

School District of Indian River County

Glendale Elementary School



2019-20 School Improvement Plan

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Glendale Elementary School

4940 8TH ST, Vero Beach, FL 32968

www.indianriverschools.org

Demographics

Principal: Adam FAU St

Start Date for this Principal: 6/1/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: B 2015-16: C 2014-15: C 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Be Responsible, Do your Best, and Always remember to Help the Rest.

Provide the school's vision statement

We will establish a learning partnership of home, school, and community to ensure personal and academic excellence. We will create an environment that will enable all to develop fully their academic, emotional, social, and physical potential and, thus be empowered to assume responsible citizenship in our community, state and nation. To this end, we will value achievement, respect and concern for others, affiliation and pride, diversity, equity and opportunity, communication, safety and order, collaboration, responsibility and accountability, and trust as cornerstones of our learning community.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Faust, Adam	Principal	Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts an assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
Banack, Michelle	Assistant Principal	Assistant Principal: Participate in interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.
Koppelman, Rene	Instructional Coach	Instructional Coaches: Develop, lead and evaluates school core content standards/ programs; identifies and analyzes the existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Corey, Jennifer	Instructional Coach	Instructional Coaches: Develop, lead and evaluates school core content standards/ programs; identifies and analyzes the existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Odom, Emily	Instructional Coach	Student Support Specialist: Provides behavioral interventions and expertise on issues ranging from the development of social skills to data collection. In addition to providing interventions,

Name	Title	Job Duties and Responsibilities
		the student support specialist continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
Fletcher, Laurie	Other	Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/ materials into instruction and collaborates with general education teachers through such activities as co-teaching. Instruction is delivered through a blend of support facilitation and a resource room model.
Newman, Patrick	Other	School Safety
McGinty, Elaine	Psychologist	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	81	88	76	104	95	100	0	0	0	0	0	0	0	544
Attendance below 90 percent	0	7	8	15	8	11	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	19	15	0	0	0	0	0	0	0	41

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	6	0	7	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

45

Date this data was collected or last updated

Tuesday 8/20/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	58%	57%	52%	57%	56%
ELA Learning Gains	61%	57%	58%	54%	55%	55%
ELA Lowest 25th Percentile	51%	54%	53%	46%	49%	48%
Math Achievement	63%	63%	63%	57%	63%	62%
Math Learning Gains	59%	60%	62%	54%	61%	59%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Lowest 25th Percentile	49%	48%	51%	41%	52%	47%
Science Achievement	52%	54%	53%	51%	55%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	81 (0)	88 (0)	76 (0)	104 (0)	95 (0)	100 (0)	544 (0)
Attendance below 90 percent	0 ()	7 ()	8 ()	15 ()	8 ()	11 ()	49 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	1 (0)	2 (0)	2 (0)	5 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	7 (0)	19 (0)	15 (0)	41 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	64%	60%	4%	58%	6%
	2018	52%	56%	-4%	57%	-5%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	69%	61%	8%	58%	11%
	2018	58%	56%	2%	56%	2%
Same Grade Comparison		11%				
Cohort Comparison		17%				
05	2019	61%	54%	7%	56%	5%
	2018	45%	52%	-7%	55%	-10%
Same Grade Comparison		16%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	64%	2%	62%	4%
	2018	58%	60%	-2%	62%	-4%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	67%	64%	3%	64%	3%
	2018	56%	63%	-7%	62%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		11%				
Cohort Comparison		9%				
05	2019	54%	57%	-3%	60%	-6%
	2018	53%	58%	-5%	61%	-8%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	53%	-3%	53%	-3%
	2018	49%	54%	-5%	55%	-6%
Same Grade Comparison		1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	51	52	47	60	65	20				
ELL	52	62		52	62						
BLK	50	64	69	42	51	47	36				
HSP	62	48	50	55	44	30	50				
MUL	71	80		64	60						
WHT	71	61	38	70	65	58	54				
FRL	63	56	54	59	58	48	49				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	43	46	21	51	42	15				
ELL	42	38		47	54						
BLK	27	43	45	35	52	43	26				
HSP	51	44	20	59	54		48				
MUL	50	60		75	50						
WHT	64	62	59	65	56	43	67				
FRL	48	51	44	54	54	47	47				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The lowest performance data component is Math Learning Gains with the bottom quartile students. Factors contributing include: heavy focus on ELA standards, students knowledge of basic math facts, time allotted to the Math instructional block, lack of fidelity with Math RTI groups, validity with progress monitoring tools used for evaluating the effectiveness of interventions, and students' critical thinking skills needed to solve higher order Math problems. When examining school data over the last three years, this same data component emerges as the lowest performing area. Also, as noted earlier, the school focus over the last three years has been on increasing the amount of students reading on grade level. In some circumstances, this has caused Math instruction to suffer due to the lack of time and focus.

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

All areas increased.

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

Math Learning Gains had the greatest gap when compared to the state average. The overall learning gains were 3 points less than the state average. Worthy of note is the fact that Math learning gains with the bottom 25% of students were closely followed. This component showed a 2 point difference between school and state. Coupled together a trend emerges that the Math learning gains with all students continue to be a school-wide challenge. Contributing factors include: heavy focus on ELA standards, students knowledge of basic math facts, the time allotted to the Math instructional block, lack of fidelity with Math RTI groups, validity with progress monitoring tools used for evaluating the effectiveness of interventions, and students' critical thinking skills needed to solve higher-order Math problems. When examining subgroups, we find that our Hispanic students are making fewer gains in Mathematics than any other ethnic subgroup. We feel that this is due to language barriers as the same things hold true with Hispanic student's ELA gains.

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

ELA proficiency showed the greatest increase. Contributing factors include: 3GI, 4/5 Interventionist, Center for Innovation, ESE Instructional Framework, focus on increasing the number of students reading on grade level, the integration of ELA standards across all content areas, and the teacher knowledge of the ELA standards. One action that our school took was partnering with The Learning Alliance to provide a 3rd Grade Interventionist to support 3rd-grade students. This partnership also allowed for us to offer Extended Learning Opportunities to these same 3rd-grade students. Another action included using Title Funds to hire a 4/5 Interventionist to focus on the bottom quartile students in both of these grade levels. Additionally, we saw much success by restructuring the instructional framework for our ESE students. In addition to the instruction that they received daily, our teachers began front-loading ELA standards allowing students multiple exposures to content. Finally, our Media Center was transformed into a Center for Innovation and became a learning environment centered around Science and Technology. This allowed another opportunity for ELA standards to be taught while being embedded into science content.

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

1. Students scoring Level 1 on FSA Assessments
2. Student Attendance

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

1. Math Learning Gains
2. Math Learning Gains of Bottom 25%
3. Learning gains with Hispanic Students
4. ELA and Math Proficiency with African American Students
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve tiered instruction in Mathematics, ELA, and Science.
Rationale	<p>According to state assessments, Glendale increased in all areas of Math, ELA, and Science. However, the data did identify several opportunities for growth. We think improving our Tier 2 and Tier 3 instruction will help us sustain our positive trend. Our lowest data component is Math learning gains of the bottom 25%. When examining subgroups, the Hispanic students did not make the learning gains that were seen in the other subgroups. Our second lowest data component was ELA learning gains for the bottom 25%. Of the bottom 25%, our white students decreased 21 points from the previous year, while all other subgroups increased. Science made the least amount of improvements only moving one point from 2018 to 2019. Our students with disabilities have been identified as the subgroup with the lowest number of proficient students in Science.</p> <p>According to 2018-19 FSA Mathematics, 49% of students in the bottom quartile made learning gains in Math. This is an 8 point increase from the previous year. With an added focus to the targeted group we would expect the positive trend to continue and 55% of bottom quartile students will make learning gains in 2020 on FSA Math Assessments.</p> <p>According to state assessments, 52% of students are proficient in Science. When examining subgroups, there is a large discrepancy between ethnic groups. African American and Hispanic students are not performing at a level consistent with their white peers. With additional support for these subgroups, we expect the level of proficiency on the 2020 Science FCAT to increase to 57%.</p> <p>According to 2018-19 FSA Mathematics, 51% of students in the bottom quartile made learning gains in ELA. This is an 5 point increase from the previous year. With an added focus to the targeted group we would expect the positive trend to continue and 56% of bottom quartile students will make learning gains in 2020 on FSA ELA Assessments.</p>
State the measureable outcome the school plans to achieve	
Person responsible for monitoring outcome	Adam Faust (adam.faust@indianriverschools.org)
Evidence-based Strategy	Fidelity to the instructional framework. Data based grouping of students
Rationale for Evidence-based Strategy	Creating and monitoring the implementation of an instructional framework ensures that all teachers are teaching whole group, small groups, and Response to Intervention groups. Allowing data to dictate the grouping will ensure that students are receiving targeted instruction based on their identified areas of need. Data sources used to make decisions will include iReady, Unify assessments, classroom assessments, and progress monitoring data.
Action Step	

Description	<ol style="list-style-type: none">1. Implementation and monitoring of FASTS Math2. Creating and monitoring of targeted RTI intervention groups3. Classroom walkthroughs to monitor the instructional framework4. Collaborative planning for standards-based lessons5. Addition of 3rd Grade Special that focuses on basic math facts6. Integration of Science content in Media Special7. Addition of a Science based special for 4th and 5th graders8. Monthly Data Chats9. Extended Learning Opportunities for targeted groups10. Implementation of Pathway to Proficiency for ELL's
Person Responsible	Jennifer Corey (jennifer.corey@indianriverschools.org)

#2	
Title	Improve students' access to social and emotional learning opportunities
Rationale	When schools focus on the development of the whole child, utilizing SEL standards to guide instruction and interaction with students, academic achievement improves, as well as the skills needed for success learning.
State the measureable outcome the school plans to achieve	<p>2018-19 Glendale had 30 Office Discipline Referrals. Out of these referrals 16 resulted in out of school suspension. The goal for 2019-20 is to decrease this number by 25%.</p> <p>Glendale's attendance rate for the 2018-19 school year 95.47%. This is up from the previous year which was 89.73% We would like to continue this positive trend by reaching an attendance rate of 98% for the 2019-20 school year.</p>
Person responsible for monitoring outcome	Adam Faust (adam.faust@indianriverschools.org)
Evidence-based Strategy	<p>Staff will address the needs of all learners by implementing the Social and Emotional Learning Competencies which address the needs of the whole child and increasing student engagement. The Sanford Harmony curriculum will serve as the resource from which lessons are taught.</p> <p>*Students will gain an understanding of how to use social emotional learning skills to improve their problem solving, self regulation, and internalizing skills</p>
Rationale for Evidence-based Strategy	<p>*Connect student social emotional learning to academic work and establish positive learning habits</p> <p>*Students interact more positively with each other</p> <p>*Improve student motivation to come to school and improve attendance for all students</p> <p>*Raise student academic achievement/ growth</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. All grade level teachers implement a daily lesson on social emotional learning 2. Additional staff member from Tyke and Teens to support SEL learning in the students with the most need 3. Team social worker will monitor and support counseling referrals 4. BIS and MTSS Team will work with classroom teachers to support students receiving Office Discipline Referrals 5. Community activities will model positive social emotional learning (Food donation to hurricane victims, Casual for a Cause, Gator Express, Campus Clean Up and more)
Person Responsible	Emily Odom (emily.holly@indianriverschools.org)

#3

Title Providing opportunities for teachers to complete Reading Endorsement

Rationale State statute requires that all teachers become Reading Endorsed

State the measureable outcome the school plans to achieve

6 teachers are currently Reading Endorsed
20 teacher will be Reading Endorsed at the end of the 2019-20 school year.P

Person responsible for monitoring outcome

Adam Faust (adam.faust@indianriverschools.org)

Evidence-based Strategy

Teachers with Reading Endorsements will be better able to meet the needs of students requiring intensive reading instruction.

Rationale for Evidence-based Strategy

The Reading Endorsement Certificate program is designed to meet the needs of teachers K-12 who want to increase their effectiveness in the teaching of reading. . The program includes five classes which will provide an in depth view of reading research, theory and the application on sound and current scientific research. Teachers who complete this specialized training will be better able to provide assessments designed to target reading deficits and then provide quality interventions to remediate them.

Action Step

Description

1. Structure master schedule to allow for learning opportunities for teachers
2. Train 4 teachers that will be qualified to deliver Reading Endorsement competencies on site

Person Responsible

[no one identified]

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

A positive climate is modeled through the actions of the administration and leadership of the school. The Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.i. parents, students, teachers, etc.) in assessing the current state of cultural awareness and student-teacher relationships. This will include brainstorming with faculty members in reference to methods to increase positive interactions and clarify guiding principles for interpersonal interactions between students and between the teacher and students. Each staff member is challenged to make a positive phone call to a family each day. The Behavioral Support Staff works daily with groups of students to reinforce and teach life skills. Also, research-based strategies for cultural awareness will be utilized to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Glendale Elementary creates a safe and respected environment by:

- * Adopting three non-negotiables of greeting students every day and modeling appropriate behavior and a positive attitude, promoting our school in all situations and creating an environment where every student belongs to everybody.
- *Administration, teachers, and staff are available to students before and after school hours.
- *All instructional and non-instructional staff (office, cafeteria, etc.) utilize the Champs Approach to teach students of behavioral expectations
- ** Hallways are patrolled by teachers, staff, administration and safety patrols. Teachers and staff positioned at various points on campus during arrival and dismissal. The cafeteria is monitored by adults during breakfast and lunch. Adults across campus clarify expectation for positive interactions.

PFEP Link

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

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

The school ensures the social-emotional needs of all students are being met through various means. The teachers' conference with parents/guardians to obtain information on their students. As a Tier 1 Support, the Harmony curriculum is taught in all classrooms. The Behavior Intervention Specialist requests from all classroom teachers the names of students who would benefit from group or individual counseling whether it be low self-esteem, grief, behavioral difficulties, anger management or peer counseling, etc.

When it is a benefit to the student, they are provided with a mentor both before and after school through a check-in/check out program. This allows the student to see a trusted impartial

teacher who

ensures the student is on task during the day and completing homework.

The Instructional Support Team (IST) meets each Thursday to discuss students with social or behavioral needs.

Big Brother/Big Sister (Americorps) provides tutors that work one-on-one with selected students to improve academic achievement as well as self-esteem. These tutors meet approximately 3 times per week with students

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

In an effort to accommodate the transition of Pre-Kindergarten students to Kindergarten, Glendale Elementary School has established several practices. Initially, the students in the Pre-Kindergarten program are taught and provided with the skills needed to properly interact and adjust to the Kindergarten Program. As part of their curriculum, students learn to interact with one another, work in small group and large group situations and they learn to make choices within the constructs of a classroom setting.

Each year Glendale holds a Step Into Kindergarten program so that incoming kindergartners and

their parents are able to learn about the school and get the necessary paperwork for registration. Parents also receive helpful information about what is expected academically from their

child as well as tips about helping to ensure their child is kindergarten ready upon entry on Day 1.

Kindergarten students have staggered start schedules during the first week of school.

Classroom

visitations are allowed for transitional students and their parents.

In preparation for the transition to middle school the fifth-grade students participate in visits from the three district middle schools

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 Leadership Team meets weekly. Personnel are recruited and developed to support the needs of our student population. Teachers are inventoried to determine the best sources available to address any deficiencies present in the student population.

Instructional and curricular materials are purchased based on these needs. Data is continuously analyzed to determine the effectiveness of the programs. Multi-grade level observational

walk-throughs have been implemented to facilitate cross-grade level continuity. Grants are applied for

by various staff members for the grade or school-wide needs. Local businesses are recruited and

financial support is requested whenever possible.

The Multi-Tiered System Support 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. A Response to Intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies and a measurable goal is established. The team ensures the necessary resources are available and the intervention is implemented with fidelity. A Progress Monitoring Log is kept by the interventionist.

The four steps of the Problem Solving Model:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based on 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 group of students' response to the implemented intervention is evaluated and measured. Through the Problem Solving process the student is either re-mediated or the process is recycled in order to achieve the best outcome.

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

Glendale Elementary embodies a culture with appreciation for multicultural diversity in academics, behavior and climate. It also creates a culture of high expectations with an emphasis on the expectation that all students will participate in. With regard to Academics, the teachers will participate in weekly learning team meetings in which they will review and analyze student data for strengths and weaknesses to drive instruction, monitor student work for rigor and relevance, identify academic targets, align curriculum and standards and share strategies for corrective instruction. The students will take ownership of their learning by identifying learning goals, analyze their data and set goals and plans for learning. It is our belief that the development of student self-efficacy will create lifelong learners who will continue with higher education.

In addition to culture, student behavior is considered a priority for success. Behavior is centered around the belief that students can be successful when classrooms are structured for success, students are taught how to be successful, adult student interactions are positive, and corrections are fluent. Glendale uses the CHAMPS approach to ensure that we

have a behavior model that is proactive, positive, and instructional. Additionally, we use The Responsible Thinking Process to foster student ownership of behaviors and to engage cognitive processes when corrections are needed.

- * History of African and African Americans
- * Hispanic Contributions
- * Women's Contributions
- * Sacrifices of Veterans
- * Declaration of Independence
- * US Constitution
- * Federalists Papers (3rd and 5th)
- * Flag Education

- * Conservation of Resources
- * Human Growth and Development
- * Injury Prevention and Safety
- * Free Enterprise, US Economy
- * Character Development with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

1	III.A	Areas of Focus: Improve tiered instruction in Mathematics, ELA, and Science.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	140-Substitute Teachers	0201 - Glendale Elementary School	School Improvement Funds		\$2,000.00
2	III.A	Areas of Focus: Improve students' access to social and emotional learning opportunities				\$0.00
3	III.A	Areas of Focus: Providing opportunities for teachers to complete Reading Endorsement				\$0.00
Total:						\$2,000.00