

West Glades School



2014-15 School Improvement Plan

West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

[no web address on file]

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

62%

Alternative/ESE Center

No

Charter School

No

Minority

56%

School Grades History

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

School Board Approval

This plan is pending approval by the Glades County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

West Glades School's mission is to build relationships while providing a rigorous, high quality education to ensure that all students are college and career ready and prepared for success in the 21st Century.

Provide the school's vision statement

West Glades School is and will continue to be a consistently high performing school led by faculty and staff who are committed to learning and working as a team to implement research-based strategies. West Glades students will develop to their greatest potential intellectually, emotionally, and physically.

School Environment

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

West Glades School Advisory Council (SAC) members consist of a variety of stakeholders: parents, community members, school employees, and business owners. The demographics of the members also reflects the demographics of the school. This council meets monthly to discuss programs of study, student data, and other school business that affects the school running smoothly and to ensure the best academic instruction is being delivered.

West Glades School has a Migrant Advocate who assists in enrolling migrant students and who serves as a liaison between students and parents and school personnel. The Migrant Advocate makes home visits, translates for Spanish-speaking parents, and helps to set up services for migrant students and their parents. The Migrant Advocate helps migrant parents by translating at school functions and communicating with teachers, administrators, and office staff on behalf of migrant students.

West Glades School also employs an ELL paraprofessional. The ELL paraprofessional works to help students who are non-English speaking learn the English language. The ELL paraprofessional also serves as a liaison between the parents of ELL students and the faculty and staff of West Glades School. The ELL paraprofessional provides parent literacy classes for parents of ELL students. These classes help non-English speaking parents learn the English language. The ELL paraprofessional also assists at school activities as a translator.

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

West Glades School faculty and staff feel that providing a safe learning environment is upmost important. The faculty and staff all share in monitoring the school cafeteria, halls and bus loading area before, during and afterschool. Anti-bullying signs are posted throughout the campus and positive motivational signs are posted throughout the school. Any reports of inappropriate behavior toward another is investigated and addressed according to the investigation and parents are contacted of the results.

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

West Glades School has used Positive Behavior Support (PBS) since 2006-2007. Panthers SCREAM (Self-control, Cooperative, Responsible and Respectful, Eager to Learn, Always Prepared, Motivated) are the expectations that are taught for the first two weeks of school and then retaught at the beginning of each nine week period. The system is has tracking forms used to track student behavior, contact parents, and to document that the expected behaviors have been retaught individually. A child receives up to three tracking forms before they receive an office referral. Once a child is at referral status they could receive additional referrals during that nine week period if they chose to continue to not meet the expectations. This process is used for minor behaviors with the hope that their behavior will change. If a child commits a major incident, they will automatically receive an office referral. At the end of each nine weeks, students are given a clean slate.

New teachers are trained by the PBS team member designated to their grade level. PBS team members meet monthly to discuss school wide behavior, number of referrals and which areas incidents are occurring as well as the time of day and other factors that maybe a trigger for an incident to occur, high flyers (tier 3 students), and schedule and prepare for rewards.

PBS team shares data with faculty at monthly faculty meeting. Panthers cash is used as a incentive for positive choices and can be used for different immediate rewards as well as to purchase entrance to the quarterly school wide awards.

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

West Glades School vision states that the faculty and staff are committed to the implementation of strategies that will enable students to develop intellectually, emotionally, and physically. The social-emotional needs are met through various modes. First, teachers are trained through professional development to recognize the indicators of depression and other emotional needs experienced by students. Teachers also allow students to develop strategies that enable them to speak and address their needs as they develop. Second, the school counselor is available to students who experience social-emotional issues and have needs that requires talking or working through those issues. Should the school counselor find that a child's needs exceeds her range of knowledge, the counselor could refer someone to receive counseling through Lutheran Services, Hendry-Glades mental health, or Hope Connections from Hospice.

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

West Glades School monitors attendances on a weekly basis, identifying those students who have difficulties attending school and being on time. The school follows the district guideline's for truancy making contacts at each interval either by phone, letter, face-to-face meeting or all of these. These attempts are made to resolve the issue of truancy the school attempting to reach out and assist the family in getting students to school or time daily.

West Glades School uses positive behavior support to teach students expected behaviors. This system track student behaviors re-teaching expectation three individual times contacting the parent to work together as a team to teach appropriate behavior before the behavior becomes an office referral. Major offensive are automatic office referrals.

Student grades are tracked form the first interim report. Teachers in grades kindergarten through fourth grade report student progress during professional learning community meetings and the

principal reviews the notes. Teachers also contact guidance counselor if they deemed necessary. Grades fifth through eighth interims and report cards are review by the principal , who meets with them individually discussing pros and cons about their grade report. The student is required to signed that there was a discussion and a copy is filed in their student folder. Students receiving level 1 on state assessment in grades third through eighth receive extra support in reading and/or math over the required class time required by state. Teachers also track weekly test scores using the information for Rtl process as needed but to also identify if students have understanding of the skill/concept that was assessed.

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	6	7	8	
Attendance below 90 percent	5	6	3	2	2	0	2	4	2	26
One or more suspensions	2	0	0	0	0	0	1	1	2	6
Course failure in ELA or Math	10	3	4	3	1	0	9	11	0	41
Level 1 on statewide assessment	0	0	0	11	7	18	7	11	6	60

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

Indicator	Grade Level		Total
	K	6	
Students exhibiting two or more indicators	1	1	2

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

Kindergarten through second grade teachers analysis data from STAR Early Literacy and iReady to create flex groups (iii). These students are provided differentiated instruction in the classroom by the teacher daily. Additionally, a paraprofessional is scheduled several days a week to push into the classroom to provide small group and/or individual support..

Third and fourth grade students are given 30 minutes extra reading instruction by a teacher who has a reading endorsement. The fourth grade teacher uses social studies curriculum to teach reading strategies in the content area. The third grade intervention is an extension of reading using support materials from the reading series. Fifth grade students have social studies with a teacher who has NG CARD-PD. These students are also being provided reading strategies in the content area.

Sixth through eighth grade students who have scored a level 1 or a low level 2 on FCAT reading are scheduled in an intensive reading 100 minute block class. This class provides instruction on grade level as well as extra support in benchmarks of concern. Online resources and programs are also integrated into the class time to provide a variety of different types of curriculum and learning experiences. Sixth through eighth grade students scoring a level 1 or low level 2 in math are scheduled into an intensive math class to provide extra support in benchmarks of concern as well as to reteach the current lessons that these students may need extra practice.

West Glades School takes truancy seriously. If students are not in class each day they are not able to develop and learn to their full potential. The school follows the district truancy plan tracking students who are out or tardy regularly contacting parents, scheduling face-to-face meetings to see how the school can assist with getting students to school daily and on time, The truancy process allows several attempts to work with the family to assist with getting students to school and on time before petitioning to truancy court.

West Glades School offers grade recovery to those students in grades sixth through eighth who have fail one academic class during the regular school year to recover their grade so that they may be promoted to the next grade level.

Third graders who receive a level 1 on reading may attend third grade summer reading camp to have an opportunity to complete the third grade portfolio and take the Stanford 10 to be promoted to fourth grade at the end of the summer. This program is rigorous and follows state guidelines required for third grade promotion.

West Glades School has an afterschool program that is offered to students who meet the criteria from October to April two afternoons a week one day of reading and one day math to provide extended day academic support to those students who meet the criteria. Transportation is provided home to allow for students whose parents work late hours to be able to attend the program.

Parent/Administrator/Student meetings for students struggling with academics focusing on classwork and/or behavior. The administration as well as teachers are always willing to meet with parents to try and figure out how as a team we can better serve a children needs.

Mrs. Deerey, School Counselor, has received training on the MTSS process, and Ms. Foster, District MTSS coordinator, conducts on-going teacher training sessions. The MTSS team at West Glades School meets monthly to address teacher concerns and review any information that needs clarification. Periodically, Mrs. Deerey, Ms. Backes, Principal, and the teacher of record meet to review files to ensure that MTSS is being implemented with fidelity. As needed, Ms. Foster and the school psychologist along with other stakeholders will be invited to the monthly meeting to provide input and make intervention suggestions. Teachers are involved in professional learning communities in order to analyze data and develop intervention plans as needed to address Tier 2 and 3 student needs. As students require support, the team and administration meet to determine how interventions will be implemented and support provided. Data is gathered and analyzed continuously in order to make informed and appropriate decisions to provide appropriate student interventions and support.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172644>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

West Glades School has been adopted by the LaBelle Kiwanis. West Glades has had a Kids Club or Builders Club, both programs are sponsored by Kiwanis, since the school opened. The current Builders Club, which is a middle school club for grades sixth through eighth grades, actively supports and works with the LaBelle chapter of Kiwanis.

West Glades School is in the process of implementing a chapter of FFA (Future Farmers of America) for

6th - 8th graders. As part of the charter process, our FFA chapter has an advisory board, which consists of local businessmen and women with ties to agriculture. Currently, West Glades School offers an introductory middle school course in agriculture and a high school credit course in Agriculture Foundations. Students who earn a high school credit in agriculture will go on to complete animal or plant science agricultural programs in high school.

West Glades School is an AVID certified school. Currently, the AVID program is offered in grades 7 & 8. However, our plan is to offer AVID in 6th - 8th grades during the 2015-16 year. AVID students visit local and Florida-based colleges as part of the curriculum of their classes. One local college, Florida Gulf Coast University, is part of our college-awareness curriculum in AVID. 7th grade students in AVID visit FGCU each year. Local college students from Florida SouthWestern State University serve as college tutors in AVID classes at West Glades School. 8th grade AVID students participate in the University of Florida AVID Encounter (a campus visit and spring football event).

West Glades School is also proud to sponsor teaching interns from local colleges such as Florida SouthWestern State College. Students who need practicum or internship hours are welcomed to work with experienced WGS teachers who are certified through a clinical education program to advise potential teachers.

West Glades School also is involved with and supported by Operation Backpack which is a community initiative that provides food each weekend during the school year to students whose family's are found to need this support. Several of the staff members and parents are on teams that pack the backpacks. The 2014-15 school year will be the third year of this program's implementation.

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
Backes, Doreen	Principal
Hatfield, Jane	Assistant Principal
Murray, Jill	Teacher, K-12
Fulford, Leslie	Teacher, K-12
Hart, Dawn	Teacher, K-12
Gaskins, Jennifer	Teacher, K-12
Campbell, Jamie	Teacher, K-12
Tindall, Andie	Teacher, K-12
Gaskins, Tom	Teacher, K-12
Austin, Cara	Teacher, ESE

Duties

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

School Improvement Team (SIT) is made up of the grade level chair persons. They are required to meet monthly with administration to discuss school wide data, events, and items that affect the operation of the school facility as well as its programs. SIT members are required to shared information provided and decisions made and decided at monthly meeting to their grade level to be implemented. SIT members are also responsible for leading the bi-monthly professional learning

community meetings. These meetings are sometimes agenda driven or may have an open agenda that facilitates meaningful professional discussion.

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 data is analyze to determine the needs of the students. Once this is determined, the administration meets with the Supervisor of Federal Programs to discuss what technology, textbooks, and other resources will meet the needs of the students. Instruction is always data driven using the Florida Continuous Improvement Model (FCIM). The school improvement team meets monthly and is lead by the principal.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Noah Sodrel, Chairman	Parent
Doreen Backes, Principal	Principal
Jane Hatfield, Assistant Principal	Teacher
Pam Vertulo	Business/Community
Christine Coates	Parent
Anne Zimmerman	Teacher
Flora Zimmerly	Education Support Employee
Maria Sandoval	Parent
Monica Villa	Parent

Duties

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

Evaluation of last year's school improvement plan

The principal shares prior years' data with the school advisory council, including whether or not the goals were met. The principal will also share the new goals set for the current year School Improvement Plan (SIP), developed by administration and faculty input. The principal will request SAC members to review SIP and provide feedback this includes additions, changes or removals of goals.

Development of this school improvement plan

Administration meets with School Improvement Team to review current goals and to decide how goals will be set for the 2014-2015 School Improvement Plan. The School Improvement Team suggested with the new Florida State Standards and a new assessment being released just recently that the goals should be set at relevant reasonable goals using the current years data to guide the goal setting.

Preparation of the school's annual budget and plan

The SAC committee is given their account balance which is decided by state and kept at the district level at each meeting. The committee after carefully listening to data, school news, and use of programs considers the request of the administration for spending monies. For the past several years, SAC has purchased student agendas. Student agendas are an essential tools for students daily school life, The West Glades student agenda houses their library card, personal student data, AR goals, reading logs and test record, hall pass for middle school students and a calendar of assignments and dates of events.

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

The school advisory council funds the purchase of student agendas annually. Student agendas are used to communicate with parents on a daily basis, especially for the lower level students in grades kindergarten to fourth grades. Students in 5th - 8th grades are required to keep track of their FCAT and progress monitoring data, assignments, grades, and GPA. The agenda helps students with organizational skills. Agendas are used school wide to check books out of the library and track progress in the Accelerated Reading (AR) program. Beginning this year, middle school students are also using their agendas as a hall pass. This project cost is \$2,162.86.

With the new online testing increasing in the 2014-2015 school year, SAC purchased headphones for all four computer labs so that students will have headphones to use during their progress monitoring assessments, these assessments are given in preparing for the final state assessment AIR.

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
Backes, Doreen	Principal
Hatfield, Jane	Assistant Principal
Huysman, Sheryl	Instructional Media
Fleming, Sherri	Teacher, K-12
Cosby, Jennifer	Teacher, K-12
Campbell, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The West Glades Literacy Team's major initiative is too continue to provide parents with reading strategies for grades K-8 at a single family night, It is challenging to create an event that presents to so many grade levels. In the past, WGS has had a K-5 presentation and a 6-8 presentation. The turn out for the 6-8 event did not merit continuing to have separate nights.

The West Glades Reading Team will continue to monitor reading data and brainstorm ways to increase student performance in reading, which ultimately positively affects all content areas.

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

West Glades School requires teachers to meet weekly for collaboratively writing lesson plans and to analyze student data. Teachers are also required to meet with Professional Learning Communities (PLC) twice monthly. Generally, the PLC is professional discussion that is driven by an agenda provided by administration that addresses best practices, curriculum, data analysis, and other feedback that maybe to essential to the success of the students. The leadership person for each team is required to submit minutes to administrator and it is consolidated and shared with the entire staff. This allow kindergarten through eighth grade teachers to review notes from other grade level on the same topic.

At the beginning of each school year, students are given instruction by West Glades School school counselor and school nurse to promote character education, personal hygiene, safety, using good manners, school attendance, as well as encouraging student achievement. The school counselor and school nurse support the teachers in other areas of instruction.

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

West Glades School hosts interns from area universities and helps to mentor quality graduating teachers, First year teachers are assigned highly effective mentor teachers who work with them and monitor them through the district induction program. The process takes a minimum of a year. Mentor teachers are also required to have Clinical Educators certification prior to becoming a mentor. The program has quarterly observations with feedback embedded in it along with quarterly meeting where the mentor and school administrator meet with the new teacher to review process and areas of concern. Experienced teachers, who come to the West Glades School for the first time, participate in a two to three day district teacher induction to the district. They are closely monitored and guided by grade level teachers and chairperson to ensure they have a successful first year at West Glades. School level administration reviews applications and completes interviews. The principal makes the final decision on who is hired and who will mentor new teachers.

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

Generally, the new teacher is teamed with someone either in their grade level or as closely related as possible. The mentor teacher is required to meet with the new teacher at least weekly to assist them with learning new programs and answer any questions they may have about curriculum, discipline, procedures, policies, school culture or programs.

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

Teachers are given course descriptions to follow as they are to teach benchmarks listed in the courses descriptions that correlate with each subject they teach. Teachers have been given training on CPALMS the department of education website that houses the Florida State Standards (FSS), course descriptions lesson plans, academic vocabulary and materials they are required to teach. Teachers understand that textbooks are only resources and not their core curriculum and that the

FSS are the required curriculum that should be taught. The state now requires the students are given an end-of-course exam for each course code that is taught. The end-of-course exams are created using the benchmarks attached to the course description.

Teachers are required to post lesson plans on OnCourse (an online lesson planner) for administrators to review each week. This online lesson planner allows teachers to post the benchmarks taught as well as accommodations for ELL and ESE students

The i-Ready reading and math online program and workbooks are used K-8 in reading and math. i-Ready provides a single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

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

West Glades School instructional staff all use data to drive instruction. Depending on the grade, the data provided by the assessment given informs teachers of the non-negotiable benchmarks (benchmarks that majority of students are at risk). Florida Continue Improvement Model (FCIM) is often used to re-teach these benchmarks of concern.

Student are given instruction according to their individual needs in either small group or individual instruction.

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: After School Program

Minutes added to school year: 3,240

Grade Acceleration Program (GAP) is an afterschool program that builds on what is being taught in the classroom. GAP teachers and classroom teachers collaborate to provide students the extra support in the areas they are learning in the classroom but not mastering.

Strategy Rationale

Provides students with an extended to support what is being taught in the classroom or re-teaching skills that are taught and not mastered in the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Backes, Doreen, doreen.backes@gladesschools.org

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

i-Ready will be used to progress monitor and provide practice during the computer lab once a week. Students unlimited access to use this program at home. Teachers and administration will compare first iReady assessment to the third iReady assessment noting growth during the school year. Florida State Assessment data will be used to determine the impact of GAP and other strategies used to assist students to be on grade level.

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

-West Glades School shares its campus with the Redland Christian Migrant Association. Kindergarten teachers and administrators work with the staff and students to prepare children to enter kindergarten. Throughout the second semester of the school year, RCMA students come over to the school for tours, lunch in the cafeteria and kindergarten classroom visitations. In addition, a kindergarten orientation night is provided for parents at the RCMA to inform them what to expect and how they can work with their child at home on the skills that will promote kindergarten success.

-Kindergarten Orientation Night is available at the end of each school year for incoming kindergarten parents to learn prior to the beginning of kindergarten what kindergarten expectations are and how they can help assist their child to be prepared for success. Pre-K to Kindergarten. Parents have the opportunity to complete registration forms and tour kindergarten classrooms.

-RCMA pre-K students visit West Glades School Kindergarten several times in the spring preceding their kindergarten year to help transition them from pre-school to kindergarten. This includes experiencing having lunch in the cafeteria.

-6th grade orientation night provides students and parent with information on how middle school progression and requirements differ from elementary requirements.

-7th grade students are encouraged to complete high school credit courses (Alg. I Honors and Agriculture Foundations) while in 8th grade.

-8th grade students complete Choices career inventory online prior to graduating from eighth grade. In the spring the high school guidance counselor visits the school to inform students of class choices and answer any questions students may have about the transition to high school. Eighth grade students have the opportunity to receive guidance high school registration process.

8th grade students are invited to attend a Middle School Registration Night at WGS at which the students are given registration sheets to select courses (mimicking the high school course registration process)

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

-AVID students participate in a college visitation each year (7th grade students tour Florida Gulf Coast University; 8th graders attend the University of Florida AVID day)

-West Glades School is AVID-certified and committed to exposing students to a college-going culture (naming our computer labs after Florida universities; faculty wearing college t-shirts on Friday jeans/t-shirt day; focusing on WICOR=writing, inquiry, collaboration, organization, and reading college-prep curriculum)

-Middle grades Introduction to Agriculture and Agriculture Foundations (high school credit) participate in career awareness curriculum

-Middle school agriculture students participate in an Agriculture Field Day (field trip for elementary school students)

-FFA chapter to be established at West Glades School (with agriculture advisory board of community leaders)

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

- Middle grades Introduction to Agriculture and high school credit Agriculture Foundations courses are available to 6th-8th grade students
- Middle grades Journalism course is offered to 7th & 8th grade students.
- Middle grades student Engaged Citizenship through Service Learning course offered to 7th & 8th grade students.

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

West Glades School agriculture students have been exposed to a wide variety of experiences such as hydroponics, raised bed gardening, hatching eggs, etc. Agriculture students invite elementary students to visit agriculture indoor and outdoor classrooms. Agriculture students host agriculture field day for all grades (K-8) to attend (informational presentations on agriculture-related topics that promote career education.

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

West Glades School plans to offered the following courses that will promote postsecondary readiness:

- 7th grade students are permitted to take Algebra I Honors in 2014-15
- 8th grade cohort of Geometry Honors planned for 2015-16
- 8th grade cohort of Biology I Honors planned for 2015-16

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.** 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment
- G2.** 70% of middle school students taking Algebra I Honors during the 2014-15 school year will score a level 3 or higher on the Algebra EOC assessment
- G3.** 64% of the students will score a level 3 or higher in reading as measured by Florida State Assessment.

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. 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment 1a

G043216

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0

Resources Available to Support the Goal 2

- Bi-monthly professional learning communities (PLC), administrations, mentor teachers for new teachers, professional development days.

Targeted Barriers to Achieving the Goal 3

- Students will not have acquired the skills necessary to reach proficiency
- The lack of support at home.

Plan to Monitor Progress Toward G1. 8

Review how many parents visit the Edline website to access the child's grades.

Person Responsible

Cathy Deerey

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

The report showing how many parents access the website containing student grades.

G2. 70% of middle school students taking Algebra I Honors during the 2014-15 school year will score a level 3 or higher on the Algebra EOC assessment **1a**

G042937

Targets Supported **1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	70.0

Resources Available to Support the Goal **2**

- Supplementary Algebra I Honors textbooks
- Teacher tutors students before and after school, especially during the 2 months before the Algebra EOC assessment
- AVID students in Algebra I Honors receive bi-weekly tutoring from college-age tutors

Targeted Barriers to Achieving the Goal **3**

- Florida Partnership grant funding for AVID tutoring was eliminated for the 2014-15 school year; alternate funding for tutor salaries must be procured

Plan to Monitor Progress Toward G2. **8**

Performance Matters progress monitoring test results and Algebra EOC test results for Algebra I Honors students in AVID and not in AVID will be compared.

Person Responsible

Jane Hatfield

Schedule

Quarterly, from 10/27/2014 to 6/5/2015

Evidence of Completion

Raw scores on Performance Matters and 3+ scores on Algebra EOC assessment compared (AVID to non-AVID students)

G3. 64% of the students will score a level 3 or higher in reading as measured by Florida State Assessment.

1a

G042496

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Bi-monthly Professional Learning Communities (PLC), Administrators, mentor teachers for new teachers, Professional development days. weekly team collaborative lesson planning

Targeted Barriers to Achieving the Goal 3

- Students may not spend enough or any time reading outside the classroom.
- Students may not get support at home.
- Too many assessments

Plan to Monitor Progress Toward G3. 8

Diagnostics, summaries, and growth reports will be reviewed and analyzed each time students are assessed. The program is monitored weekly by teachers to be sure that students are reading books within their ZPD and taking assessments successfully.

Person Responsible

Doreen Backes

Schedule

Quarterly, from 8/25/2014 to 5/15/2015

Evidence of Completion

The final growth report should reflect how successful the student will be taking the state assessment.

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. 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment

1

 G043216

G1.B1 Students will not have acquired the skills necessary to reach proficiency **2**

 B105729

G1.B1.S1 Provide in-service to teachers to implement new program to support the benchmarks in the Florida State Standards and begin implementing curriculum mapping. **4**

 S117020

Strategy Rationale

Providing technology to support the new standards and training to use it effectively will increase students achievement. Curriculum mapping will align the benchmarks that need to be taught.

Action Step 1 **5**

In-service will be provided throughout the school year to teacher teachers how to best implement the on-line program to assist with students meeting proficiency.

Person Responsible

Doreen Backes

Schedule

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

Evidence of Completion

Reports from program showing usage by studnets

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

Implementation of new online program will be monitored regularly

Person Responsible

Doreen Backes

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Reports will be printed and review. Teachers will be required to discuss and analyze as a grade level during professional learning communities.

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

Students progress monitoring assessments scores will consistently increase.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Increase in state assessment scores.

G1.B2 The lack of support at home. 2

 B105730

G1.B2.S1 Progress reports will be sent home at the end of each nine weeks and teachers will contact parents in between progress reports. 4

 S117026

Strategy Rationale

This will keep the parents informed about their child's progress even if they do not come to or contact the school.

Action Step 1 5

Provide parents with parent portal on Edline (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes.

Person Responsible

Cathy Deerey

Schedule

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

Evidence of Completion

Student progress is monitored at school and students are required to track their data.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Student grades are updated weekly in Edline to provide parents with the most updated information as possible in all classes.

Person Responsible

Cathy Deerey

Schedule

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

Evidence of Completion

Parents will be informed about student progress.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The parents are supportive of the school and the school is supportive of home.

Person Responsible

Doreen Backes

Schedule

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

Evidence of Completion

Parents will call or come to parent-teacher conference knowledge about their child's progress. There should be no surprises.

G2. 70% of middle school students taking Algebra I Honors during the 2014-15 school year will score a level 3 or higher on the Algebra EOC assessment 1

 G042937

G2.B3 Florida Partnership grant funding for AVID tutoring was eliminated for the 2014-15 school year; alternate funding for tutor salaries must be procured 2

 B104939

G2.B3.S1 Fund-raising by AVID students in fall and winter to pay tutor salaries 4

 S116186

Strategy Rationale

AVID students have common and program-related purpose for fund-raising activities

Action Step 1 5

AVID students will raise money for 3 college-age AVID tutors with a fall and winter fundraiser.

Person Responsible

Jane Hatfield

Schedule

Quarterly, from 9/8/2014 to 12/19/2014

Evidence of Completion

Receipts from fall fund-raiser and winter fund-raiser

Action Step 2 5

The AVID site team will advertise, interview, and hire 3 college-age AVID tutors.

Person Responsible

Jane Hatfield

Schedule

On 10/10/2014

Evidence of Completion

AVID tutor job advertisement; interview schedule and notes; fingerprinting receipt and employment application

Action Step 3 5

The AVID Site Coordinator will train new AVID tutors.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 10/13/2014 to 10/24/2014

Evidence of Completion

AVID tutoring handbook and tutor classwork and homework

Action Step 4 5

AVID tutors are placed in 7th and 8th grade classes on Tuesday and Thursday mornings.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 10/28/2014 to 5/21/2015

Evidence of Completion

AVID tutor timesheets and AVID Elective class tutoring observation forms

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor progress of AVID students in Algebra I Honors on Performance Matters Algebra assessments and compare to non-AVID student results; compare AVID students results on Algebra I EOC assessment to non-AVID student results.

Person Responsible

Jane Hatfield

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Performance Matters Algebra EOC progress monitoring results for AVID students, and Algebra I EOC assessment results for AVID students

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Compare AVID to Non-AVID student results on Algebra I EOC Performance Matters progress monitoring, and compare AVID to Non-AVID student results on Algebra I EOC assessment.

Person Responsible

Jane Hatfield

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Compare level 3+ results for Algebra students in AVID to non-AVID students on Performance Matters progress monitoring assessments and on the Algebra I EOC assessment.

G3. 64% of the students will score a level 3 or higher in reading as measured by Florida State Assessment. 1

G042496

G3.B1 Students may not spend enough or any time reading outside the classroom. 2

B103899

G3.B1.S1 Students K through grade 8 will be required to participate in the Accelerated Reading Program. 4

S115022

Strategy Rationale

Implementing Accelerated Reading Program and providing incentives will assist in motivating those students who are not getting enough reading practice.

Action Step 1 5

Renaissance Place is a supplement reading program that has it's own progress monitoring assessment STAR Reading and STAR Early Literacy. STAR Early Literacy provides teachers K-2 with data on Phonics, Phonemic Awareness, Visual Discrimination, Paragraph-Level Comprehension, Sentence-Level Comprehension, Vocabulary, Concept of Word, Structural Analysis, and Early Numeracy. This assessment provides teachers with detailed reports on student strengths and weaknesses. The report divides students into differentiate learning groups according to their needs so teachers can provide intense immediate instruction in small groups. STAR provides teachers K-8 with data on reading literature, reading informational text, and language. The program provides suggested reading levels using a Zone of Proximal Development (ZPD). Students then are assigned goals to reach within a 12 week period. Students must read books within their ZPD and take test to earn points to reach goals

Person Responsible

Doreen Backes

Schedule

Daily, from 8/25/2014 to 5/15/2015

Evidence of Completion

STAR and STAR Early Literacy growth reports; students become better readers and score better on all reading assessments.

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

Plan Meeting

Person Responsible

Sheryl Huysman

Schedule

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

Evidence of Completion

Printed reports reviewed by WGS Literacy Team and principal/assistant principal. Principal will discuss with teachers who are not implementing with fidelity

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

Implementation of Renaissance Place programs: STAR Early Literacy and STAR Reading

Person Responsible

Doreen Backes

Schedule

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

Evidence of Completion

Growth report from STAR Early Literacy and STAR Reading

G3.B2 Students may not get support at home. 2

B103900

G3.B2.S1 Progress reports will be sent home at middle of each nine week period and teacher contact as needed in between progress reports 4

S115031

Strategy Rationale

Providing parents with data on a regular basis and providing an opportunity to meet to discuss student progress will encourage support from home.

Action Step 1 5

Family Literacy Awareness Night is an event that teachers school wide assist with planning and implementing to inform parents how they can help their child at home to become better readers.

Person Responsible

Doreen Backes

Schedule

On 12/17/2014

Evidence of Completion

Parent sign in sheets, agenda, invitation/RSVP, Blackboard Connect call out, surveys

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

Family Literacy Awareness Night

Person Responsible

Sheryl Huysman

Schedule

On 11/12/2014

Evidence of Completion

Invitation/RSVP, parent sign in sheets, agenda, Blackboard Connect call out, notes home.

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

The effectiveness of the Family Literacy Awareness Night

Person Responsible

Sheryl Huysman

Schedule

Daily, from 11/12/2014 to 11/12/2014

Evidence of Completion

The percentage of students who complete homework assignments with the assistance of parents at home increase. Student progress appears to increase with the added assistance of reading practice and assistance from home.

G3.B3 Too many assessments 2

 B103901

G3.B3.S1 Analyze current assessments being administer annually and decide which progress monitoring assessment provides the most valuable information about student progress to assist teachers to provide interventions that are specific to student needs. 4

 S115032

Strategy Rationale

This strategy will limit the number of assessments administered.

Action Step 1 5

Reviewing annually administered assessments

Person Responsible

Doreen Backes

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data comparison to new state assessment, benchmarks and Florida State Standards

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Progress monitoring assessments: FAIR, Performance Matters, I Ready, STAR Early Literacy, STAR reading

Person Responsible

Doreen Backes

Schedule

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

Evidence of Completion

Comparison of assessments currently being administer to Florida State Standards.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Progress monitoring assessments currently used: FAIR, Performance Matters, I ready, STAR Early Literacy, STAR Reading

Person Responsible

Doreen Backes

Schedule

Evidence of Completion

New assessments supporting Florida State Standards provides valid data on how students are progressing on tested standards/benchmarks.

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
G3.B1.S1.A1	Renaissance Place is a supplement reading program that has it's own progress monitoring assessment STAR Reading and STAR Early Literacy. STAR Early Literacy provides teachers K-2 with data on Phonics, Phonemic Awareness, Visual Discrimination, Paragraph-Level Comprehension, Sentence-Level Comprehension, Vocabulary, Concept of Word, Structural Analysis, and Early Numeracy. This assessment provides teachers with detailed reports on student strengthens and weaknesses.	Backes, Doreen	8/25/2014	STAR and STAR Early Literacy growth reports; students become better readers and score better on all reading assessments.	5/15/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	The report divides students into differentiate learning groups according to their needs so teachers can provide intense immediate instruction in small groups. STAR provides teachers K-8 with data on reading literature, reading informational text, and language. The program provides suggested reading levels using a Zone of Proximal Development (ZPD). Students then are assigned goals to reach within a 12 week period. Students must read books within their ZPD and take test to earn points to reach goals				
G3.B2.S1.A1	Family Literacy Awareness Night is an event that teachers school wide assist with planning and implementing to inform parents how they can help their child at home to become better readers.	Backes, Doreen	12/17/2014	Parent sign in sheets, agenda, invitation/RSVP, Blackboard Connect call out, surveys	12/17/2014 one-time
G3.B3.S1.A1	Reviewing annually administered assessments	Backes, Doreen	8/18/2014	Data comparison to new state assessment, benchmarks and Florida State Standards	6/4/2015 daily
G2.B3.S1.A1	AVID students will raise money for 3 college-age AVID tutors with a fall and winter fundraiser.	Hatfield, Jane	9/8/2014	Receipts from fall fund-raiser and winter fund-raiser	12/19/2014 quarterly
G1.B1.S1.A1	In-service will be provided throughout the school year to teacher teachers how to best implement the on-line program to assist with students meeting proficiency.	Backes, Doreen	8/25/2014	Reports from program showing usage by studnets	5/22/2015 daily
G1.B2.S1.A1	Provide parents with parent portal on Edline (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes.	Deerey, Cathy	8/18/2014	Student progress is monitored at school and students are required to track their data.	6/5/2015 weekly
G2.B3.S1.A2	The AVID site team will advertise, interview, and hire 3 college-age AVID tutors.	Hatfield, Jane	9/22/2014	AVID tutor job advertisement; interview schedule and notes; fingerprinting receipt and employment application	10/10/2014 one-time
G2.B3.S1.A3	The AVID Site Coordinator will train new AVID tutors.	Hatfield, Jane	10/13/2014	AVID tutoring handbook and tutor classwork and homework	10/24/2014 biweekly
G2.B3.S1.A4	AVID tutors are placed in 7th and 8th grade classes on Tuesday and Thursday mornings.	Hatfield, Jane	10/28/2014	AVID tutor timesheets and AVID Elective class tutoring observation forms	5/21/2015 biweekly
G1.MA1	Review how many parents visit the Edline website to access the child's grades.	Deerey, Cathy	8/25/2014	The report showing how many parents access the website containing student grades.	5/29/2015 daily
G1.B1.S1.MA1	Students progress monitoring assessments scores will consistently increase.	Hatfield, Jane	9/5/2014	Increase in state assessment scores.	5/29/2015 biweekly
G1.B1.S1.MA1	Implementation of new online program will be monitored regularly	Backes, Doreen	9/2/2014	Reports will be printed and review. Teachers will be required to discuss and analyze as a grade level during professional learning communities.	5/29/2015 biweekly
G1.B2.S1.MA1	The parents are supportive of the school and the school is supportive of home.	Backes, Doreen	8/25/2014	Parents will call or come to parent-teacher conference knowledge about their child's progress. There should be no surprises.	6/5/2015 daily
G1.B2.S1.MA1	Student grades are updated weekly in Edline to provide parents with the most updated information as possible in all classes.	Deerey, Cathy	8/25/2014	Parents will be informed about student progress.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Performance Matters progress monitoring test results and Algebra EOC test results for Algebra I Honors students in AVID and not in AVID will be compared.	Hatfield, Jane	10/27/2014	Raw scores on Performance Matters and 3+ scores on Algebra EOC assessment compared (AVID to non-AVID students)	6/5/2015 quarterly
G2.B3.S1.MA1	Compare AVID to Non-AVID student results on Algebra I EOC Performance Matters progress monitoring, and compare AVID to Non-AVID student results on Algebra I EOC assessment.	Hatfield, Jane	10/20/2014	Compare level 3+ results for Algebra students in AVID to non-AVID students on Performance Matters progress monitoring assessments and on the Algebra I EOC assessment.	6/5/2015 quarterly
G2.B3.S1.MA1	Monitor progress of AVID students in Algebra I Honors on Performance Matters Algebra assessments and compare to non-AVID student results; compare AVID students results on Algebra I EOC assessment to non-AVID student results.	Hatfield, Jane	10/20/2014	Performance Matters Algebra EOC progress monitoring results for AVID students, and Algebra I EOC assessment results for AVID students	6/5/2015 quarterly
G3.MA1	Diagnostics, summaries, and growth reports will be reviewed and analyzed each time students are assessed. The program is monitored weekly by teachers to be sure that students are reading books within their ZPD and taking assessments successfully.	Backes, Doreen	8/25/2014	The final growth report should reflect how successful the student will be taking the state assessment.	5/15/2015 quarterly
G3.B1.S1.MA1	Implementation of Renaissance Place programs: STAR Early Literacy and STAR Reading	Backes, Doreen	8/25/2014	Growth report from STAR Early Literacy and STAR Reading	5/22/2015 quarterly
G3.B1.S1.MA1	Plan Meeting	Huysman, Sheryl	8/25/2014	Printed reports reviewed by WGS Literacy Team and principal/assistant principal. Principal will discuss with teachers who are not implementing with fidelity	5/22/2015 daily
G3.B2.S1.MA1	The effectiveness of the Family Literacy Awareness Night	Huysman, Sheryl	11/12/2014	The percentage of students who complete homework assignments with the assistance of parents at home increase. Student progress appears to increase with the added assistance of reading practice and assistance from home.	11/12/2014 daily
G3.B2.S1.MA1	Family Literacy Awareness Night	Huysman, Sheryl	11/12/2014	Invitation/RSVP, parent sign in sheets, agenda, Blackboard Connect call out, notes home.	11/12/2014 one-time
G3.B3.S1.MA1	Progress monitoring assessments currently used: FAIR, Performance Matters, I ready, STAR Early Literacy, STAR Reading	Backes, Doreen	New assessments supporting Florida State Standards provides valid data on how students are progressing on tested standards/ benchmarks.	one-time	
G3.B3.S1.MA1	Progress monitoring assessments: FAIR, Performance Matters, I Ready, STAR Early Literacy, STAR reading	Backes, Doreen	8/18/2014	Comparison of assessments currently being administer to Florida State Standards.	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment

G1.B1 Students will not have acquired the skills necessary to reach proficiency

G1.B1.S1 Provide in-service to teachers to implement new program to support the benchmarks in the Florida State Standards and begin implementing curriculum mapping.

PD Opportunity 1

In-service will be provided throughout the school year to teacher teachers how to best implement the on-line program to assist with students meeting proficiency.

Facilitator

Representative from the iReady

Participants

all teacher, administration and support personnel that monitor the I Ready program.

Schedule

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

G3. 64% of the students will score a level 3 or higher in reading as measured by Florida State Assessment.

G3.B1 Students may not spend enough or any time reading outside the classroom.

G3.B1.S1 Students K through grade 8 will be required to participate in the Accelerated Reading Program.

PD Opportunity 1

Renaissance Place is a supplement reading program that has its own progress monitoring assessment STAR Reading and STAR Early Literacy. STAR Early Literacy provides teachers K-2 with data on Phonics, Phonemic Awareness, Visual Discrimination, Paragraph-Level Comprehension, Sentence-Level Comprehension, Vocabulary, Concept of Word, Structural Analysis, and Early Numeracy. This assessment provides teachers with detailed reports on student strengths and weaknesses. The report divides students into differentiated learning groups according to their needs so teachers can provide intense immediate instruction in small groups. STAR provides teachers K-8 with data on reading literature, reading informational text, and language. The program provides suggested reading levels using a Zone of Proximal Development (ZPD). Students then are assigned goals to reach within a 12 week period. Students must read books within their ZPD and take tests to earn points to reach goals.

Facilitator

Renaissance Place webinars.

Participants

All Kindergarten through 8th grade teachers that teach reading or who are responsible for this program's implementation.

Schedule

Daily, from 8/25/2014 to 5/15/2015

G3.B2 Students may not get support at home.

G3.B2.S1 Progress reports will be sent home at middle of each nine week period and teacher contact as needed in between progress reports

PD Opportunity 1

Family Literacy Awareness Night is an event that teachers school wide assist with planning and implementing to inform parents how they can help their child at home to become better readers.

Facilitator

Sheryl Huysman

Participants

Parents, and students

Schedule

On 12/17/2014

G3.B3 Too many assessments

G3.B3.S1 Analyze current assessments being administer annually and decide which progress monitoring assessment provides the most valuable information about student progress to assist teachers to provide interventions that are specific to student needs.

PD Opportunity 1

Reviewing annually administered assessments

Facilitator

Doreen Backes and Jane Hatfield

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G1. 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment

G1.B2 The lack of support at home.

G1.B2.S1 Progress reports will be sent home at the end of each nine weeks and teachers will contact parents in between progress reports.

PD Opportunity 1

Provide parents with parent portal on Edline (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes.

Facilitator

Cathy Deerey

Participants

Teachers, parents and students

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment	20,850
Goal 2: 70% of middle school students taking Algebra I Honors during the 2014-15 school year will score a level 3 or higher on the Algebra EOC assessment	2,500
Goal 3: 64% of the students will score a level 3 or higher in reading as measured by Florida State Assessment.	8,275
Grand Total	31,625

Goal 1: 70% of the students will score a Level 3 or higher in Math as measured by the Florida State Assessment

Description	Source	Total
B1.S1.A1 - Notes	Title I Part A	18,650
B2.S1.A1 - Notes	Title I Part A	2,200
Total Goal 1		20,850

Goal 2: 70% of middle school students taking Algebra I Honors during the 2014-15 school year will score a level 3 or higher on the Algebra EOC assessment

Description	Source	Total
B3.S1.A1 - AVID students are going to do two fundraisers in hoping to raise at least \$2,000 toward tutor salaries.	Other	2,500
Total Goal 2		2,500

Goal 3: 64% of the students will score a level 3 or higher in reading as measured by Florida State Assessment.

Description	Source	Total
B1.S1.A1 - Notes	Title I Part A	8,275
Total Goal 3		8,275