

Glade View Elementary School



2014-15 School Improvement Plan

Glade View Elementary School

1100 SW AVENUE G, Belle Glade, FL 33430

www.edline.net/pages/glade_view_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Glade View 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 citizenship, and productive professions/livelihoods .

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 worldwide economy.

School Environment

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

Glade View Elementary learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Professional development is provided in supporting teachers in implementing evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Single School Culture for Academics approach is sustained through the Learning Team process. Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.

Our school promotes the Single School Culture philosophy and embrace appreciation for multicultural diversity. Glade View will implement 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 Veterans
- * Haitian Flag Day

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

Glade View Elementary provides an environment where school wide expectations have been established in the areas of academics, behavior, and climate. This begins with the implementation of a School Wide Behavior Plan that outlines what is expected of every adult and student who becomes a member of our campus. Our School-wide Positive Behavior Support Plan is a guide to how we create an environment where students feel safe and respected. School administration review the school-wide behavioral plan with the bus drivers, cafeteria staff, teachers, students and parents emphasizing the importance of positive student interaction and consistency. Parents support safety at

bus stop locations serving as Bus Parent Volunteers/Monitors to ensure students are safe and orderly as they wait for the bus to arrive in the mornings for school. Teachers and support staff are strategically placed throughout the campus during arrival and dismissal to ensure the safety of all students.

When students first arrive, expectations have already been reviewed, implemented, and enforced as to how they enter campus/cafeteria for breakfast. The day continues with a point system for students to earn points when expectations are followed throughout the day. Consequences are also given. After school/dismissal procedures have been put in place for students/adults to follow as well. All expectations/consequences are reviewed at the beginning of the school year, presented and reviewed during discipline assemblies conducted twice a year, and through guidance lessons.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School administration conducts a School-wide Positive Behavior training with all teachers reviewing the effective implementation of the school's behavior management system with appropriate interventions for disciplinary incidents. The Universal Guidelines and behavior matrix are reviewed daily via morning announcements. Professional Development provided by Safe Schools for instructional staff ensures the one voice of our SwPBS Plan. In addition, the School-wide Positive Behavior Team meets monthly with each grade level to review the grade level's implementation and effectiveness of the behavior management plan. Furthermore, administration meets with each grade level to review expectations with students. Teachers provide explicit instructions of expected behavior in which role playing of behaviors (examples and non examples) provide active engagement of students in the learning process. Desired behaviors are acknowledge using our school-wide "Eagle Bucks" System.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The School-based Team and Child Study Team meet weekly to discuss and review interventions and response to intervention for all Tiered students. In addition, our school provides counseling and character education through our guidance center. The Guidance Counselor infuses character traits and spearheads our anti-bullying school-wide initiative. The instructional staff participates in a book study, Teach Like Your Hair's on Fire engaging in professional conversations regarding the importance of establishing "Trust" within your classroom communities which directly impacts the academic and social/emotional outcomes for students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	10	6	6	6	0	28
One or more suspensions	3	3	8	5	0	0	19
Course failure in ELA or Math	23	42	23	0	6	0	94
Level 1 on statewide assessment	0	0	0	22	29	24	75

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	1	2	3	
Students exhibiting two or more indicators	6	10	9	5	30

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

The school utilizes LLI, Words their Way and Truimps as reading interventions resources for all Level 1 and 2 students. Our school students will have 3 levels, Tier 1 provision of group intervention within the general education classroom assessments likely 3-4 times/year. Tier II students not making adequate progress in Tier 1 will have more targeted services and interventions required small group settings in addition to general education curriculum. In addition, iii is used with all students daily. ELL Resource and ESE Resource provide support for students with LEPs and IEPs along with general education teachers. Monitoring of progress at least bi-weekly with approximately 6-10 weeks of research base interventions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Parent Involvement targets include an increase in parent involvement to at least 50% at school related activities and daily school operations by June 2015..

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school invites all local businesses and community organizations to participate in the monthly SAC meetings. At the SAC meetings, the school shares the academic action plan to increase student achievement and the resources needed to support the goal. In addition, the school solicits donations

from local business to support the Parent Store which is part of the school's Parent Involvement Point System. Parents also support the vision of the school in regards to student safety. Bus Parent Volunteers monitor designated bus stops in the mornings to ensure students board the bus safely. This consistency of support from parents strengthens the partnership between home and school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Edgecomb, Linda	Principal
Richardson, Anita	Assistant Principal
Augustin, Marleine	Guidance Counselor
Wood, Sharon	Instructional Media
Moreland, Pam	Instructional Coach
Galbraith, Rochelle	Instructional Coach
freeman, jackie	Other
Dowdell-Smith, L'loren	Teacher, K-12
McKinnes, Mickey	Other

Duties

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

The Leadership Team works collaboratively to meet the instructional needs of students, professional development needs of teachers, and to promote a climate that's clean, healthy and safe maximizing the potential for maximum learning on a daily basis. Glade View's school based leaders provide guidance to teachers as to the completion of the referral packet, invites all parties to meetings that they schedule, facilitate the meetings, and document concerns, strategies identified, and next steps through conference notes. Finally, the facilitator schedules follow-up meetings and monitors that all students being referred and/or going through the process are seen within a timely manner.

Linda Edgecomb, Principal: Instructional Leader, ensure safe campus conducive for maximum learning, SIP lead

Anita Richardson, Assistant Principal: Testing Coordinator, SWPBSS Coordinator, Textbook Mgr, Title I Contact

***The principal and Assistant Principal are members who assist the team and instructional staff with developing strategies for individual students, serve as models and guides for the implementation of school-wide expectations. The administrators also monitor the scheduling of meetings, implementation of strategies/interventions, and progress of individual students in meeting targeted goals.

Marleine Augustin, Guidance Counselor: SBT Coordinator, Character Ed., Volunteer Coordinator, Anti-Bullying

*** Our Guidance Counselor serves as a member who gives insight into implementation of behavioral concerns, strategies to address behavioral concerns, and assists with monitoring implementation of school-wide and individual behavior plans.

Pam Moreland, Instructional Coach: SBT, Literacy Coach, PDD member, Collaborative Planning

Facilitator

Rochelle Galbraith, Instructional Coach; Math Coach, Collaborative Planning Facilitator, STEM Certified/Lead

*** Instructional coaches collaborate with teachers by planning, reviewing data and determining next steps for instruction.

Mickey McKinnes, Learning Team Facilitator (LTF)

***The LTF provides the team and the instructional staff with identifying research based best practices to meet the need of students using data to drive decisions.

Jackie Freeman, ESE Coordinator: CST Lead, SBT Support,

L'Loren Dowdell-Smith, SAI: Teaching Garden Coordinator, SBT Support, SAC Chair

Sharon Wood, Instructional Media: PDD Coordinator., Marzano Liaison, Business Partner Contact, Inst. Support

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 our MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs encompass on-going collaboration of all stakeholders. The members of the team assist with writing strategies to support the goals of the School Improvement Plan as well as delivering information in forums such as Open House, Curriculum Night, and Parent Trainings. The team consistently analyze data to determine next instructional steps in working with students. The action plan includes:

1. Administrators will align the implementation of the coaching cycle with fidelity and monitor critical data points to facilitate improved instructional planning.
2. Administrators will continue to monitor multiple measures of universal data to support school's success.
3. Administrators and Leadership Team will integrate the problem solving process within the school culture to provide ongoing progress toward functionality of the school
4. School based leadership team will monitor the implementation of the School Improvement Plan with complete fidelity.

Title I, Part A funds will be used to support and enhance classroom instruction. A para professional will provide more small group instruction for students with guidance from supervising teacher. Various parent trainings in regards to supporting academic at home will be provided through Literacy based monthly parent trainings as well as a Parent Technology Night. Coaches will provide professional growth opportunities for teachers to receive more researched based strategies and best practices. Classroom Library Books as well as professional development literature (Instructional book studies) will be supported through Title I. Partnership with business partners and community stakeholders will enhance school-community relations and build a stronger commitment to increasing student academic achievement., Postage along with the purchase of ink for printing flyers and other documents for parent communication/trainings will be supported by Title I.

- Single School Culture reflecting our Universal Guidelines for Success, is embraced by all stakeholders. The Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBSS

with fidelity will ensure desired student outcome. Our Action Plans are monitored and revisited on a regular basis

-An appreciation for multi-cultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBSS program is evident.

-SAI Supplemental Academic Instruction: (provides small group instruction to assist struggling readers to improve in reading proficiency.

- Single School Culture: (Systemic way of providing rigorous instruction, climate conducive for maximum instruction and a safe environment for all)
- Boys and Girls Club: An extension of the school day providing a structured safe environment that supports academics
- Bridges: Promotes parent involvement in schools; supports literacy and other school wide initiatives
- Head Start: Provides 4 year olds with a structured, nurturing environment conducive for maximum learning. Promotes parent involvement in school
- Agricultural Grant (Nutritional snacks provided daily): Provide nutritional snacks for extended school day students
- Title I, Part C: Migrant - The MEP provides formula grants to establish or improve education programs for migrant children. Generally, the MEP ensures that migrant children fully benefit from the same free public education provided to other children.
- Title X, Part C: Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, ensures educational rights and protections for children and youth experiencing homelessness.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Linda Edgecomb	Principal
L'loren Dowdell-Smith	Education Support Employee
Shakera Putmon	Parent
Kizzy Frazier	Teacher
Imma Allen Allstate Insurance	Business/Community
Roy Mattis	Business/Community
Alexia Catholic	Parent
Geneka Grant	Business/Community
Harold Joseph	Education Support Employee
Eirick Green	Parent
Chrystal Holloway	Parent
Gerald Fields	Student
Arsene Prophete	Parent
	Student
Marie Vernet	Parent
Nicole Noezil	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Members of the School Advisory Council reviewed the School Improvement Plan in relation to the results of the Florida Comprehensive Assessment Test and the number of discipline referrals generated. Improvement in the area of fifth grade science was commendable as well as an improvement in third grade reading and math compared to the previous years' results. As a result of

various interventions, a reduction of discipline referrals were also noted. In regards to fourth and fifth grade reading and math, the SAC agreed that an increase of parental involvement was needed as well as more consistent communication between home and school.

Development of this school improvement plan

The School Advisory Council is involved in the development and monitoring of goals and strategies regularly as reviewed and discussed in scheduled monthly meetings. The SAC intend to review most recent data during monthly meetings, participate in discussions centered around students' academic needs and teachers' professional development needs.

Preparation of the school's annual budget and plan

To support the academic and safety needs of the school, SAC will determine the instructional needs of students and the professional needs of teachers to reach desired goal of high student achievement for all students. A para professional will serve as additional academic support for small strategy groups. Exposing students to various genres will continue . Parent trainings will be an area of focus to support academic initiatives. Trainings with staff on effective parent communication will be on-going (all supported by Title).

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

2013-2014 School Improvement funds \$148,702
Family Involvement: \$2,322
Math Coach: \$70,783
Math Tutoring: \$3,742
Reading Tutoring: \$3,742
Staff Development:\$9,860
Writing Supplies:535
Staff Development Writing: \$1500
Writing: Part-Tine in System: \$1784
Para professional \$24,000
Staff Development: Teachers' College: \$10,557
Common Core Staff Registration: \$240
Literacy Supplies:\$2500
Science Tutoring: \$1788
Ed. Consultants for students \$400
Reading Plus License \$7,500
Science Classroom Supplies: \$2,240
Reading Supplies: \$2500
Math Classroom Supplies: \$2509
Math Staff Development Supplies \$200

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Edgecomb, Linda	Principal
Richardson, Anita	Assistant Principal
Moreland, Pam	Instructional Coach
McKinnes, Mickey	Other
Dowdell-Smith, L'loren	Teacher, K-12
Baltazar, Angela	Teacher, K-12
Jones, Mary	Teacher, K-12
Edwards, Tonya	Teacher, K-12
Ruggiero, Nicholas	Teacher, K-12
Thompson, Arleatha	Teacher, K-12
Marshall, Glenda	Teacher, K-12
stewart, sonja	Teacher, K-12
Smith, Trenice	Teacher, K-12
Geffrard, Guerlie	Teacher, K-12
Nelson-Posey, Luna	Teacher, K-12
Augustin, Marleine	Guidance Counselor
Wood, Sharon	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Analyze data, grasp a better understanding of Florida State Standards grade level specific concepts and use research base strategies to provide differentiated instruction to meet the instructional needs of all students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Multiple venues for encouraging positive working relationships with teachers is participation in Learning Team Meetings and meetings/planning sessions listed below. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

- * Weekly Grade level meetings
- * Monthly Collaborative Planning by Content
- * Once /Trimester Vertical Collaborative Planning by content area

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

1. Promote a culture of professional learning and collaboration where students' academic needs are the center of every decision.

2. Cultivate a climate of high academic expectations, maximum effort, and team work among all stakeholders.
3. Provide professional development (i.e. Literacy Roll Out; Readers/Writers Workshop, Teacher Leaders, SBT/Rtl Process)
4. Educators' Support Program as well as through mentoring based on expertise and strength in content areas.
5. Creating a safe, secure, non-threatening, positive atmosphere are all strategies to recruit and retain highly qualified, certified-in-field, effective teachers.
6. The Human Resource Department at the district level, area office, principal, and school leadership will work collaboratively to recruit and retain educators.
7. Glades Supplement, opportunities for additional earnings through tutoring, club sponsorship, extended school day

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

Effective veteran teachers are paired with new educators to provide content area support as well as acclimation to the school community. On going horizontal and vertical collaboration. Participation in professional development trainings on site as well as at the area, district, and state levels. Modeling of researched based strategies and best practices provided. Regular feedback provided by colleagues as well as administration, Opportunities to self-reflect via journaling as well as through video clips for own professional growth.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Vertical planning is held Wednesdays for content area teachers to work collaboratively with academic coaches to unpack standards and determine effective instructional methods aligned to the Florida Standards.

Instructional Strategies

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

Data Chats are conducted four times / trimester to analyze student data and determine next instructional steps. Using multiple sources (data chats, iObservations, Performance Matters, etc.) instruction is adjusted to accommodate individual learning needs of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Intensive Reading Block (60 minutes) for all students based on area of deficiencies. Use of LLI, small group instruction, Reading Plus, Riverdeep, FCRR learning activities

Strategy Rationale

To provide additional time for differentiated instruction to meet student's instructional needs

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Edgecomb, Linda, linda.edgecomb@palmbeachschools.org

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

On going observations and assessments to determine next steps in regards to instructional needs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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. Provide parents with school district's website to access educational vodcast and kindergarten readiness packets.

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

Guidance counselors at both Glade View and the middle school(s) work collaboratively to ensure smooth transition from elementary to middle school. Meetings are held in the spring where the middle school guidance counselors visit Glade View to provide an overview presentation of 6th grade course offerings and extracurricular programs. Students are provided a course selection offerings form in which to make selection regarding electives. Students also visit middle school campus with guidance counselor in the spring observing program(s) of interests as well as overall campus.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will analyze data & be provided professional development & modeled lessons by academic coaches to determine the instructional needs of students to plan & deliver differentiated instruction improving student performance in content areas.
- G2.** All teachers will provide rigorous instruction aligned with Florida Standards to meet the differentiated instructional needs of students in all subject areas.
- G3.** All staff will implement the School-wide Positive Support System daily with fidelity.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will analyze data & be provided professional development & modeled lessons by academic coaches to determine the instructional needs of students to plan & deliver differentiated instruction improving student performance in content areas. **1a**

 G036754

Targets Supported **1b**

Indicator	Annual Target
Math Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- 1. Florida State Standards 2. District’s Assessment Data Base 3. Learning Team Facilitator 4. Teacher Collaboration (Human Resource) 5. Academic Coaches

Targeted Barriers to Achieving the Goal **3**

- Unfamiliar with standards

Plan to Monitor Progress Toward G1. **8**

Conduct iObservations & classroom visits; Conduct Content Area Learning Walks; Participate in and Progress Monitor LTMs; Regular access and use of data from new district data warehouse

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Ability to pull various reports for instructional planning; Explicit feedback via iObservation for professional growth that will impact student academic outcome; LTM Binder / Notes and Strategies reflecting continual academic progress of students based on data driven instruction

G2. All teachers will provide rigorous instruction aligned with Florida Standards to meet the differentiated instructional needs of students in all subject areas. 1a

G036755

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- 1. Florida State Standards 2. Content Area Resources 3. Technological Resources 4. Human Resources: Literacy & Math Coaches, Resource Teachers: SAI, ELL, ESE; Fine Arts Teachers, LTF, Area, District, Transformation Support

Targeted Barriers to Achieving the Goal 3

- Lack of understanding the depth of Florida State Standards

Plan to Monitor Progress Toward G2. 8

iObservations, lesson plans, walk throughs, data chats

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

iObservations, assessment results, LTMs Data Chats, students' portfolios, lesson plans

G3. All staff will implement the School-wide Positive Support System daily with fidelity. 1a

G036756

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- 1. SwPBSS Matrix 2. Grade Level Classroom Behavior Management System 3. Safe Schools Facilitator

Targeted Barriers to Achieving the Goal 3

- SwPBSS posted but not referenced
- Not explicitly stated in student friendly terms nor followed with fidelity

Plan to Monitor Progress Toward G3. 8

Evidence of participation in SwPBSS Professional Development; Classroom observations; data collection (referrals & interventions); data chats (students/administration); Increase in communication with parents and participation in Parent Trainings about SwPBSS

Person Responsible

Linda Edgecomb

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas & Attendance Sheets from Parent Training Sessions and Teacher iObservation (Marzano), Teacher Data Chats/Data Binders, Notes from Admin/student data chats

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will analyze data & be provided professional development & modeled lessons by academic coaches to determine the instructional needs of students to plan & deliver differentiated instruction improving student performance in content areas. **1**

 G036754

G1.B1 Unfamiliar with standards **2**

 B088051

G1.B1.S1 Teachers to participate in weekly Learning Team Meetings by content area (primary/intermediate) **4**

 S098778

Strategy Rationale

To analyze data, collaboratively determine and plan for next instructional steps needed to increase academic achievement for all students

Action Step 1 **5**

Teachers will collaboratively meet with like schools for literacy, math, and science roll-outs for successful research-based instructional strategies.

Person Responsible

Rochelle Galbraith

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Collaborative Planning Agendas (Literacy/Math Roll Outs; Science PD), Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions will serve as evidence

Action Step 2 5

The school site administrators will attend collaborative planning meetings with school based academic leadership to determine plan of action to be implemented with fidelity to be shared through Faculty Connection Meetings and Grade Chair Meetings.

Person Responsible

Linda Edgecomb

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Agenda and notes from Weekly LTM, Collaborative Planning Agendas, Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions will serve as evidence

Action Step 3 5

Math Coach will model best practices, provide data feedback and support instructional planning.

Person Responsible

Linda Edgecomb

Schedule

Annually, from 8/12/2014 to 6/5/2015

Evidence of Completion

Math Coach to provide K-5 support in mathematics

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

Agendas are sent home daily, Tuesday Folders sent home weekly, monthly newsletters provided.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

signed agendas, Visitors' sign in, copies of newsletters

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

Student agendas returned daily, increased parent participation in: SAC, parent trainings, parent conferences

Person Responsible

L'loren Dowdell-Smith


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Signed agendas, Sign in sheets, Parent conference notes

G1.B1.S2 Teachers will analyze multiple sources of data to determine correlation and / or areas of need in regards to differentiating instruction 4

 S105594

Strategy Rationale

To provide relevant instruction to meet the instructional needs of students

Action Step 1 5

Teachers will participate in professional development focusing on how to access and analyze multiple sources of data to drive explicit planning and delivery of effective instruction.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 9/8/2014 to 5/1/2015

Evidence of Completion

LTM Data Binders will be used throughout the year to progress monitor and determine next instructional steps

Action Step 2 5

Teachers will use Data Binders to track LLI progress and adjust instruction based on needs of students.

Person Responsible

Mickey McKinnes

Schedule

Weekly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Tracking Progress Monitoring

Action Step 3 5

Teachers will access district's data warehouse to review multiple sources of data and determine next instructional steps

Person Responsible

Anita Richardson

Schedule

Weekly, from 9/8/2014 to 5/1/2015

Evidence of Completion

Required reports accessed from district's data warehouse to be included in data binders and shared during regularly scheduled meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will conduct iObservations and provide feedback for instructional purposes.

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

iObservation evaluations and notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct data chats providing explicit feedback that will impact students' academic outcomes.

Person Responsible

Linda Edgecomb


Schedule

Monthly, from 9/5/2014 to 6/5/2015


Evidence of Completion

Data Chat notes, lesson plans, data binder


G2. All teachers will provide rigorous instruction aligned with Florida Standards to meet the differentiated instructional needs of students in all subject areas. 1

 G036755

G2.B1 Lack of understanding the depth of Florida State Standards 2

 B088052

G2.B1.S1 Provide relevant instruction and materials using multiple delivery models and personnel 4

 S098779

Strategy Rationale

Maximize quality of time by using proven effective strategies & utilize accessible human resources who can provide immediate support using proven strategies of effective collaborative planning

Action Step 1 5

.5 Exceptional Student Teacher

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

.5 ESE Teacher, lesson plans, iObservations, progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitoring implementation of strategies with fidelity

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

iObservations, lesson plans, data chats, LTM, student portfolios, Data binders

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will monitor instruction for effectiveness of strategies

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

iObservations, walk throughs, lesson plans, LTMs, data chats, data binders, students' portfolios

G2.B1.S3 Progress monitor and participate in collaborative planning meetings 4

S105937

Strategy Rationale

Provide support and monitor progress

Action Step 1 5

Instructional Staff to participate in professional development focusing on effective collaboration on /off site.

Person Responsible

Sharon Wood

Schedule

Monthly, from 8/28/2014 to 5/1/2015

Evidence of Completion

Evidence of Instructional delivery with rigor based on iObservation and student learning outcomes

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will provide explicit feedback to teachers to continue or adjust instruction

Person Responsible

Linda Edgecomb

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

iObservation notes, data chats

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Monitor small group strategy instruction

Person Responsible

Linda Edgecomb


Schedule

Daily, from 8/25/2014 to 6/5/2015


Evidence of Completion

Lesson plans, iObservation

G3. All staff will implement the School-wide Positive Support System daily with fidelity. 1

 G036756

G3.B1 SwPBSS posted but not referenced 2

 B088054

G3.B1.S1 Confer with Safe Schools staff developer 4

 S098781

Strategy Rationale

Provide customized professional development

Action Step 1 5

School-wide Positive Behavior Support Professional Development will be provided for all staff.

Person Responsible

Anita Richardson

Schedule

Semiannually, from 8/28/2014 to 3/20/2015

Evidence of Completion

Decrease of discipline referrals; increase in academic achievement

Action Step 2 5

On-going parent communication and other documents; parent meetings to share SwPBSS

Person Responsible

Linda Edgecomb

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agenda, attendance, flyers, parent trainings (communication in English and Creole)

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitoring strategies for the fidelity of implementation

Person Responsible

Anita Richardson

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

iObservations (walk throughs, informal, formal); lesson plans; data binders, students' portfolios, Performance Matters, diagnostic results, Think Central, Gizmos, Brain Pop

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring Strategies for Effectiveness

Person Responsible

Anita Richardson


Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

iObservations, Evidence of Rules and Procedures, Decrease in student discipline referrals

G3.B1.S2 Share clear expectations with all stakeholders (in English and Creole) and progress monitor implementation of SwPBSS providing explicit feedback **4**

 S105970

Strategy Rationale

Students, parents, and teachers will understand expectations resulting in an increase of desired behavior and positive student academic outcomes

Action Step 1 **5**

iObservation, discipline logs, parent contact logs

Person Responsible

Anita Richardson

Schedule

Daily, from 8/26/2014 to 6/5/2015

Evidence of Completion

Decrease of discipline infractions and discipline referrals

Plan to Monitor Fidelity of Implementation of G3.B1.S2 **6**

Use of SwPBSS in classrooms and in common areas in addition to daily communication with parents.

Person Responsible

Marleine Augustin

Schedule

Daily, from 8/26/2014 to 6/5/2015

Evidence of Completion

Guidance logs, Parent Contact logs, student agendas, and walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

On task behavior of students during instruction

Person Responsible

Linda Edgecomb


Schedule

Daily, from 8/26/2014 to 6/5/2015


Evidence of Completion

iObservations, classroom visits

G3.B2 Not explicitly stated in student friendly terms nor followed with fidelity 2

 B098695

G3.B2.S1 Teachers will display and explicitly teach expected behaviors. 4

 S110073

Strategy Rationale

To provide students with clear expectations of classroom and school wide behavior

Action Step 1 5

Teachers will be provide materials from Safe Schools to display and lessons to support the school's Universal Guidelines

Person Responsible

Anita Richardson

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Safe School Materials, Lesson plans, and Discipline Dashboard

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

The SWPBS school-based committee will meet monthly to evaluate system

Person Responsible

Anita Richardson

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Agenda, Notes, Calendar, decrease in discipline referrals as reflected in district's data base

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

SWPBS Committee to provide assistance as needed to identified staff members needing support.

Person Responsible

Anita Richardson

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

SWPBS notes, decrease in discipline referrals

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will collaboratively meet with like schools for literacy, math, and science roll-outs for successful research-based instructional strategies.	Galbraith, Rochelle	8/25/2014	Collaborative Planning Agendas (Literacy/Math Roll Outs; Science PD), Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions will serve as evidence	6/5/2015 weekly
G2.B1.S1.A1	.5 Exceptional Student Teacher	Edgecomb, Linda	8/25/2014	.5 ESE Teacher, lesson plans, iObservations, progress monitoring data	6/5/2015 daily
G3.B1.S1.A1	School-wide Positive Behavior Support Professional Development will be provided for all staff.	Richardson, Anita	8/28/2014	Decrease of discipline referrals; increase in academic achievement	3/20/2015 semiannually
G1.B1.S2.A1	Teachers will participate in professional development focusing on how to access and analyze multiple sources of data to drive explicit planning and delivery of effective instruction.	Edgecomb, Linda	9/8/2014	LTM Data Binders will be used throughout the year to progress monitor and determine next instructional steps	5/1/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1	Instructional Staff to participate in professional development focusing on effective collaboration on /off site.	Wood, Sharon	8/28/2014	Evidence of Instructional delivery with rigor based on iObservation and student learning outcomes	5/1/2015 monthly
G3.B1.S2.A1	iObservation, discipline logs, parent contact logs	Richardson, Anita	8/26/2014	Decrease of discipline infractions and discipline referrals	6/5/2015 daily
G3.B2.S1.A1	Teachers will be provide materials from Safe Schools to display and lessons to support the school's Universal Guidelines	Richardson, Anita	8/18/2014	Safe School Materials, Lesson plans, and Discipline Dashboard	6/5/2015 daily
G1.B1.S2.A2	Teachers will use Data Binders to track LLI progress and adjust instruction based on needs of students.	McKinnes, Mickey	9/8/2014	Tracking Progress Monitoring	5/1/2015 weekly
G1.B1.S1.A2	The school site administrators will attend collaborative planning meetings with school based academic leadership to determine plan of action to be implemented with fidelity to be shared through Faculty Connection Meetings and Grade Chair Meetings.	Edgecomb, Linda	8/19/2014	Agenda and notes from Weekly LTM, Collaborative Planning Agendas, Attendance, Student Outcome, and completion of Collaborative Planning Guided Questions will serve as evidence	6/5/2015 monthly
G3.B1.S1.A2	On-going parent communication and other documents; parent meetings to share SwPBSS	Edgecomb, Linda	8/18/2014	Agenda, attendance, flyers, parent trainings (communication in English and Creole)	6/5/2015 weekly
G1.B1.S2.A3	Teachers will access district's data warehouse to review multiple sources of data and determine next instructional steps	Richardson, Anita	9/8/2014	Required reports accessed from district's data warehouse to be included in data binders and shared during regularly scheduled meetings.	5/1/2015 weekly
G1.B1.S1.A3	Math Coach will model best practices, provide data feedback and support instructional planning.	Edgecomb, Linda	8/12/2014	Math Coach to provide K-5 support in mathematics	6/5/2015 annually
G1.MA1	Conduct iObservations & classroom visits; Conduct Content Area Learning Walks; Participate in and Progress Monitor LTMs; Regular access and use of data from new district data warehouse	Edgecomb, Linda	8/25/2014	Ability to pull various reports for instructional planning; Explicit feedback via iObservation for professional growth that will impact student academic outcome; LTM Binder / Notes and Strategies reflecting continual academic progress of students based on data driven instruction	6/5/2015 weekly
G1.B1.S1.MA1	Student agendas returned daily, increased parent participation in: SAC, parent trainings, parent conferences	Dowdell-Smith, L'loren	8/18/2014	Signed agendas, Sign in sheets, Parent conference notes	6/5/2015 weekly
G1.B1.S1.MA1	Agendas are sent home daily, Tuesday Folders sent home weekly, monthly newsletters provided.	Edgecomb, Linda	8/18/2014	signed agendas, Visitors' sign in, copies of newsletters	6/5/2015 weekly
G1.B1.S2.MA1	Conduct data chats providing explicit feedback that will impact students' academic outcomes.	Edgecomb, Linda	9/5/2014	Data Chat notes, lesson plans, data binder	6/5/2015 monthly
G1.B1.S2.MA1	Administration will conduct iObservations and provide feedback for instructional purposes.	Edgecomb, Linda	9/3/2014	iObservation evaluations and notes	6/5/2015 weekly
G2.MA1	iObservations, lesson plans, walk throughs, data chats	Edgecomb, Linda	9/2/2014	iObservations, assessment results, LTMs Data Chats, students' portfolios, lesson plans	6/5/2015 weekly
G2.B1.S1.MA1	Administration will monitor instruction for effectiveness of strategies	Edgecomb, Linda	8/25/2014	iObservations, walk throughs, lesson plans, LTMs, data chats, data binders, students' portfolios	6/5/2015 daily
G2.B1.S1.MA1	Monitoring implementation of strategies with fidelity	Edgecomb, Linda	8/25/2014	iObservations, lesson plans, data chats, LTM, student portfolios, Data binders	6/5/2015 daily
G2.B1.S3.MA1	Monitor small group strategy instruction	Edgecomb, Linda	8/25/2014	Lesson plans, iObservation	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.MA1	Administration will provide explicit feedback to teachers to continue or adjust instruction	Edgecomb, Linda	8/25/2014	iObservation notes, data chats	6/5/2015 daily
G3.MA1	Evidence of participation in SwPBSS Professional Development; Classroom observations; data collection (referrals & interventions); data chats (students/administration); Increase in communication with parents and participation in Parent Trainings about SwPBSS	Edgecomb, Linda	8/18/2014	Agendas & Attendance Sheets from Parent Training Sessions and Teacher iObservation (Marzano), Teacher Data Chats/Data Binders, Notes from Admin/student data chats	6/5/2015 monthly
G3.B1.S1.MA1	Monitoring Strategies for Effectivness	Richardson, Anita	8/25/2014	iObservations, Evidence of Rules and Procedures, Decrease in student discipline referrals	6/5/2015 daily
G3.B1.S1.MA1	Monitoring strategies for the fidelity of implementation	Richardson, Anita	8/25/2014	iObservations (walk throughs, informal, formal); lesson plans; data binders, students' portfolios, Performance Matters, diagnostic results, Think Central, Gizmos, Brain Pop	6/5/2015 daily
G3.B2.S1.MA1	SwPBS Committee to provide assistance as needed to identified staff members needing support.	Richardson, Anita	8/25/2014	SwPBS notes, decrease in discipline referrals	6/5/2015 daily
G3.B2.S1.MA1	The SwPBS school-based committee will meet monthly to evaluate system	Richardson, Anita	8/25/2014	Agenda, Notes, Calendar, decrease in discipline referrals as reflected in district's data base	6/5/2015 monthly
G3.B1.S2.MA1	On task behavior of students during instruction	Edgecomb, Linda	8/26/2014	iObservations, classroom visits	6/5/2015 daily
G3.B1.S2.MA1	Use of SwPBSS in classrooms and in common areas in addition to daily communication with parents.	Augustin, Marleine	8/26/2014	Guidance logs, Parent Contact logs, student agendas, and walkthroughs	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will analyze data & be provided professional development & modeled lessons by academic coaches to determine the instructional needs of students to plan & deliver differentiated instruction improving student performance in content areas.

G1.B1 Unfamiliar with standards

G1.B1.S1 Teachers to participate in weekly Learning Team Meetings by content area (primary/intermediate)

PD Opportunity 1

Teachers will collaboratively meet with like schools for literacy, math, and science roll-outs for successful research-based instructional strategies.

Facilitator

Instructional Coaches, Learning Team Facilitator, Area Support Team Members, District Staff Developers

Participants

Instructional Staff

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

The school site administrators will attend collaborative planning meetings with school based academic leadership to determine plan of action to be implemented with fidelity to be shared through Faculty Connection Meetings and Grade Chair Meetings.

Facilitator

Literacy & Math Coaches; LTF, Area/ District Curriculum Support

Participants

Instructional Staff

Schedule

Monthly, from 8/19/2014 to 6/5/2015

PD Opportunity 3

Math Coach will model best practices, provide data feedback and support instructional planning.

Facilitator

Math Coach

Participants

Instructional Staff

Schedule

Annually, from 8/12/2014 to 6/5/2015

G1.B1.S2 Teachers will analyze multiple sources of data to determine correlation and / or areas of need in regards to differentiating instruction

PD Opportunity 1

Teachers will participate in professional development focusing on how to access and analyze multiple sources of data to drive explicit planning and delivery of effective instruction.

Facilitator

Mickey Mckinnes

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/1/2015

PD Opportunity 2

Teachers will access district's data warehouse to review multiple sources of data and determine next instructional steps

Facilitator

Performance Matters School Site Cadre

Participants

Instructional Staff

Schedule

Weekly, from 9/8/2014 to 5/1/2015

G2. All teachers will provide rigorous instruction aligned with Florida Standards to meet the differentiated instructional needs of students in all subject areas.

G2.B1 Lack of understanding the depth of Florida State Standards

G2.B1.S3 Progress monitor and participate in collaborative planning meetings

PD Opportunity 1

Instructional Staff to participate in professional development focusing on effective collaboration on /off site.

Facilitator

Site based PDD Committee, Area, District, Transformation

Participants

Instructional Staff

Schedule

Monthly, from 8/28/2014 to 5/1/2015

G3. All staff will implement the School-wide Positive Support System daily with fidelity.

G3.B1 SwPBSS posted but not referenced

G3.B1.S1 Confer with Safe Schools staff developer

PD Opportunity 1

School-wide Positive Behavior Support Professional Development will be provided for all staff.

Facilitator

Safe Schools personnel

Participants

All Staff

Schedule

Semiannually, from 8/28/2014 to 3/20/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will analyze data & be provided professional development & modeled lessons by academic coaches to determine the instructional needs of students to plan & deliver differentiated instruction improving student performance in content areas.	92,147
Goal 2: All teachers will provide rigorous instruction aligned with Florida Standards to meet the differentiated instructional needs of students in all subject areas.	34,878
Goal 3: All staff will implement the School-wide Positive Support System daily with fidelity.	3,800
Grand Total	130,825

Goal 1: All teachers will analyze data & be provided professional development & modeled lessons by academic coaches to determine the instructional needs of students to plan & deliver differentiated instruction improving student performance in content areas.

Description	Source	Total
B1.S1.A1 - Stipends, salary and benefits	Title I Part A	1,600
B1.S1.A1 - PD supplies - chart paper, paper, notebooks, ink, post-its, pens	Title I Part A	1,000
B1.S1.A2 - Math Coach supplies	Title I Part A	500
B1.S1.A2 - Literacy and Math Libraries, Reading Connection Beginning Edition	Title I Part A	5,500
B1.S1.A3 - Math Coach Salary and Benefits	Title I Part A	70,783
B1.S2.A1 - PD supplies - Paper, ink, chart paper, markers, post its, highlighters, binders, composition books, Expo markers, pencils, folders	Title I Part A	1,000
B1.S2.A1 - Instructional supplies needed for differentiated instruction in all content areas including Fine Arts	Title I Part A	5,264
B1.S2.A2 - Blue & Red LLI Systems	Title I Part A	6,500
Total Goal 1		92,147

Goal 2: All teachers will provide rigorous instruction aligned with Florida Standards to meet the differentiated instructional needs of students in all subject areas.

Description	Source	Total
B1.S1.A1 - .5 ESE Teacher and benefits	Title I Part A	30,000
B1.S1.A1 - Classroom supplies - paper, pencils, ink, composition books, markers, binders, Florida Ready (Homework use), poster paper	Title I Part A	3,278
B1.S3.A1 - Substitutes for PD: Salary and Benefits	Title I Part A	1,600
Total Goal 2		34,878

Goal 3: All staff will implement the School-wide Positive Support System daily with fidelity.		
Description	Source	Total
B1.S1.A1 - SwPBS materials for training - paper, posters,	Title I Part A	800
B1.S1.A2 - Family Involvement Supplies - Student Agendas, paper for newsletters, materials related to SwPBSS training for parents	Title I Part A	2,500
B2.S1.A1 - Materials for SwPBS - posters, paper	Title I Part A	500
Total Goal 3		3,800