

Belle Glade Elementary School



2014-15 School Improvement Plan

Belle Glade Elementary School

500 NW AVENUE L, Belle Glade, FL 33430

www.edline.net/pages/belle_glade_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

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

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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 21 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 31 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 32 |
| Professional Development Opportunities | 33 |
| Technical Assistance Items | 35 |
| Appendix 3: Budget to Support Goals | 36 |

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

Belle Glade Elementary foresees the best practices we facilitate will create a highly successful school center and provide a life long foundation for student academic success beyond our doors and into the community.

Provide the school's vision statement

The mission of Belle Glade Elementary School is to build a collaborative partnership with its community members that will challenge and guide every student to achieve high academic standards, become self-disciplined, self-motivated, respectful, and productive citizens.

School Environment

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

Belle Glade Elementary implements the Single School Culture School Wide Improvement Model which builds relationships between teachers and students. A Single School Culture results in consistency of both adult and student practices related to beliefs, behavior, academic achievement and climate. The processes are designed to develop the knowledge and skills of adults and students simultaneously. The goal of applying the Single School Culture process is to empower the staff to uniformly address issues that in turn creates an ethos of fairness and academic achievement on a campus.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Implementation of the Single School Culture School Wide Improvement Model creates an environment where students feel safe and respected before, during and after school. Applying the Single School Culture process empowers the staff to uniformly address issues that creates an ethos of fairness and academic achievement on a campus. Staff is provided professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. A differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources will be implemented. Staff will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies. Administration will involve non-instructional staff,

including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors. Professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels will be provided. Administration will create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

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

The school-wide behavioral systems in place that aids in minimizing distractions to keep students engaged during instructional time CHAMPS and SwPBS. Teachers are trained in CHAMPS classroom management strategies and PBS. Universal Guidelines and behavior matrix is taught twice a year to ensure students are aware of school expectations. SwPBS team reviews classroom data to ensure students are engaged while in class. Staff maintains a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time. Differentiation of instruction is implemented to meet the needs of all students and teachers convey and review expectations for each learning activity. Universal Guidelines and behavioral expectations are used when providing students with positive feedback ("You were responsible when you returned your library book on time.") Class meetings will occur on a frequent basis to include student feedback. A School-wide recognition system is in place with incentives School counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards.

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 Single School Culture model provides a framework that ensures the social-emotional needs of all students are being met, which includes include providing counseling, mentoring and other pupil services. A comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation) is implemented. Counselors meet with students individually, in small groups, classroom settings and also in large group presentations. School counselors work collaboratively with teachers, administrators, students, parents and the community to provide a comprehensive school counseling program that is an integral and essential part of the total educational process. Additional strategies include:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus;
- Engaging with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
- Utilizing data-based decision making to close academic, social-emotional equity gaps by connecting all students with the services they need.

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

The early warning system at Belle Glade Elementary school utilizes data systems to identify students who have attendance, behavioral or academic concerns and ensures teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. Student performance indicators and used to identify students including attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions whether in school or out of school; and a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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 | 22 | 7 | 12 | 12 | 8 | 61 |
| One or more suspensions | 3 | 6 | 10 | 4 | 15 | 0 | 38 |
| Course failure in ELA or Math | 12 | 43 | 38 | 0 | 4 | 1 | 98 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 47 | 52 | 40 | 139 |
| | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | Total |
|--|-------------|----|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | |
| Students exhibiting two or more indicators | 5 | 18 | 8 | 10 | 19 | 60 |

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

The following are intervention strategies employed by the Belle Glade Elementary school to improve the academic performance of students identified by the early warning system:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, SAI , iii, Tutorials, LLI, Wilson, Foundations, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

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?

No

PIP Link

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

Description

Belle Glade Elementary works at building positive relationships with families to increase involvement through parent recruitment and active involvement in the decision-making process at school through SAC. Efforts to communicate the school's mission and vision is facilitated in various languages through a variety of networks such as One Voice Parent Link, newsletters, fliers, marquee, activity calendars, and agenda books. Parent Leadership Council meetings and parent involvement activities sponsored by our community business partners and volunteers including award ceremonies and curriculum night increases parent involvement. Additionally, Belle Glade Elementary provides a full time Community Resource Person for communication with our community partners, parent contact, and home visits. Parent workshops and Parent University assist parents with their students' learning. The following strategies are also implemented:

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offering fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Offering Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Creating the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;
- Development and implementation of a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/ workshops on topics such as developing school success skills.

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

Belle Glade Elementary works at building and sustaining partnerships with the local community through outreach and communication. The SAC has targeted parent/community member/business partner participation in our meetings with invitations to our meetings through ads in our local news paper. Also, leadership team members attend community functions (council meetings, community events, etc..) and represent our school with personal invitations to participate as stakeholders at our school. The parent liaison organizes and communicates with the local community through home and business visits and actively recruits mentors and volunteers from the local churches and recreation programs. Our business partners are represented on our SAC agendas, and we hold awards ceremonies each school year to honor our community business partners, parents, and volunteers. Outreach and communication with our local community helps secure resources to support the school and student achievement.

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 |
|--------------------|---------------------|
| Walker, Robera | Principal |
| Sumner, Maria | Assistant Principal |
| Johnson, Donald | Instructional Coach |
| Beeler, Victoria | Other |
| King, Jewel | Instructional Coach |
| Mccatty, Stephania | Instructional Coach |
| Johnson, Mitsie | Guidance Counselor |
| Estrada, Illian | Teacher, K-12 |
| Greer, D'End | Guidance Counselor |

Duties

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

The school-based MTSS plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversation, promotes collegiality, collaboration, and a literacy culture. The principal directs and guides the Leadership team, schedules meeting for MTSS school problem solving and uses focus walk-throughs to monitor the fidelity of SIP strategies facilitated in the classroom. The assistant principal carries out MTSS duties assigned by the principal, monitors the ESP program and uses focus walk-throughs to monitor the fidelity of SIP strategies facilitated in the classroom. The Literacy (Reading/Writing) coaches utilize the coaching cycle for teacher development, monitors Fair testing, create reading/writing focus calendars, disaggregate data for student progress monitoring and facilitates strategies outlined in the SIP. The Learning Team Facilitator provides professional development to staff based on the goals of the SIP, guides common lesson planning and facilitates collegial analysis of lessons. The Science coach utilizes the coaching cycle process for teacher development, disaggregates science data for student progress monitoring, creates science focus calendars, develops CORE science assessments and facilitates strategies outlined in the SIP. The Math coach utilizes the coaching cycle process for teacher development, develops CORE math assessments, disaggregates math data for student progress monitoring, creates math focus calendars, and facilitates strategies outlined in the SIP. The ESE coordinator monitors ESE student progress in the MTSS and requests School Based Team assistance for students not responding to Tier I, Tier II or Tier III instruction. The ESOL Coordinator monitors ESOL student progress and in the MTSS, monitors classrooms for use of ESOL strategies, requests School Based Team assistance for students not responding to Tier I, Tier II or Tier III instruction. The technology coordinator ensures the use of technology in the classroom, and co-teaches science/math technology lessons in the classroom.

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-based MTSS leadership team identifies the problem, analyze the data, designs interventions and evaluates results for development of the School Improvement Plan. The Team utilizes the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focuses attention on deficient areas in this development.

Topics for discussion include, but are not limited to, the following:

- Test scores and the lowest 25%
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.

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

Support services are provided by District personnel, including the Transformation Team and Area Support Team, Reading Coaches, Learning Team Facilitator, Math/Science Coach and Community Resource Persons. District receives supplemental funds for improving basic education programs through the purchase of technology and equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance the literacy and math skills of struggling students. Pre-K is available for early childhood development. Also, the district coordinates with Title II and Title III in ensuring staff development.

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students. District provides Homeless Education Assistance Resource Team (HEART) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.

SAI funds will be used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include 1) second grade students with reading deficiencies, 2) retained 3rd grade students, 3) 3rd grade students with reading deficiencies. The resources used will be the research based programs of LLI, Triumphs and FCRR activities.

Title I, Part A - Title I funds are used to purchase Reading Plus (a technology based program that helps improve reading comprehension for students in grades 2 - 5), provide tutorial and enrichment opportunities for students, purchase materials and supplies for collaborative planning, classroom and tutorial programs. Funds are also used to provide materials for parent training's (including food and postage for frequent communication). Funds are also used for salaries and PD substitutes: Math Coach (requirement), Resource Teacher and substitutes for professional development opportunities.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Robera Walker | Principal |
| Donald Johnson | Education Support Employee |
| Mary Kendall | Business/Community |
| Sandra Lusunariz | Parent |
| Itcelina Smith | Parent |
| Joramica Estime | Parent |
| Frantoria Green | Parent |
| Cynthia Potter | Teacher |
| Edubises Rodriguez | Parent |
| Irma Perez | Parent |
| D'End Pearson-Greer | Teacher |
| Barbara Likely | Teacher |
| Lester Kirkland | Parent |
| Antoinette Kirkland | 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

The School Improvement Plan was evaluated in collaboration with staff and School Advisory Council members. School Advisory Council members were instrumental in the development of the current school improvement plan and preparation of the school's annual budget and plan.

Development of this school improvement plan

The School Improvement Plan was developed in collaboration with staff and School Advisory Council members. We collaborated in May 2014 with projected results from the 2014 FCAT and Diagnostic Data. Parents were encouraged to give input and suggestions for the new SIP. Data from assessments were analyzed and compared with goals in the SIP for student progress and the success of the strategies used. With these results we created a needs assessments and goals for the 2014-2015 School Improvement Plan. The completed plan will be presented at the September SAC meeting for review and approval.

Preparation of the school's annual budget and plan

The School budget was developed input from School Advisory Council members. We collaborated in May 2014 with projected results from the 2014 budget. Parents were encouraged to give input and suggestions for the new budget.

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

School improvement funds will be used for student achievement. The funds are for the purpose of enhancing school performance through development and implementation of the school improvement plan. Monies may be expended only on programs or projects selected by the School Advisory Council. Amount allocated is \$2,977.00.

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 |
|--------------------|---------------------|
| Walker, Robera | Principal |
| Sumner, Maria | Assistant Principal |
| Johnson, Donald | Instructional Coach |
| Beeler, Victoria | Other |
| Johnson, Mitsie | Guidance Counselor |
| King, Jewel | Instructional Coach |
| Clarke, Desree | Teacher, K-12 |
| Mccatty, Stephania | Instructional Coach |
| Estrada, Illian | Teacher, K-12 |
| Potter, Cynthia | Teacher, PreK |
| Holden, Lucinda | Teacher, K-12 |
| Huggins, Shalanda | Teacher, K-12 |
| Wilkins, Natisha | Teacher, K-12 |
| Edwards, Jeanie | Teacher, K-12 |
| Greer, D'End | Guidance Counselor |
| Myrick, Tavaris | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) creates capacity of academic knowledge and focuses on areas of literacy concern across the school. The principal, coaches, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least two times per month or as needed designated by administration. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year. The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversation, promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home in the process.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. 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

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

The Principal recruits and retain highly qualified, certified-in-field, effective teachers to the school. Advertisements of teacher vacancies and shortages are made via the District's website. Teacher recruitment job fairs and cities throughout the United States have access to this information. Applicants who indicate an interest in employment are contacted immediately by a staffing specialist. To support new personnel, all new teachers participate in the district's Educator Support Program (ESP). Each new teacher is provided a support team consisting of the ESP school contact, usually the assistant principal, and a clinical education trained mentor. The Assistant Principal monitors and facilitates ESP program. For continuous learning, professional development is provided to build knowledge and best practices in the classroom. Staff development workshops are held to create a vehicle by which teachers can develop knowledge and strategies for success in the classroom. Also site-based coaches provide additional professional development and support throughout the year to all teachers. In addition, the Glades supplement, tutoring opportunities, extended day, and club sponsorship provides additional funding for teachers throughout the year.

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

Belle Glade Elementary participates in the District's Educator Support Program (ESP). This program is Palm Beach County's formal program of support for newly hired educators. New teacher systems of support include a support team, staff development opportunities, and mentoring. The goal of the ESP program is to improve the initial teaching experience of newly hired educators, thereby, having a positive impact on student learning. The program components are designed to provide support to new educators as they master the criteria of the Educator Accomplished Practices. New teachers are also provided with mentors. Veteran teachers are paired with new teachers to assist the new teachers in a non-evaluative manner with support in the development of instructional and other professional practices. Mentoring activities include common planning. During common planning new and veteran teachers complete their lesson plans together and share teaching strategies. This eliminates beginning teachers with the arduous task of developing all lessons from the start and creates an atmosphere of collaboration.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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

Belle Glade Elementary uses data to provide and differentiate instruction to meet the diverse needs of students. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments through the RTI process. The school-based MTSS Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team. The school-based RTI Leadership team will use the Problem-Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD form 2284) which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity. Problem-Solving Model:

The four steps of the Problem-Solving Model are:

1. Problem Identification -entails identifying the problem and the desired behavior for the students.
2. Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is self-correcting, and, if necessary, recycled in order to achieve the best outcomes for all students.

Additional Strategies include:

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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

The extended hour of the day is used for reading enrichment and remediation. The hour is structured with 20 minutes of Phonics and Word Work (Explicit Instruction based on Needs) and 40 minutes of Student Independent Reading (Explicit Instruction in Student Instructional or Independent Level Text). Resources include Foundations (K), Treasures Resources (K-5), Words Their Way and teacher library materials. Students will participate in a wide range of reading strategies including:

- Teacher modeling of phonological awareness, letter knowledge/recognition, Letter-sound relationships, spelling patterns, high frequency words, word meaning and vocabulary, word structure, and word-solving actions.
- Reading Running Records (RRR), Phonics and Word Analysis Assessments forms will be used as a guide to ensure students have the foundational skills to be proficient readers.
- Teacher conferring individually and working with small groups using LLI or Leveled Readers from the Treasure Series.
- Applying strategies while reading.
- Working with centers/stations. Retelling- Buddy Reading, listening center, big books and poetry and sight words pocket chart reading are some suggested activities.

Strategy Rationale

The Strategy rationale includes core academic instruction and enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Walker, Rohera, rohera.walker@palmbeachschools.org

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

FAIR and Diagnostic Data is collected from EDW / PMRN and disseminated in Literacy leadership Team meetings to determine the effectiveness of this strategy.

Strategy: Weekend Program

Minutes added to school year: 1,400

The Afterschool and Saturday Tutorial program use data to target individual student needs for success. Teachers use research-based strategies for remediation. Guided reading is used with small group instruction to build reading comprehension skills. Word building knowledge is facilitated through the use of suffixes and prefixes (Phonemic Awareness) with intensive phonics instruction.

Strategy Rationale

The rationale for this strategy is to provide enrichment and support for core academic instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sumner, Maria, maria.sumner.1@palmbeachschools.org

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

FAIR and Diagnostic Data is collected from EDW and PRMN and disseminated in Literacy leadership Team meetings to determine the effectiveness of this strategy.

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

The Voluntary Pre-K (VPK) Program at Belle Glade Elementary helps with early childhood transition. Instructors (certified teachers) in this program prepare students with strategies that make the transition to kindergarten easier. The curriculum includes DLM Early Childhood Express. This research-based Pre-Kindergarten Curriculum develops children's minds and bodies through research-based learning experiences with lessons that connect disciplines to enhance the relevance of instruction and help children recognize patterns in learning. School routines and behaviors are instilled in VPK students in conjunction with academics and the Conscious Discipline model.

To assist parents and students in pre-school transition, we provide kindergarten roundup for all pre-kindergarten students slated to attend our school. This activity brings all of the feeder pre-kindergarten programs to our building for an orientation program for the children. The children have the opportunity to meet the staff and see the school before they enroll. A "Transition to Kindergarten" meeting is held each spring to create a needs assessment for individual students and to assist parents in preparing the students for kindergarten. Workshops for parents are also provided to assist with registration, physicals, and vaccination information.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Increase parent participation and involvement in meetings and school-wide activities.
- G2.** Collaboratively plan in all content areas in order to provide rigorous learning opportunities that will increase teacher capacity.
- G3.** Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program.

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. Increase parent participation and involvement in meetings and school-wide activities. 1a

G037801

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 49.0 |
| AMO Math - ELL | 45.0 |
| FCAT 2.0 Science Proficiency | 50.0 |

Resources Available to Support the Goal 2

- Parent Liaison
- Resource Room
- Parent Computers set up in the resource room
- Business Partners

Targeted Barriers to Achieving the Goal 3

- The time events are offered, conflict with parents' schedules.
- Limited knowledge in curriculum

Plan to Monitor Progress Toward G1. 8

Meet with school leadership to determine next steps for improvement

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

Notes from meetings and agendas

G2. Collaboratively plan in all content areas in order to provide rigorous learning opportunities that will increase teacher capacity. 1a

G037802

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 51.0 |
| AMO Math - All Students | 49.0 |

Resources Available to Support the Goal 2

- Coaches, Learning Team Facilitator, Grade Chairs, Mentors, Transformation Team, FLDOE Team, District Team
- Curriculum support materials
- Updated standards/assessments, item specs

Targeted Barriers to Achieving the Goal 3

- Time for common planning related to the new state assessment and the standards

Plan to Monitor Progress Toward G2. 8

Review and analyze data from assessments to determine next steps for improvement.

Person Responsible

Victoria Beeler

Schedule

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

Evidence of Completion

Assessment Results (Diagnostics, Performance Matters Assessments, K-4 Literacy Assessments, FSA)

G3. Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program. 1a

G037803

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FAA Writing Proficiency | 75.0 |
| AMO Math - All Students | 49.0 |
| AMO Reading - All Students | 51.0 |
| FCAT 2.0 Science Proficiency | 35.0 |
| Discipline incidents | 1.0 |

Resources Available to Support the Goal 2

- Curriculum Resources
- Extended learning opportunities
- Coaches (Science, Math, Reading, LTF)
- Computer Lab
- Ipads/laptop carts

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of classroom management skills, current standards, and new assessments

Plan to Monitor Progress Toward G3. 8

Assessment reports and behavioral reports

Person Responsible

D'End Greer

Schedule

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

Evidence of Completion

Assessment reports and behavioral reports

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. Increase parent participation and involvement in meetings and school-wide activities. **1**

 G037801

G1.B1 The time events are offered, conflict with parents' schedules. **2**

 B090938

G1.B1.S1 Provide parent events (parent trainings, curriculum night, etc) at different times **4**

 S101726

Strategy Rationale

To help accommodate working parents.

Action Step 1 **5**

Parent activities will be offered at various times

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

Sign in sheets, agendas, evaluations, flyers/invitations

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

Create a calendar of events, parent survey

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

Calendar, survey, evaluations

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

Plan with CRP to create a calendar of events

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

calendar, agenda from meetings with CRP and admin

G2. Collaboratively plan in all content areas in order to provide rigorous learning opportunities that will increase teacher capacity. **1**

G037802

G2.B1 Time for common planning related to the new state assessment and the standards **2**

B090939

G2.B1.S1 Provide opportunities for teachers to follow the P.R.O.C.E.S.S. (Planning, Reviewing, Organize, Collaborate, Explore, Solicit, Support/Self-Reflection) **4**

S101728

Strategy Rationale

Improve lesson planning based on data analysis and provide professional development around differentiating instruction and LLI.

Action Step 1 **5**

Provide teachers with ongoing professional development in Reading and Math. Attend biweekly Collaborative/Common Planning, Participate in a full day planning meeting, Participate in school based lesson study/Lab sites to observe other teachers facilitating the reading and math model lessons and debrief to discuss next steps of implementation.

Person Responsible

Robera Walker

Schedule

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

Evidence of Completion

Collaborative/Common Planning Agenda, Sign in sheets, Lesson Plans, Instructional Focus Calendar, Progress Monitoring Logs

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

Literacy Leadership Team Coach/Planning Meetings/Learning Walks to discuss reading and math implementation. [Create monthly fine arts schedule to allow time for planning, review new school data (Diagnostic, K-4 Literacy, Palm Beach Performance Assessment, etc.), determine instructional focus, determine learning walk schedules].

Person Responsible

Jewel King

Schedule

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

Evidence of Completion

Walk through Observations, Feedback to Teachers, Marzano Teacher Evaluation

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

Literacy Leadership Team Data Meetings

Person Responsible

Jewel King

Schedule

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

Evidence of Completion

Diagnostic Results, FAIR Data, Palm Beach Performance Assessments, K-4 Literacy Assessment System, SRI Data, FSA, Performance Matters Assessments, Reading Journals, Reading Logs, and other Formative Assessments

G3. Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program. 1

 G037803

G3.B2 Limited knowledge of classroom management skills, current standards, and new assessments 2

 B103573

G3.B2.S1 Provide extended learning opportunities such as extended instructional day, field trips, and tutorials. 4

 S114718

Strategy Rationale

Changes in state assessment and standards.

Action Step 1 5

Provide extended learning opportunities

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

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

analyze data, observations, walk through

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

lesson plans, Performance Matters data, student attendance sheets,

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

Provide teachers with feedback from walk throughs, lesson plan reviews, collaborative planning, teacher conferences

Person Responsible

Maria Sumner

Schedule

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

Evidence of Completion

teacher chat notes, lesson plans, agendas and sign in from teacher plannings, conference notes and progress monitoring sheets.

G3.B2.S2 Implement school wide positive behavior model. 4

S114719

Strategy Rationale

Decrease the number of discipline referrals to increase instructional time.

Action Step 1 5

Implement School Wide Positive Behavior Program

Person Responsible

D'End Greer

Schedule

On 6/5/2015

Evidence of Completion

referral reports, discipline reports

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

consistently monitoring the data to show decrease in behavior referrals

Person Responsible

D'End Greer

Schedule

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

Evidence of Completion

Discipline reports, minutes from PBS team meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Run reports to share with staff and bus drivers to update on number of referrals

Person Responsible

D'End Greer

Schedule

Weekly, from 8/18/2014 to 6/12/2015

Evidence of Completion

Discipline referral reports, minutes from meetings

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 | Parent activities will be offered at various times | Sumner, Maria | 8/18/2014 | Sign in sheets, agendas, evaluations, flyers/invitations | 6/5/2015 biweekly |
| G2.B1.S1.A1 | Provide teachers with ongoing professional development in Reading and Math. Attend biweekly Collaborative/Common Planning, Participate in a full day planning meeting, Participate in school based lesson study/Lab sites to observe other teachers facilitating the reading and math model lessons and debrief to discuss next steps of implementation. | Walker, Robera | 8/18/2014 | Collaborative/Common Planning Agenda, Sign in sheets, Lesson Plans, Instructional Focus Calendar, Progress Monitoring Logs | 6/5/2015 weekly |
| G3.B2.S1.A1 | Provide extended learning opportunities | Sumner, Maria | 8/18/2014 | | 6/5/2015 daily |
| G3.B2.S2.A1 | Implement School Wide Positive Behavior Program | Greer, D'End | 8/18/2014 | referral reports, discipline reports | 6/5/2015 one-time |
| G1.MA1 | Meet with school leadership to determine next steps for improvement | Sumner, Maria | 8/18/2014 | Notes from meetings and agendas | 6/5/2015 biweekly |
| G1.B1.S1.MA1 | Plan with CRP to create a calendar of events | Sumner, Maria | 8/18/2014 | calendar, agenda from meetings with CRP and admin | 6/5/2015 weekly |
| G1.B1.S1.MA1 | Create a calendar of events, parent survey | Sumner, Maria | 8/18/2014 | Calendar, survey, evaluations | 6/5/2015 biweekly |
| G2.MA1 | Review and analyze data from assessments to determine next steps for improvement. | Beeler, Victoria | 8/18/2014 | Assessment Results (Diagnostics, Performance Matters Assessments, K-4 Literacy Assessments, FSA) | 6/5/2015 biweekly |
| G2.B1.S1.MA1 | Literacy Leadership Team Data Meetings | King, Jewel | 8/18/2014 | Diagnostic Results, FAIR Data, Palm Beach Performance Assessments, K-4 Literacy Assessment System, SRI Data, FSA, Performance Matters Assessments, Reading Journals, Reading Logs, and other Formative Assessments | 6/5/2015 biweekly |
| G2.B1.S1.MA1 | Literacy Leadership Team Coach/ Planning Meetings/Learning Walks to discuss reading and math implementation. [Create monthly fine arts schedule to allow time for planning, review new school data (Diagnostic, K-4 Literacy, Palm Beach Performance Assessment, etc.), determine instructional focus, determine learning walk schedules]. | King, Jewel | 8/18/2014 | Walk through Observations, Feedback to Teachers, Marzano Teacher Evaluation | 6/5/2015 weekly |
| G3.MA1 | Assessment reports and behavioral reports | Greer, D'End | 8/18/2014 | Assessment reports and behavioral reports | 6/5/2015 biweekly |
| G3.B2.S1.MA1 | Provide teachers with feedback from walk throughs, lesson plan reviews, collaborative planning, teacher conferences | Sumner, Maria | 8/18/2014 | teacher chat notes, lesson plans, agendas and sign in from teacher plannings, conference notes and progress monitoring sheets. | 6/5/2015 daily |
| G3.B2.S1.MA1 | analyze data, observations, walk through | Sumner, Maria | 8/18/2014 | lesson plans, Performance Matters data, student attendance sheets, | 6/5/2015 daily |
| G3.B2.S2.MA1 | Run reports to share with staff and bus drivers to update on number of referrals | Greer, D'End | 8/18/2014 | Discipline referral reports, minutes from meetings | 6/12/2015 weekly |
| G3.B2.S2.MA1 | consistently monitoring the data to show decrease in behavior referrals | Greer, D'End | 8/18/2014 | Discipline reports, minutes from PBS team meetings | 6/5/2015 weekly |

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.

G2. Collaboratively plan in all content areas in order to provide rigorous learning opportunities that will increase teacher capacity.

G2.B1 Time for common planning related to the new state assessment and the standards

G2.B1.S1 Provide opportunities for teachers to follow the P.R.O.C.E.S.S. (Planning, Reviewing, Organize, Collaborate, Explore, Solicit, Support/Self-Reflection)

PD Opportunity 1

Provide teachers with ongoing professional development in Reading and Math. Attend biweekly Collaborative/Common Planning, Participate in a full day planning meeting, Participate in school based lesson study/Lab sites to observe other teachers facilitating the reading and math model lessons and debrief to discuss next steps of implementation.

Facilitator

Lead Teachers, Learning Team Facilitator (LTF), Coaches, Cohort Staff Developers, Area 3 Support

Participants

All Teachers

Schedule

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

G3. Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program.

G3.B2 Limited knowledge of classroom management skills, current standards, and new assessments

G3.B2.S2 Implement school wide positive behavior model.

PD Opportunity 1

Implement School Wide Positive Behavior Program

Facilitator

D'End Greer and PBS Team

Participants

all staff and bus drivers

Schedule

On 6/5/2015

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: Increase parent participation and involvement in meetings and school-wide activities. | 44,952 |
| Goal 2: Collaboratively plan in all content areas in order to provide rigorous learning opportunities that will increase teacher capacity. | 114,372 |
| Goal 3: Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program. | 135,388 |
| Grand Total | 294,712 |

Goal 1: Increase parent participation and involvement in meetings and school-wide activities.

| Description | Source | Total |
|--|-------------------|---------------|
| B1.S1.A1 - Refreshments, paper, ink, chart paper, parent book bags, book baggies, folders, pencils, highlighters, post it, dry erase markers/cleaner, ink pens, laminating film for parent trainings. | Title I Part A | 5,000 |
| B1.S1.A1 - Salary and benefits for Community Resource Person (CRP) | Title I Part A | 34,926 |
| B1.S1.A1 - Salary and benefits for Parent involvement activities | Title I Part A | 5,026 |
| Total Goal 1 | | 44,952 |

Goal 2: Collaboratively plan in all content areas in order to provide rigorous learning opportunities that will increase teacher capacity.

| Description | Source | Total |
|--|-------------------|----------------|
| B1.S1.A1 - PD Substitutes | Title I Part A | 4,118 |
| B1.S1.A1 - Coach salary and benefits | Title I Part A | 100,888 |
| B1.S1.A1 - PD supplies -anchor charts, ink, paper, chart paper, laminating film, markers, folders, notebooks, binders, highlighters, post its | Title I Part A | 1,500 |
| B1.S1.A1 - Professional Development part time in system and benefits | Title I Part A | 1,256 |
| B1.S1.A1 - Travel-out of county | Title I Part A | 6,610 |
| Total Goal 2 | | 114,372 |

Goal 3: Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program.

| Description | Source | Total |
|--|-------------------|---------|
| B1.S1.A1 - PD Substitutes Coach and Resource teacher | Title I Part A | 105,300 |
| B1.S1.A2 - Anchor charts, post-its folders, note books ink pens pencils tape etc... | Title I Part A | 1,500 |

Goal 3: Use best practices to ensure a safe and conducive learning environment by implementing a school-wide behavior program.

| Description | Source | Total |
|--|-------------------|----------------|
| B2.S1.A1 - Salary and benefits for tutorial | Title I Part A | 5,025 |
| B2.S1.A1 - VMath license | Title I Part A | 8,500 |
| B2.S1.A1 - Field trip admission (\$3,000) charter bus (\$3,000) | Title I Part A | 6,000 |
| B2.S1.A1 - Classroom supplies-paper, ink, pencils, notebooks, composition books, post it, chart paper, markers,folders, plastic book bags | Title I Part A | 9,063 |
| Total Goal 3 | | 135,388 |