learning Gains for our SWD's in all tested content areas.
Person responsible for monitoring outcome	Shundra Dowers (shundra.dowers@palmbeachschools.org)
Evidence-based Strategy	(1) Professional Learning Communities - Teachers will engage in focused PD, collaborative planning and data analysis to strengthen standards-based instruction. (TSSSA) (2) Professional Development – Professional development and coaching from content specialists who are experts in their field provides job-embedded support for teachers aligned to the content and complexity of the Florida Standards ensuring that instruction is strategic and standards-based. (TSSSA) (3) Primary Literacy Instruction – Strategic literacy instruction in Kindergarten will build foundation level skills for learning to read. (TSSSA) (4) Personalized Instruction - Research-based, adaptive instruction through iReady Reading and Math Diagnostic and Instruction will establish personalized learning opportunities for all students and inform small group instruction and intervention. (Strategic Plan)
Rationale for	(1) Professional Learning Communities - Developing teachers' instructional expertise through collective, collaborative actions has been shown to influence student outcomes

Evidence-based Strategy	and improve student achievement. Improving teachers' skills in facilitating highly effective instruction through deep, focused professional development, collaborative planning, and data analysis will help accelerate student learning to meet grade level proficiencies. (2) Professional Development – Professional development to improve standards-based instruction and exposing students to grade level text is critical for improving student outcomes and accelerating learning to meet grade level proficiencies (3) Primary Literacy Instruction – Strategic literacy instruction in Kindergarten will prepare students for academic success as they progress through the grade levels. (4) Personalized Instruction - The use of adaptive instruction will help inform teachers' small group instruction ensuring students receive the differentiated supports needed to close the achievement gap.

Action Step

Description	(1) Professional Learning Communities a. Develop schedule for teacher collaboration with data driven agenda based on needs of students and teachers. b. Build teachers' expertise in leading effective PLCs through school leadership support. c. Build teachers' expertise in leading effective PLCs using TSSSA Curriculum Specialists from Teaching and Learning for coaching, modeling, and planning support. d.Teachers will plan specific small group activities for SWDs along with adaptive technologies in ELA and Math (iReady). e. 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. The Assistant Principal (AP) will monitor interventions in ELA/Reading, f. Common planning agendas will be provided to the Principal and API, weekly in advance of planning and they will be in attendance to ensure PLC and student data are put into action for planning, sequencing, and intervention purposes. g. School Leadership will monitor implementation of strategies via lesson plan checks and classroom walk-throughs. (2) Professional Development a. Teachers will engage in deep, focused professional development, both grade and academic content specific, to strengthen standards-based instruction to accelerate student learning in ELA, Mathematics, and Science, and within the ESSA subgroups achieving below the Federal Index. b. School-based Coaches and Content and PLC/Data Specialists from the District will support teachers in problem-solving and planning data-driven instruction. c. Coaches and Content Specialists will enhance teachers' competencies in using instructional tools, programs, and materials effectively, in ways that improve student achievement. d. School Leadership, coaches and District staff will attend and monitor all professional development. (3) Primary Literacy Instruction a. The school will purchase Literacy Footprints Kindergarten Kit. b. The Primary Reading Coach and/or other content expert in collaboration with the Single School Culture Coordinator will provide professional development and support in using Literacy Footprints with Kindergarten students effectively in collaboration with other Kindergarten/Primary curricula and instructional tools.

c. School Leadership and coaches will monitor implementation of strategies via lesson plan checks and classroom walk-throughs.

(4) Personalized Instruction
a. The school will gather baseline data by implementing the iReady Reading Diagnostic and Successmaker Math during the month of September.
b. Grade level teams of teachers, guided by the Assistant Principal, Single School Culture Coordinator, Coaches and PLC/Data Specialists from the District will analyze the data to determine targeted instructional needs and determine groups for differentiated instruction and monitoring.
c. The Single School Culture Coordinator will track iReady/SuccessMaker student datae and provide results to the Principal and Assistant Principal.
d. School Leadership will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.

Person Responsible

Shundra Dowers (shundra.dowers@palmbeachschools.org)

#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	At least 40% of students in 3rd and 4th grade have two or more early warning indicators and school attendance is a barrier to instruction.
State the measurable outcome the school plans to achieve	```Our intended income is to improve school attendance and decrease discipline referrals.
Person responsible for monitoring outcome	Shundra Dowers (shundra.dowers@palmbeachschools.org)
Evidence-based Strategy	The school will continue to implement a School-wide Positive Behavior Plan to ensure expectations are consistent in areas of the school. The school will create an absence-monitoring log to track students who miss two, five and ten days of school. The data processor, guidance counselor, teachers and administration will have access to the document to monitor and conduct parental outreach to improve attendance. In addition, the school will continue to implement the Proving Ground initiative, an attendance campaign that uses outreach and targeted interventions.
Rationale for Evidence-based Strategy	Creating a centralized document(google doc) to track the absences, parent outreach and target interventions will keep all stakeholders informed and create consistent format for addressing student absences.
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 continue to 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 continue to pilot the Proving Ground initiative, 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 via print/letter. 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 Shundra Dowers (shundra.dowers@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task 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 in alignment to S.B. 2.09 with a focus on reading and writing across all content areas.

Glade View Elementary provides an environment where school-wide expectations have been established in the areas of academics, behavior and climate. These expectations promote and maintain a single school culture. This begins with the implementation of a School-wide Positive Behavior Plan that outlines what is expected of every adult and student who becomes a member our campus. Our School-wide Positive Behavior Support Plan is a guide to how we create an environment where students feel safe and respected. Our student success guideline includes the following: Engage Always, Awesome Attitude, Great Minds, Lifelong Learner and Energetic Eagles (EAGLES). School administration reviews the School-wide Positive Behavior Plan with parents, teachers, students and all staff emphasizing the importance of positive student interaction and consistency.

In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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.

The school will continue to work through the Parent Academic and Behavior Trainings each trimester and share math, reading and social/emotional strategies with parents. The school's parent liaison will build relationships and partnerships with community organizations and families to meet the needs of students as well as the family unit.

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 counselor conducts social-emotional classes with all grade levels as well as individual and group counseling. Teachers and parents can submit guidance referrals for students with social/emotional or behavior concerns, and students can set up appointments to talk to the school counselor. Community Partners of South Florida provides a therapist on-site to services our students Monday through Wednesday. Through a referral process, the therapist provides weekly therapy, targeted case management and trauma care to students in need. he school's Monday Meeting imitative also supports students' social and emotional learning. The Monday Meetings goals are to build community in the classroom and fulfill children's need to belong, feel significant; to build trust and set a positive tone for learning; to merge social and academic learning; to practice or reinforce key academic skills. Students have an opportunity to think about their behavior using reflective assignments and debrief with a teacher, therapist or staff member. The guidance counselor promotes character development each month by focusing on a character trait (trustworthiness, respect, responsibility, fairness, caring and citizenship). Characters slips are available for faculty and staff to complete acknowledging students who have demonstrated the character trait of the month. Each week students are chosen to read a script via the intercom highlighting the definition and examples of the monthly character trait. In addition to the focus on character traits, the school mentoring program SOAR character development. Administrators, teachers, staff, cafeteria workers and custodians are assigned mentees who need extra encouragement and motivation to soar academically. The mentor checks in with the student weekly/monthly to make sure the student is soaring academically as well as emotionally.

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. Also we 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 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 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 withTeamwork 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve student achievement to ensure progress towards meeting the expectations for Strategic Plan Long Term Outcome #1 (Increase reading on grade level by 3rd grade)				$1,024.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			1251 - Glade View Elementary School	School Improvement Funds	275.0	$1,024.00
			Notes: School Improvement Funds will be utilize for a program or process towards student achievement as approved by SAC.			
2	**III.A.**	**Areas of Focus: 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.**				**$0.00**
					Total:	**$1,024.00**