

The School District of Palm Beach County

Glade View Elementary School



2021-22 Schoolwide Improvement Plan

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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: 8/12/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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.

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Glade View Elementary School

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<https://gves.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 24px;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">98%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">99%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	F

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position 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.
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.
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.
Arnett, Ronelda	Other	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.
stewart, sonja	Other	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.
Evans, Jamie	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.

Demographic Information

Principal start date

Sunday 8/12/2018, Shundra Dowers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

282

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	54	43	42	34	31	40	0	0	0	0	0	0	0	244
Attendance below 90 percent	8	6	5	3	4	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	12	23	29	35	24	23	0	0	0	0	0	0	0	146
Course failure in Math	8	13	21	31	25	41	0	0	0	0	0	0	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	8	22	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	25	21	26	0	0	0	0	0	0	0	72
Number of students with a substantial reading deficiency	0	0	0	44	26	43	0	0	0	0	0	0	0	113
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	9	15	26	36	26	34	0	0	0	0	0	0	0	146

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - 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	
Number of students enrolled	25	49	49	39	48	50	0	0	0	0	0	0	0	260
Attendance below 90 percent	0	34	26	25	31	32	0	0	0	0	0	0	0	148
One or more suspensions	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Course failure in ELA	9	8	27	18	34	21	0	0	0	0	0	0	0	117
Course failure in Math	0	4	22	18	11	23	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	25	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	18	0	0	0	0	0	0	0	20
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	41	37	36	0	0	0	0	0	0	0	114
FY20 Math Winter Diag Levels 1 & 2	0	0	0	30	33	31	0	0	0	0	0	0	0	94

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	0	9	22	20	28	28	0	0	0	0	0	0	0	107

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

2020-21 - 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	
Number of students enrolled	25	49	49	39	48	50	0	0	0	0	0	0	0	260
Attendance below 90 percent	0	34	26	25	31	32	0	0	0	0	0	0	0	148
One or more suspensions	0	0	0	0	6	7	0	0	0	0	0	0	0	13
Course failure in ELA	9	8	27	18	34	21	0	0	0	0	0	0	0	117
Course failure in Math	0	4	22	18	11	23	0	0	0	0	0	0	0	78
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	25	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	18	0	0	0	0	0	0	0	20
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	41	37	36	0	0	0	0	0	0	0	114
FY20 Math Winter Diag Levels 1 & 2	0	0	0	30	33	31	0	0	0	0	0	0	0	94

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	0	9	22	20	28	28	0	0	0	0	0	0	0	107

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				29%	58%	57%	25%	57%	56%
ELA Learning Gains				55%	63%	58%	29%	61%	55%
ELA Lowest 25th Percentile				54%	56%	53%	48%	56%	48%
Math Achievement				28%	68%	63%	21%	65%	62%
Math Learning Gains				59%	68%	62%	11%	63%	59%
Math Lowest 25th Percentile				46%	59%	51%	17%	53%	47%
Science Achievement				20%	51%	53%	38%	56%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	18%	54%	-36%	58%	-40%
Cohort Comparison						
04	2021					
	2019	45%	62%	-17%	58%	-13%
Cohort Comparison		-18%				
05	2021					
	2019	20%	59%	-39%	56%	-36%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	16%	65%	-49%	62%	-46%
Cohort Comparison						
04	2021					
	2019	34%	67%	-33%	64%	-30%
Cohort Comparison		-16%				
05	2021					
	2019	28%	65%	-37%	60%	-32%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	20%	51%	-31%	53%	-33%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring for ELA.

In grades 3-5 we will use iReady in the Fall, iReady in the Winter, and iReady in the Spring for ELA.

Grades K-5 we will use successmaker for Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11.1	11.1	11.4
	Economically Disadvantaged	11.1	11.1	11.4
	Students With Disabilities	0	0	0
	English Language Learners	0	16.7	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	NA	47.9	63.5
	Economically Disadvantaged	NA	47.9	63.5
	Students With Disabilities	na	16.7	50
	English Language Learners	na	54.5	63.6

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	na	35.1	39.5
	Economically Disadvantaged	na	35.1	39.5
	Students With Disabilities	na	40	40
	English Language Learners	na	66.7	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	na	52.9	42.9
	Economically Disadvantaged	na	52.9	42.9
	Students With Disabilities	na	60	60
	English Language Learners	na	25	25

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	na	29.4	19.4
	Economically Disadvantaged	na	30.3	20
	Students With Disabilities	na	0	0
	English Language Learners	na	40	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	na	35.3	18.9
	Economically Disadvantaged	na	33.3	19.4
	Students With Disabilities	na	0	0
	English Language Learners	na	20	16.7

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	na	31.7	22.9
	Economically Disadvantaged	na	31.7	22.9
	Students With Disabilities	na	28.6	22.2
	English Language Learners	na	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.6	17.5	8.7
	Economically Disadvantaged	31.6	17.5	8.7
	Students With Disabilities	0	0	0
	English Language Learners	na	33.3	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	na	39.5	42.2
	Economically Disadvantaged	na	39.5	42.2
	Students With Disabilities	na	50	50
	English Language Learners	na	42.9	42.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51.3	41.3	30.8
	Economically Disadvantaged	51.3	41.3	30.8
	Students With Disabilities	25	20	16.7
	English Language Learners	50	50	37.5
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	69.2	50	54
	Economically Disadvantaged	69.2	50	50
	Students With Disabilities	100	60	50
	English Language Learners	57.1	57.1	57.1

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7										
ELL	40			27							
BLK	15	27		12	10	10	10				
FRL	16	28	30	12	9	10	10				
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				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	156
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	4
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
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	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA

Math FY19 vs FY21 shows:

3rd Gr. decrease of 2.5 pts

4th Gr decrease of 28.5 pts

5th Gr decrease of 14.6 pts

ELA FY 19 vs FY21

3rd Gr. increase 1.8 pts

4th Gr decrease 39.3 pts

5th Gr increase 3.5 pts

Science FY 19 vs FY21

5th Gr decrease 10.9 pts

iready FY21 Winter vs. FY21 Spring shows:

ELA: -10 pts in Gr 3, -8.8 pts in Gr. 4, +2.7 pts in Gr. 5

Math:-16.4 pts in Gr. 3, -8.8 pts in Gr. 4, --10.5pts in Gr. 5

Science: +4 pts in Gr. 5

Based on this data trend our focus will be to increase learning gains and achievement in literacy and math. We want to continue with the positive trend in science.

Our in school tutorial program will support our goals for all content areas. Fine arts and resource teachers will provide in-classroom support.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Potential areas of concerns are the number of level 1 students on FSA reading and math. Our focus is to increase learning gains and achievement. Our in school tutorial program will support our goals for all content areas. Fine arts and resource teachers will provide in-classroom support. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address areas of deficiency. Data chats will occur to analyze student data.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID 19 impacted the attendance of students and staff for in person learning. The virtual option for instruction did not maximize the opportunity for student achievement. Now that all students are in-person learning, attendance, and academic instruction can be progress monitored. Targeted support will be provided for students needing additional support. Resource teachers will assist in meeting students needs with small group instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA ELA for Fifth grade showed the most improvement with a 3.5% increase in proficiency and 3rd grade ELA increased by 1.8 proficiency points. Fine arts and resource teachers will provide in-classroom enrichment support. Progress monitoring of student achievement using formative assessment data will occur. Data chats will occur to analyze student data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Standards based instruction and focus on planning in professional learning communities. Resources and strategies were aligned to grade level standards and instruction.

What strategies will need to be implemented in order to accelerate learning?

Standards based instruction will continue to be a focus during professional learning communities. Full day planning and instructional focus time will be provided to teachers to ensure academic success of students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development is key to ensure all staff will be provided the level of support needed to implement effective instruction. Administration has allotted time for teachers to attend district, content area and standard based professional development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will focus on the following areas to ensure sustainability of improvement:

1. Social-Emotional needs for both students and staff
2. Standards Based Instruction for Literacy, Math, and Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 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.

Measurable Outcome: Decrease the gap between the current status of ELA and the School’s 2021-2022 targets. Intended outcome for ELA is 36% proficiency.
 - ELA Level 3+: From 16% to 36%, an increase of 20%
 - ELA Learning Gains: From 28% to 55%, an increase of 27%
 - ELA Low 25: From 30% to 55%, an increase of 25%

Monitoring: Administration, Instructional Coaches, and SAI Resource Teachers will progress monitor the district and state assessments. Professional Learning Communities will review data, plan and align instruction to the content and complexity of the Standards.

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
 2. Literacy instruction- Strategic literacy instruction in the primary grades will build foundational level skills for students to learn to read.
 3. Professional development- Professional development and coaching from content specialist 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.
 4. Personalized instruction- Researched based adaptive instruction through iready reading will establish personalized learning opportunities for all students and inform small group instruction and intervention.

(1) Professional Learning Communities - Developing teachers’ instructional expertise through collective, collaborative actions has been shown to influence student outcomes 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.

Rationale for Evidence-based Strategy: (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 the primary grade levels 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 Steps to Implement

(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. Teachers will plan specific small group activities for SWDs along with adaptive technologies in ELA (iReady) and Math (Successmaker).
- d. 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.
- e. Common planning agendas will be provided to the Principal and AP weekly in advance of planning and the administrators will be in attendance to ensure PLC and student data are put into action for planning, sequencing, and intervention purposes.
- f. 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 will support teachers in problem-solving and planning data-driven instruction.
- c. Coaches will enhance teachers' competencies in using instructional tools, programs, and materials effectively, in ways that improve student achievement.
- d. School Leadership will attend and monitor all professional development.

(3) Primary Literacy Instruction

- a. The school will implement the k-2 Benchmark Literacy series
- b. The reading resource teachers will provide professional development and support with K-2 students effectively in collaboration with other Primary reading intervention materials.
- 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, Learning Team Facilitator, Coaches will analyze the data to determine targeted instructional needs and determine groups for differentiated instruction and monitoring.
- c. The PLC Leader and math coach will track iReady/SuccessMaker student data 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

Person Responsible Ronelda Arnett (ronelda.arnett@palmbeachschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: 60% of the school population have two or more indicators and COVID 19 has compounded the barriers faced by students.

Measurable Outcome: Intended outcome is to implement in the classroom and school wide activities Social Emotional Curriculum at least 80% of the school year.

Monitoring: Lesson plans and classroom walkthroughs

Person responsible for monitoring outcome: Shundra Dowers (shundra.dowers@palmbeachschools.org)

Evidence-based Strategy: Embed the teaching of social and emotional skills into a particular academic area. Teaching practices designed to engage students actively in learning while also supporting students' social and emotional development. Lessons focus on skills that can be broadly applied to a variety of situations, such as making friends, working cooperatively with others, coping with stress, making decisions about potentially risky behaviors, and resolving interpersonal conflicts.

Rationale for Evidence-based Strategy: The Lessons are available and embedded in the teacher's lesson plan. The Social Emotional website is readily available and accessible. Researched based strategies

Action Steps to Implement

Action Step #1: The school will continue to provide training and resources to the teaching staff centered around Social Emotional Learning.

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

Action Step #2: The school will provide school wide SEL activities for students, staff and parents to participate.

Person Responsible Jamie Evans (jamie.evans@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeschoolsforAlex.org, we see our school ranks as #1,271 out of 1,395, high compared to all elementary schools statewide. We reported 2.8 incidents per 100 students. This rating was for a total enrollment of 318, with 15 incidents of suspension for 2019-2020. When looking at the ranking details, the incidents rated are high due to 9 of the 15 incidents due to fighting.

To support our students and make an impact on incidents, we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via Tuesday Folders, monitoring SwPBS through data and AVID strategies and resources. We will provide mentoring to specific students to support and influence positive relationships with all. The School Behavioral Health Professional provides intervention strategies to combat emotional and behavioral crisis. The BHP also provide small group and individual small group meetings in a multidisciplinary setting. The BHP also provides proactive small group workshops as needed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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 an attendance campaign that uses outreach and targeted interventions. 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 #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 #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 #3: The school will continue 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.

GVE provides an environment where school-wide single school culture expectations have been established in the areas of academics, behavior and climate. This begins with the implementation of a SwPBS that outlines what is expected of every adult and student who becomes a member our campus. Our SwPBS guides 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).

PARENT ACADEMIC TRAININGS (PAT)

The school will continue to implement Parent Academic Trainings (PAT) to share strategies for improving student achievement in math and reading that parents can implement at home with their children. This parent engagement programs allow families to actively engage in their children’s education. The trainings help give parents gain the knowledge and skills necessary to support, not just their children’s academic and social achievement, but the academic and social well-being of the school and community.

PARENT LIASION

We employ a Parent Liaison. The Liaison assists in organization and implementation of family involvement activities; work collaboratively with the schools, parents, community and the District; provide information and materials to families; provide assistance to families in understanding the importance of engagement and involvement; collaborate with classroom teachers to provide communication with parents; develop and offer presentations at meetings and informational workshops; and, make home visits and contact families to encourage family involvement.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School Police, Behavior Health Professional, Parent Liaison, City Officials and Administrators

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00