

South Grade Elementary School

716 S K ST, Lake Worth, FL 33460

www.edline.net/pages/south_grade_es

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

99%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

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

South Grade Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

South Grade Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

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

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

In addition South Grade Elementary will:

- Ensure that relationship-building is a clear priority;
- Identify and engage 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). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Attend District provided Professional Development on multicultural offerings;
- The Multicultural Committee will schedule and plan school wide activities;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

South Grade Elementary creates an environment where students feel safe and respected during the school day by doing the following:

- Provide 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.
- Classroom Guidance
- Solution focused small group counseling
- Develop and implement 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;
- 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;
- 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;
- Provide 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;
- 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

- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system is in place such as Random Acts of Kindness and Peacemakers of the Month;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (Bridges at Lake Worth, Multilingual Counseling, Chrysalis, Family Central, and Guatemalan Maya Center);
- Develop and implement 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).

- Engage 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). Utilize data-based decision making to close academic, social-emotional and college-career 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

- 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). (Attendance, Referrals, State Assessment)

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	21	16	6	15	5	5	68
One or more suspensions	3	6	0	2	5	4	20
Course failure in ELA or Math	74	82	58	3	4	4	225
Level 1 on statewide assessment	0	0	0	64	36	37	137

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	5	
Students exhibiting two or more indicators	19	16	5	13	12	9	74

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

South Grade Elementary provides the following strategies 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;
- Extended school day, 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.
 - Attendance Works National Campaign strategies
 - Targeted solution focused counseling (individual and 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

Expand "Parent University" to include 100 or more parents including volunteering, parenting classes, becoming learning partners with their children and attending school. Implement school community garden to encourage parent and school collaboration and promote healthy living.

Continue the "uniform dress code" at the school providing school uniform shirts for sale to all students at cost and offer other donated uniform clothing and school supplies to students identified as in need and provided by Kids Community Closet (KCC) and Back to Basics, Inc.

Continue partnership with "Bridges at Lake Worth" as they collaborate with us to provide evening parenting classes that include a children's component.

Parents will receive letters and invitations in their native language, informing them of Title 1 Annual meeting.

Parents will contribute to the school wide Family Involvement Policy Plan and School-Parent Compact.

With the financial support of the Lake Worth Kiwanis Club and a secured grant from Healthy Kids, Healthy Communities, we will maintain a community garden. This will encourage parent and school collaboration, promote healthy living, and help students to make connections to their learning across all content areas.

During the School Advisory Committee meetings parents will participate in offering feedback on various school based issues through the use of multiple language facilitators.

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

Provide information to the faculty regarding all parent involvement activities in the school including "Bridges of Lake Worth", Parent University and the uniform dress code guidelines. Train faculty in volunteer recruiting procedures and guidelines for utilizing volunteers in the school.

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 process by which the school will build and sustain partnerships with the community will include inviting community members to the School Advisory Council meetings, held on the first Wednesday of every month. Community members, business partners, and outside family agencies will be encouraged to participate and provide information during school events such as Curriculum Night, Family Math/ Science Night, Literacy Night and Literacy Walk.

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
Riley, Michael	Principal
Barr, Loris	Assistant Principal
Marshall, Linda	Instructional Coach
Clark, Celia	Instructional Coach
Valcourt, Valerie	Instructional Coach
Garcia, Anna	Teacher, K-12
Ortolaza, Javier	Guidance Counselor

Duties

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

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

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

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

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

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

Exceptional Student Education: Speech pathologist, ESE teachers and/or district ESE support staff participate in student data collection, integrate student activities into tier 3 instruction, and may support the classroom teachers through strategies like the “collaborative co-teaching model.” The School Based RtI Leadership Team will support monitoring of tiered interventions in the classroom by providing tools for data collection, strategies for implementation and mentoring to the teachers involved.

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

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

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

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 RtI Leadership Team met with the Principal to align the goals of the team with the goals of the FY15 School Improvement Plan

It was noted that Tier 1, 2 and 3 targets needed to be addressed in these areas:

- Academics – subgroups not making academic progress two out of the past three years must be addressed
- Developing students’ parents as “learning partners”
- Social and emotional areas – behavioral plans
- Clear expectations for instruction around rigor, relevance, and relationships
- Systematic approach to teaching including aligned processes and procedures including appropriate staff development to improve achieve in low performing student subgroups

Title 1, Part A

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

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

Title 1, Part C Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X Homeless

South grade registered 36 children from homeless families during FY 15 under the guidelines of the McKinney-Vento Act. No proof of address is required when a parent registers their child as homeless. Community services and resources were made available to homeless families through the guidance department and the community parent liaison at the school.

Supplemental Academic Instruction (SAI)

A full time Supplemental Academic Instruction teacher is funded budgeted by the school district as a reading intervention for students in third grade who are in danger of retention or were retained previously related to reading concerns. The SAI teacher may work with other grades as time allows. South Grade Elementary integrates Single School Culture by sharing our UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SwPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Anna Garcia	Teacher
Mike Riley	Principal
Javier Ortolaza	Teacher
Sandra Sasvin	Parent
Henry Sanon	Education Support Employee
Aurora Gomez	Parent
Diana Borges	Teacher
Ingrid Mendez	Parent
Lydia Farias	Parent
Nadege Pierre	Parent
Myriame Delva	Parent
Isnnamie Jean	Parent
Sonia Lopez	Parent
Eulalia Miguel	Parent
Maira Lopez	Parent
Maria Rodriguez	Parent
Norma Lorenzo	Parent
Rosalia Mejia	Parent
Melita Mejia	Parent
Cindy Salina	Parent
Veronica Amaya Mendez	Parent
Valerio Valcourt	Teacher
Donna McCarthy	Teacher

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

- Michael Riley - Principal
- Anna L. Garcia - SAC Chairperson
- Sandra Sasvin - SAC Co-Chairperson
- Diana Borges - SAC Secretary
- Melita Mejia - SAC Historian

The individuals holding positions on the School Advisory Council have been voted in by the current SAC members on September 4, 2014.

Development of this school improvement plan

The South Grade Elementary School Advisory Council (SAC) was given the opportunity in September 4, 2014 to analyze the results of the FY14 FCAT annual assessment. SAC members participated with the Principal to analyze data identifying grade 3-5 student strengths and weaknesses in reading,

writing, math and science. Parent Involvement was also considered. After analysis and discussion, the SAC identified goals for the FY15 School Improvement Plan.

Preparation of the school's annual budget and plan

School Improvement budget will be used to support our literacy, math and science activities. A portion of the budget will be used to support our teachers and students by providing them with materials to support instruction.

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

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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
Marshall, Linda	Instructional Coach
Barr, Loris	Assistant Principal
Riley, Michael	Principal
Stopek, Goldie	Teacher, K-12
Clark, Celia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

In FY15 the Leadership Learning Team (LLT) will utilize regularly scheduled grade level PLC Meetings to focus on the lowest 25% of readers in grades K-5 by: identifying students and their specific literacy needs, grouping like students, developing intervention plans, collecting data, and adjusting instruction prior to referral to the School Based Team. Staff Development on Professional Development Days and at other times will focus on instructional interventions that provide immediate intensive intervention (iii) for targeted children.

Teachers in grades K-2 will complete at least one "case study" per trimester for a literacy challenged student that they teach during FY15 including diagnosis, interventions and outcomes.

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 Professional Learning Community 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

To recruit highly qualified teachers, we provide candidates with the incentive of earning additional salary through the extended day. We participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.

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

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

South Grade has Professional Learning Community meeting rotations with grade level teams for grades K-5. The planning is conducted by a trained PLC facilitator. All classroom teachers, ESE, ELL and fine arts teachers participate. The focus is to be sure that all teachers are teaching the appropriate curriculum and supporting each other along the way so that all students are mastering the curriculum.

Mentoring activities include having mentor teachers go into the classroom and model effective teaching strategies in the diverse subject areas. New South Grade teachers and mentor teachers will have meetings that support professional growth. Monthly meetings will be held with the Assistant Principal, focusing on supporting all new teachers.

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

South Grade Elementary 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. Core academic areas including ELA (Balanced Literacy Units of Study) and Mathematics (Go Math Florida) are aligned to state 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

South Grade Elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- 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 (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

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

Strategy Rationale

We believe that an additional hour of high quality instruction daily based on discreet student data will lead to increases in individual student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Riley, Michael, mike.riley@palmbeachschools.org

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

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

Strategy: Weekend Program

Minutes added to school year: 1,920

Selected third, fourth, and fifth grade students will attend Saturday Tutorial to enrich their reading, math, and science skills.

Strategy Rationale

We believe that providing grade 3-5 Saturday Tutorial Rotations in reading, math and science for students approaching academic success will increase their likelihood of success on state assessments

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ortolaza, Javier, javier.ortolaza@palmbeachschools.org

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

Pre/Post assessments will be administered and data will be analyzed.

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

1. Families of preschool children who have older siblings in the school will be identified in FY15 through school data and questionnaires and given information about Voluntary Pre-Kindergarten (VPK) at South Grade Elementary school and Escuelita Maya VPK center throughout the school year to prepare their child for kindergarten.
2. South Grade has a large Guatemalan population. Families of preschool children will be given information, and encouraged by school staff to enroll in preschool programs at the Guatemalan Center.
3. Establish a 12 day Title I Kindergarten Connection program at South Grade for children preregistered to attend kindergarten at South Grade in FY15 to better prepare them and their families for the rigor of school.
4. Provide kindergarten academic and social screening for all enrolling kindergartners during the FY15 "Kindergarten Roundup" to identify children to enroll in South Grade's FY16 full-day VPK.
5. Display and make information available to parents ongoing in the main school office about medical, mental health and academic services available in the school and community for families of preschool 0-5 year old children.
6. Provide opportunities for area preschool children to visit South Grade for tours and orientation in anticipation of kindergarten entry in August FY16.

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.** Increase the level of instructional competency for both students and teachers with the Florida Standards.
- G2.** Develop the learning partnership and trust between parent, student, and school.
- G3.** Improve collaboration and instructional planning with the use of data.

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 the level of instructional competency for both students and teachers with the Florida Standards. 1a

G059139

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	52.0

Resources Available to Support the Goal 2

- Math Coach
- PLC Facilitator
- Teachers
- Reading Coach
- SAI
- iii
- Math Resource Room

Targeted Barriers to Achieving the Goal 3

- Teachers not having expectations and agreements during common planning/PLC's for standards based progress monitoring.

Plan to Monitor Progress Toward G1. 8

Student data such as: EDW and Diagnostics

Person Responsible

Michael Riley

Schedule

Monthly, from 10/30/2014 to 6/4/2015

Evidence of Completion

Coaches focus calendars, sign-in sheets, agendas, and Logs

G2. Develop the learning partnership and trust between parent, student, and school. 1a

G053453

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	52.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	60.0
Truancy rate	11.15

Resources Available to Support the Goal 2

- Parent Liaison
- Teachers
- School Counselors
- Administration
- Reading and Math Coach
- Materials for parent communication, trainings, and summer Kindergarten Connection
- Title 1 Coordinator
- CLF
- Guatemalan Maya Center
- Bridges at Lake Worth

Targeted Barriers to Achieving the Goal 3

- Parents are unaware of what their children are learning in school, and are unable to support the learning at home.
- Parents are unaware of the relationship between attendance and student achievement.

Plan to Monitor Progress Toward G2. 8

Student referrals

Person Responsible

Loris Barr

Schedule

Monthly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Calendar and students academic improvements in class

G3. Improve collaboration and instructional planning with the use of data. 1a

G053454

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	52.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Reading Coach
- Teachers
- Level Literacy Intervention
- Supplemental Academic Instruction
- iii
- Math Coach
- Learning Team Facilitator

Targeted Barriers to Achieving the Goal 3

- Inadequate monitoring of student academic progress.

Plan to Monitor Progress Toward G3. 8

Student data and teacher surveys

Person Responsible

Michael Riley

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Increase in student achievement as evidenced by the FSA

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 the level of instructional competency for both students and teachers with the Florida Standards.


1

 G059139

G1.B1 Teachers not having expectations and agreements during common planning/PLC's for standards based progress monitoring. **2**

 B150520

G1.B1.S1 Provide students with extended learning opportunities for both intervention and enrichment based on the Florida Standards. **4**

 S162343

Strategy Rationale

Student achievement will increase with the additional opportunities provided by both intervention and enrichment activities.

Action Step 1 **5**

Students will receive academic support through intervention and enrichment activities

Person Responsible

Celia Clark

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Master schedule that reflects learning opportunities for students.

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

Classroom walk throughs, schedules, calendars

Person Responsible

Michael Riley

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Classroom visits, lesson plans, student sign-in and sign-out

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

Student data

Person Responsible

Michael Riley


Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

EDW, Reading Running Records, Performance Matters, Benchmark Assessments

G1.B1.S2 Provide teachers with the opportunity to participate in professional learning opportunities grounded in the Florida Standards. 4

 S162555

Strategy Rationale

Teachers knowledge of the Florida Standards will increase student achievement.

Action Step 1 5

The School Based Literacy Team will review/revisit existing school-based expectations and agreements.

Person Responsible

Loris Barr

Schedule

Monthly, from 8/25/2014 to 10/30/2014

Evidence of Completion

Agenda and team sign-in

Action Step 2 5

The School Based Literacy Team will review outcomes of the Instruction Review Phase II with teachers, and provide teachers with a survey to assess current understanding and effective based common planning/PLCs.

Person Responsible

Celia Clark

Schedule

Evidence of Completion

PLC agendas, sign-in, and notes by grade level

Action Step 3 5

The School Based Literacy Team will analyze teacher survey data.

Person Responsible

Linda Marshall

Schedule

Evidence of Completion

Notes and Written Action Steps

Action Step 4 5

The School Based Literacy Team will share grade level specific teacher survey data and set the stage for developing agreements in grade level PLCs including setting a purpose for progress monitoring Florida Standards during instruction.

Person Responsible

Loris Barr

Schedule

Evidence of Completion

Faculty meeting agenda and Faculty sign-in

Action Step 5 5

Teachers and the School Based Literacy Team will collaborate to create agreements which include look-fors as a way to progress monitor the fidelity and effectiveness of standards-based common planning/PLCs on daily instruction.

Person Responsible

Celia Clark

Schedule

Evidence of Completion

Literacy and PLC meeting agendas, teacher sign-ins and meeting notes

Action Step 6 5

The School Based Literacy Team will monitor and collect data on the implementation of the expectations and agreements through attending PLCs/common planning, classroom walkthroughs, informal observations, and formal observations.

Person Responsible

Celia Clark

Schedule

Evidence of Completion

PLC meeting agendas, sign-ins and notes every 6-8 days. Teacher lesson plan feedback, student artifacts and i-Observation

Action Step 7 5

The School Based Literacy Team will provide feedback to teachers on classroom instructional practice resulting from standards-based, common planning/PLC outcomes aligned to the expectations and agreements.

Person Responsible

Loris Barr

Schedule

Monthly, from 10/30/2014 to 6/4/2015

Evidence of Completion

PLC meetings agendas, sign-ins and notes every 6-8 days. Teacher lesson plan feedback and student artifacts.

Action Step 8 5

Academic Coaches will implements the Coaching Continuum to support all teachers based upon feedback of instructional practice of the standards-based, common planning/PLCs outcomes.

Person Responsible

Linda Marshall

Schedule

Monthly, from 10/30/2014 to 6/4/2015

Evidence of Completion

Coaches logs completed weekly logs on file with the Assistant Principal

Action Step 9 5

The School Based Literacy Team will monitor the effectiveness of the support provided by the instructional coaches.

Person Responsible

Loris Barr

Schedule

Monthly, from 10/30/2014 to 6/4/2015

Evidence of Completion

PLC meeting agendas, sign-ins and notes every 6-8 days. Teacher lesson plans and student artifacts

Action Step 10 5

The School Based Literacy Team will make adjustments to the action plan based on student outcomes.

Person Responsible

Celia Clark

Schedule

Monthly, from 10/30/2014 to 6/4/2015

Evidence of Completion

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

Student Formative and Summative Assessment Assessment Data

Person Responsible

Celia Clark

Schedule

Monthly, from 10/30/2014 to 6/4/2015

Evidence of Completion

PLC meeting agendas, sign-ins and notes every 6-8 days. Teacher lesson plans and student artifacts.

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

Classroom walk throughs, lesson plans and student work samples

Person Responsible

Celia Clark


Schedule

Monthly, from 10/30/2014 to 6/4/2015


Evidence of Completion

Student Formative and Summative Assessment Data presented at PLC


G2. Develop the learning partnership and trust between parent, student, and school. 1

 G053453

G2.B1 Parents are unaware of what their children are learning in school, and are unable to support the learning at home. 2

 B134878

G2.B1.S1 Parents will utilize the services of the "South Grade Elementary Parent Resource Room" to learn strategies and check out materials to support their child(ren)'s education at home making the essential home/school connection. 4

 S146751

Strategy Rationale

Increase parental capacity by providing educational resources to our parents and students.

Action Step 1 5

Teachers refer students to parent resource liaison

Person Responsible

Loris Barr

Schedule

Weekly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Referral documents from teachers

Action Step 2 5

Based on common instructional needs, the parent liaison will organize groups of parents for differentiated trainings.

Person Responsible

Loris Barr

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Parental Sign-In, student data, agenda, training materials

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

Teacher referrals to parent liaison

Person Responsible

Loris Barr

Schedule

Weekly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Referral Binder housed in the Parent Resource Room

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

Monthly Review of Referral Binder at Leadership Team Meetings

Person Responsible

Loris Barr

Schedule

Monthly, from 9/2/2014 to 5/15/2015


Evidence of Completion

Leadership Team Meeting Notes

G2.B2 Parents are unaware of the relationship between attendance and student achievement. 2

 B134879

G2.B2.S1 All stakeholders will educate families about the importance of attendance and student achievement. Through various means such as parent conferences, SAC meetings, Parent Leadership meetings, Parent Cafe meetings, and Parent Resource trainings. 4

 S146752

Strategy Rationale

Research shows a correlation between attendance and student achievement.

Action Step 1 5

Ongoing parent trainings that stress the correlation between attendance and student achievement.

Person Responsible

Loris Barr

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Training sign-in sheets, agendas, copies of training materials

Action Step 2 5

The attendance clerk will monitor excessive absences and notify administration and parents

Person Responsible

Schedule

On 5/22/2015

Evidence of Completion

Phone log, attendance data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Ongoing trainings for parents

Person Responsible

Loris Barr

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Training materials, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attendance clerk will collect and analyze data to monitor for excessive absences and alert administration/guidance for parental followup.

Person Responsible

Roxana Sanchez

Schedule

On 5/22/2015

Evidence of Completion

Attendance data and copies of notes home to parents

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Analysis of ongoing progress monitoring of student academic data.

Person Responsible

Celia Clark

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Student academic data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Ongoing monitoring of records of chronically absent students

Person Responsible

Roxana Sanchez

Schedule

On 5/22/2015


Evidence of Completion

Binder of communication between parents and administration/guidance


G3. Improve collaboration and instructional planning with the use of data. 1

 G053454

G3.B1 Inadequate monitoring of student academic progress. 2

 B134880

G3.B1.S1 Increase collaboration and instructional planning amongst teachers during Professional Learning Community meetings. 4

 S146753

Strategy Rationale

To increase student proficiency in the content areas.

Action Step 1 5

Teachers will attend grade level Professional Learning Community meetings.

Person Responsible

Celia Clark

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Sign-in sheets and EDW (data), agendas, training materials

Action Step 2 5

Teachers will analyze data and develop research-based instructional plans that align with the Florida Standards.

Person Responsible

Celia Clark

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

PLC Logs and Agendas

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

Professional Learning Community meetings

Person Responsible

Celia Clark

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

PLC calendar, agendas, sign-in, training materials

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

Common Planning Log

Person Responsible

Celia Clark

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Copies of the Common Planning agenda

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

Student progress monitoring assessment data

Person Responsible

Celia Clark

Schedule

Biweekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Educational Data Warehouse (EDW) and Reading Running Records, Performance Matters

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

Copies of the Common Planning log

Person Responsible

Michael Riley

Schedule

On 5/22/2015

Evidence of Completion

Common Planning Log

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
G2.B1.S1.A1	Teachers refer students to parent resource liaison	Barr, Loris	9/2/2014	Referral documents from teachers	5/15/2015 weekly
G2.B2.S1.A1	Ongoing parent trainings that stress the correlation between attendance and student achievement.	Barr, Loris	8/25/2014	Training sign-in sheets, agendas, copies of training materials	5/22/2015 weekly
G3.B1.S1.A1	Teachers will attend grade level Professional Learning Community meetings.	Clark, Celia	8/25/2014	Sign-in sheets and EDW (data), agendas, training materials	5/22/2015 weekly
G1.B1.S1.A1	Students will receive academic support through intervention and enrichment activities	Clark, Celia	8/25/2014	Master schedule that reflects learning opportunities for students.	5/22/2015 weekly
G1.B1.S2.A1	The School Based Literacy Team will review/revisit existing school-based expectations and agreements.	Barr, Loris	8/25/2014	Agenda and team sign-in	10/30/2014 monthly
G2.B1.S1.A2	Based on common instructional needs, the parent liaison will organize groups of parents for differentiated trainings.	Barr, Loris	9/2/2014	Parental Sign-In, student data, agenda, training materials	5/22/2015 weekly

Palm Beach - 2431 - South Grade Elementary School - 2014-15 SIP
South Grade Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2	The attendance clerk will monitor excessive absences and notify administration and parents		8/25/2014	Phone log, attendance data	5/22/2015 one-time
G3.B1.S1.A2	Teachers will analyze data and develop research-based instructional plans that align with the Florida Standards.	Clark, Celia	8/25/2014	PLC Logs and Agendas	5/22/2015 weekly
G1.B1.S2.A2	The School Based Literacy Team will review outcomes of the Instruction Review Phase II with teachers, and provide teachers with a survey to assess current understanding and effective based common planning/ PLCs.	Clark, Celia	10/8/2014	PLC agendas, sign-in, and notes by grade level	one-time
G1.B1.S2.A3	The School Based Literacy Team will analyze teacher survey data.	Marshall, Linda	10/9/2014	Notes and Written Action Steps	one-time
G1.B1.S2.A4	The School Based Literacy Team will share grade level specific teacher survey data and set the stage for developing agreements in grade level PLCs including setting a purpose for progress monitoring Florida Standards during instruction.	Barr, Loris	10/10/2014	Faculty meeting agenda and Faculty sign-in	one-time
G1.B1.S2.A5	Teachers and the School Based Literacy Team will collaborate to create agreements which include look-fors as a way to progress monitor the fidelity and effectiveness of standards-based common planning/PLCs on daily instruction.	Clark, Celia	10/28/2014	Literacy and PLC meeting agendas, teacher sign-ins and meeting notes	one-time
G1.B1.S2.A6	The School Based Literacy Team will monitor and collect data on the implementation of the expectations and agreements through attending PLCs/ common planning, classroom walkthroughs, informal observations, and formal observations.	Clark, Celia	10/29/2014	PLC meeting agendas, sign-ins and notes every 6-8 days. Teacher lesson plan feedback, student artifacts and i-Observation	one-time
G1.B1.S2.A7	The School Based Literacy Team will provide feedback to teachers on classroom instructional practice resulting from standards-based, common planning/PLC outcomes aligned to the expectations and agreements.	Barr, Loris	10/30/2014	PLC meetings agendas, sign-ins and notes every 6-8 days. Teacher lesson plan feedback and student artifacts.	6/4/2015 monthly
G1.B1.S2.A8	Academic Coaches will implements the Coaching Continuum to support all teachers based upon feedback of instructional practice of the standards-based, common planning/PLCs outcomes.	Marshall, Linda	10/30/2014	Coaches logs completed weekly logs on file with the Assistant Principal	6/4/2015 monthly
G1.B1.S2.A9	The School Based Literacy Team will monitor the effectiveness of the support provided by the instructional coaches.	Barr, Loris	10/30/2014	PLC meeting agendas, sign-ins and notes every 6-8 days. Teacher lesson plans and student artifacts	6/4/2015 monthly
G1.B1.S2.A10	The School Based Literacy Team will make adjustments to the action plan based on student outcomes.	Clark, Celia	10/30/2014		6/4/2015 monthly
G1.MA1	Student data such as: EDW and Diagnostics	Riley, Michael	10/30/2014	Coaches focus calendars, sign-in sheets, agendas, and Logs	6/4/2015 monthly
G1.B1.S1.MA1	Student data	Riley, Michael	8/25/2014	EDW, Reading Running Records, Performance Matters, Benchmark Assessments	5/22/2015 weekly
G1.B1.S1.MA1	Classroom walk throughs, schedules, calendars	Riley, Michael	8/25/2014	Classroom visits, lesson plans, student sign-in and sign-out	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Classroom walk throughs, lesson plans and student work samples	Clark, Celia	10/30/2014	Student Formative and Summative Assessment Data presented at PLC	6/4/2015 monthly
G1.B1.S2.MA1	Student Formative and Summative Assessment Data	Clark, Celia	10/30/2014	PLC meeting agendas, sign-ins and notes every 6-8 days. Teacher lesson plans and student artifacts.	6/4/2015 monthly
G2.MA1	Student referrals	Barr, Loris	9/2/2014	Calendar and students academic improvements in class	5/15/2015 monthly
G2.B1.S1.MA1	Monthly Review of Referral Binder at Leadership Team Meetings	Barr, Loris	9/2/2014	Leadership Team Meeting Notes	5/15/2015 monthly
G2.B1.S1.MA1	Teacher referrals to parent liaison	Barr, Loris	9/2/2014	Referral Binder housed in the Parent Resource Room	5/15/2015 weekly
G2.B2.S1.MA1	Analysis of ongoing progress monitoring of student academic data.	Clark, Celia	8/25/2014	Student academic data	5/22/2015 monthly
G2.B2.S1.MA4	Ongoing monitoring of records of chronically absent students	Sanchez, Roxana	8/25/2014	Binder of communication between parents and administration/guidance	5/22/2015 one-time
G2.B2.S1.MA1	Ongoing trainings for parents	Barr, Loris	8/25/2014	Training materials, sign-in sheets	5/22/2015 monthly
G2.B2.S1.MA2	Attendance clerk will collect and analyze data to monitor for excessive absences and alert administration/guidance for parental followup.	Sanchez, Roxana	8/25/2014	Attendance data and copies of notes home to parents	5/22/2015 one-time
G3.MA1	Student data and teacher surveys	Riley, Michael	8/25/2014	Increase in student achievement as evidenced by the FSA	5/22/2015 monthly
G3.B1.S1.MA1	Student progress monitoring assessment data	Clark, Celia	8/25/2014	Educational Data Warehouse (EDW) and Reading Running Records, Performance Matters	5/22/2015 biweekly
G3.B1.S1.MA4	Copies of the Common Planning log	Riley, Michael	8/25/2014	Common Planning Log	5/22/2015 one-time
G3.B1.S1.MA1	Professional Learning Community meetings	Clark, Celia	8/25/2014	PLC calendar, agendas, sign-in, training materials	5/22/2015 weekly
G3.B1.S1.MA3	Common Planning Log	Clark, Celia	8/25/2014	Copies of the Common Planning agenda	5/22/2015 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.

G3. Improve collaboration and instructional planning with the use of data.

G3.B1 Inadequate monitoring of student academic progress.

G3.B1.S1 Increase collaboration and instructional planning amongst teachers during Professional Learning Community meetings.

PD Opportunity 1

Teachers will attend grade level Professional Learning Community meetings.

Facilitator

LTM Facilitator

Participants

Teachers

Schedule

Weekly, from 8/25/2014 to 5/22/2015

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 the level of instructional competency for both students and teachers with the Florida Standards.	203,157
Goal 2: Develop the learning partnership and trust between parent, student, and school.	7,589
Goal 3: Improve collaboration and instructional planning with the use of data.	36,939
Grand Total	247,685

Goal 1: Increase the level of instructional competency for both students and teachers with the Florida Standards.

Description	Source	Total
B1.S1.A1 - Guided Reading Kits - Mondo Educational Publishing Guided Reading Books	Title I Part A	1,631
B1.S1.A1 - Professional Development Substitutes	Title I Part A	7,009
B1.S1.A1 - Supplies such as: paper and ink for reports, chart paper, pencils, markers, post-it notes, and composition notebooks, math manipulatives	Title I Part A	6,078
B1.S1.A1 - Saturday Tutorial	Title I Part A	15,457
B1.S1.A1 - Substitutes to provide support for non-proficient students through a push-in model.	Title I Part A	7,186
B1.S1.A1 - Technology-Gizmos Account with Explore Learning	Title I Part A	599
B1.S1.A1 - I-Ready - Consultant and Materials Laptops for I-Ready Math-Second and Third Grades Lexmark Photo conductor Kit Lexmark standard classroom printer Headphones for Laptops	Title I Part A	31,758
B1.S2.A8 - 1 Math Resource Teacher	Title I Part A	34,621
B1.S2.A8 - 0.5 Reading Resource	Title I Part A	32,939
B1.S2.A8 - Math Coach	Title I Part A	65,879
Total Goal 1		203,157

Goal 2: Develop the learning partnership and trust between parent, student, and school.

Description	Source	Total
B1.S1.A1 - Materials and food for parent trainings. Books, educational games, flashcards, pencils, paper, markers, and chart paper. Paper, ink, and toner for parent communication.	Title I Part A	2,000
B1.S1.A1 - Salary and benefits for teachers to provide Kindergarten readiness skills for parents and students in order to empower our families through the summer Kindergarten Connection program.	Title I Part A	5,589
Total Goal 2		7,589

Goal 3: Improve collaboration and instructional planning with the use of data.		
Description	Source	Total
B1.S1.A1 - 0.5 Learning Team Facilitator	Title I Part A	32,939
B1.S1.A1 - Supplies such as: paper and ink for EDW reports, chart paper, markers, pencils, post it notes, binders, file folders, and training materials.	Title I Part A	4,000
Total Goal 3		36,939