Glades County School District

West Glades School

2015-16 School Improvement Plan

West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	46%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	B	B

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Glades County School Board on 9/10/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 reflect 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, 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 English Language Learners (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 during school activities as a translator.
Parent involvement is key to student success. WGS encourages parent and student participation in quarterly parent/teacher conference nights, our annual Literacy Night, Fall Festival, sporting events, concerts, and club activities. Our PTO is actively involved at WGS. They sponsor honor roll celebrations and plan and participate in schoolwide activities and conduct fundraiser's for activities.
All students, K - 8, participate in our PBS (Positive Behavior Support) system at WGS. PBS helps teachers and staff set expectations for students, reinforcing rules quarterly and offering rewards weekly.

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 of upmost importance. The faculty and staff all share in monitoring the school cafeteria, halls, parent pickup and bus loading area before, during and after school. WGS is an anti-bullying zone. Anti-bullying signs

and positive motivational signs are posted throughout the school. At the beginning of the school year, students learn how to identify and report bullying. Students learn the consequences for bullying and how to report bullying anonymously via phone, drop box or Internet. In October, WGS celebrates Red Ribbon and Anti-Bullying week. Any report of inappropriate behavior toward another is investigated and addressed according to the Glades County Anti-Bullying Policy; parents are contacted with the results. The administration, the guidance counselor, and the teachers and staff deal swiftly with behavior infractions. Good behavior and academic success are celebrated throughout the year.

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 the 2006-2007 school year. 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 PBS system uses tracking forms to track student behavior, contact parents, and to document that the expected behaviors have been retaught. A student can receive up to three tracking forms before they receive an office referral. Once a student is at referral status, they can receive additional referrals during that nine week period if they choose to continue to exhibit the negative behavior. This process is used for minor behavior infractions with the hope that a student's behavior will change. If a student commits a major infraction, he/she 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(s) designated to their grade level. PBS team members meet monthly to discuss schoolwide behavior. The team investigates the number of referrals, in which areas incidents are occurring, the time of day, and other factors that may trigger an incident to occur. PBS members study high flyers (tier 3 students) and schedule and prepare rewards for students with good behavior. The PBS team shares this data with the faculty at monthly faculty meetings.

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 assist students in developing intellectually, emotionally, and physically. Students' social-emotional needs are met through various modes. First, staff members are trained through professional development to recognize the indicators of depression and to recognize other student emotional needs . Teachers also assist students to self advocate. Second, the school counselor is available to students who experience social-emotional or behavioral issues. Should the school counselor find that a student's needs exceed her expertise, the counselor will refer the student for counseling through Lutheran Services, Central Florida Behavioral Health Network, or Hope Connections from Hospice. Third, the counselor also provides whole group and grade-specific presentations to ensure that students' social-emotional and behavioral needs are addressed. The guidance counselor serves as chairman of the PBS Committee. Fourth, the Principal, Assistant Principal, and Guidance Counselor provide specific academic support to grades 6th - 8th. The Principal (8th), the Assistant Principal (7th), and the Guidance Counselor (6th) meet with students in specific grade levels to provide encouragement and help with grades and to help them progress toward high school.

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 attendance on a daily basis, identifying truant students. The school follows the district guidelines for truancy, making contacts at established intervals by phone, by letter, and in face-to-face parent meetings. These attempts are made to resolve attendance issues by reaching out and assisting families with truancy interventions. If these interventions are not successful, parents are referred to the Glades County Sheriff's Office. Quarterly PBS celebrations are based partly on student attendance, as are student field trips.
West Glades School uses Positive Behavior Support (PBS) to teach students expected behaviors. The PBS system tracks student behaviors and requires teachers to re-teach expectations four times throughout the year and to contact parents. Expectations of the PBS system are that teachers and parents work together as a team to teach and re-teach appropriate behaviors to prevent a student from receiving an office referral. Major offenses are automatic office referrals.
Student grades are tracked beginning with the first interim report. Teachers in grades kindergarten through eighth grade discuss student progress during professional learning community (PLC) meetings. The PLC minutes are then reviewed by school administrators. Teachers also contact the guidance counselor if further intervention with student grades is deemed necessary. Grades fifth through eighth interims and report cards are reviewed by the Principal, Assistant Principal, and Guidance Counselor, who meet with students individually, if necessary. These meetings are documented.
In addition, teachers also track weekly test scores using the test data for the RtI process. Teachers at WGS use progress monitoring and the previous year's state assessment data to identify students who are struggling to provide them with additional support.

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	7	5	4	0	1	5	3	2	5	32
One or more suspensions	7	4	4	5	2	2	8	6	10	48
Course failure in ELA or Math	25	1	3	4	8	0	0	2	0	43
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level								Total
	K	1	2	4	5	6	7	8	
Students exhibiting two or more indicators	6	2	1	1	1	1	2	4	18

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

WGS takes truancy seriously. If students are not in class each day, they lose important instructional time. WGS follows the Glades County Schools' Truancy Plan. WGS tracks students who are absent or tardy regularly, contacting parents via BlackBoard Connect and by letter. Face-to-face meetings are scheduled with the parent at the next level of intervention. Parents have several chances to work with WGS and Glades County Schools' staff to improve their students' attendance. If repeated interventions are not successful, then parents are reported to the Glades County Sheriff's office.
West Glades School provides the following intervention strategies to students in grades KG - 8th,

including differentiated instruction, push in and/or pullout support for English Language Learners (ELLs), push in and/or pullout support for Exceptional Student Education (ESE) students, and push in and/or pullout support for general education students who are struggling in reading or math. In KG - 4th grade, an extra 30 minutes of reading is provided by classroom teacher. In 5th - 8th grade, extra support is given by a teacher with reading endorsement or NG CARD-PD endorsement. One hundred minutes of supplemental support is offered in a computer lab using the iReady reading and math program for all students in KG - 8th grade.

Kindergarten through second grade teachers analyze data from STAR Early Literacy and iReady to create flex groups (iii). These students are provided daily differentiated instruction by their teacher. Additionally, a paraprofessional is scheduled several days a week to push into the classroom to provide small group and/or individual support. 3rd - 5th grade teachers analyze I-Ready reading and math diagnostic data and state assessment data (4th & 5th) to identify tier 1 and 2 students. These students also receive additional push in and pull out support and differentiated instruction by their teacher.

Sixth through eighth grade students are scheduled in a 50 minute reading class. 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 in which these students may need extra practice. West Glades School offers grade recovery to those students in grades sixth through eighth who have failed one academic class during the regular school year. This opportunity allows students 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 after school program from October to April for struggling students. This program, GAP, is held two afternoons a week, with one day of reading instruction and one day of math instruction to provide extended day academic support to those students who need help. Bus transportation is provided to allow students to participate in GAP. The Scholar's Club, which is sponsored by Florida Gulf Coast University (FGCU), offers students the opportunity to receive an additional two hours per month of remediation, homework help, and counseling. The College Reach-Out Program (CROP), which is also sponsored by FGCU, can receive the same services as Scholar's Club students (up to four hours per month). Scholar's Club and CROP students also have the opportunity to participate in College for a Day (at FGCU), STEM activities, educational field trips, and summer camps.

Parent/Administrator/Student meetings are scheduled for students struggling with academics and/or behavior. The teachers, as well as WGS administrators and guidance counselor, are always willing to meet with parents to problem solve as a team to better serve a student needs.

Mrs. Deerey, School Counselor, has received training on the (Multi Tier Support System) 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, the school psychologist,and other selected stakeholders will be invited to the monthly meeting to provide input and make intervention suggestions. Teachers are involved in professional learning communities in which they analyze data and develop intervention plans 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 provided.

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 chapter of Kiwanis. West Glades sponsors Builder's Club, which is a middle school chapter of Kiwanis. The chapter has been in place since the founding of WGS, twelve years ago. Builder's Club is comprised of 6th - 8th graders. Builder's Club is involved in various community service projects throughout the school year. Builder's Club provides Thanksgiving baskets and turkeys to local families in need. They also provide Easter eggs filled with candy for the Kiwanis' annual Easter Egg Hunt in LaBelle. This year, Builder's Club plans to collect plastic bottle caps for Caps of Love. This is a program that help provides wheelchairs for disabled children in need.

West Glades School supports Operation Backpack, which is a community initiative that provides food each weekend during the school year to LaBelle students' needy families. Every month, WGS staff members, parents, and various club members participate in packing food in the students' backpacks. The 2015-2016 school year is the fourth year of this program's implementation.

West Glades School has an active chapter of Beta Club for 6th - 8th graders. Academic standards qualify students for membership. One of the requirements for membership is completing community service projects. For example, Beta Club students participate in Operation Backpack. Beta Club members did a "sock roundup" for nursing home residents, as well as providing residents with Valentines' Day cards and Christmas cards. The club members also provided Christmas cards for our Troops. In addition, Beta Club sponsors 2 to 3 blood drives every year.

West Glades School has a chapter of SWAT (Students Working Against Tobacco). This club is open to 6th - 8th graders and is sponsored by the Hendry/Glades Health Department. Students provide anti-tobacco, -alcohol, and -drug information to our K - 8 student body throughout the year. Health Department representatives meet with and provide training and information to SWAT members. The Health Department comes to WGS several times during the school year to interact with students during lunchtime, providing information about substance abuse.

West Glades School has an active Student Government for 6th - 8th graders. Students are elected to Student Government and provide leadership for middle school students. These students sponsor events, like Spirit Week and the Spirit Dance, held in January. Student Government members also work on community service projects. They will participate in Operation Backpack this year, and they are continuing to work on a project to rename the street in front of our school Panther Way. They will continue to promote their video, "We are More than a Test Score" this year.

West Glades Media Center hosts 2 book fairs in conjunction with open house. The media center offers classes for students in kindergarten through fourth grade. These students provide Veterans Day cards each year to the VA hospital in West Palm Beach.

West Glades School also has a branch of Suncoast Credit Union. This is a student-led working branch of Suncoast open every Wednesday morning from 7:30 - 8:00. Student officers (5th - 8th graders) are

trained by Suncoast to open accounts and make deposits. Suncoast student officers also participate at Open Houses, Fall Festival, and other events, providing information to parents and students about opening saving accounts and the benefits of saving money. Parents may also come in on Wednesday mornings to make a deposit at the WGS Suncoast branch.
West Glades School is proud to sponsor teaching interns from local colleges, such as Florida SouthWestern College and Florida Gulf Coast University. Student-teachers who need practicum or internship hours are welcomed to WGS to work with experienced WGS teachers who are certified through a Clinical Education program that allows these veteran teachers to advise potential teachers.

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:

Name	Title
Backes, Doreen	Principal
Hatfield, Jane	Assistant Principal
Murray, Jill	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
Cardoza, Marlene	Teacher, K-12
Austin, Cara	Teacher, ESE
Huysman, Sheryl	Instructional Media

Duties

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

The Principal provides leadership and facilitates the support of the SIT, SAC, and PTO; oversees the MTSS process; monitors the PBS process; and ensures that the SIP is implemented. The Principal regularly communicates with school stakeholders, the Glades County School Board and the Superintendent. The Principal ensures that professional development is available to support staff, directs bi-monthly PLC's, and attends meetings to support these processes and the needs of the team. The Principal serves as the instructional leader of the school, observing all staff, providing feedback, and evaluating KG - 3rd grade teachers, support teachers, support staff and the Assistant Principal.
The Assistant Principal assists the Principal in overseeing the SIT, SAC, PTO, PBS and SIP. She provides and records professional development and attends grade level PLC's. The Assistant Principal is an instructional leader, observing all staff, providing feedback, and evaluating 4th - 8th grade teachers and support teachers.
The Guidance Counselor assists the leadership team in providing leadership and directs the MTSS process, oversees ELL and ESE services, and is chairman of the PBS team.
The Reading Resource Teacher schedules supplemental reading intervention services, works with teachers on reading issues, provides progress monitoring, and provides staff development on a

variety of topics.
School Improvement Team (SIT) consists of the grade level chairpersons. They are required to meet monthly with administration to discuss schoolwide data, events, and items that affect the operation of the school facility as well as its programs. SIT members must then share information from the SIT meetings with their grade level to facilitate change schoolwide. 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; the PLC's generate meaningful professional discussion and are recorded by the grade level and shared with the staff.

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

Data is analyzed to determine the needs of students. Once student needs are determined, the administration meets with the Supervisor of Federal Programs to discuss what technology, textbooks, and other resources will be needed. Instruction is 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:

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
Mary Abram	Parent
Ruby Hernandez	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 reviews prior years' data with the School Advisory Council, informing them if goals were met, as soon as all previous year's state assessment scores are available. The Principal will also share the new goals set for the current year School Improvement Plan (SIP) developed by administration and staff. The Principal will request that the SAC members review the SIP and provide feedback, including additions, changes or removals of goals.

Development of this school improvement plan

Administration meets with the School Improvement Team (SIT) to review current goals and to decide how goals will be set for the 2015-2016 School Improvement Plan (SIP). The SIT members can ask questions, make suggestions for changes, or approve the plan as presented.
After the SIT members approve the SIP, the SIP is reviewed with the SAC members. They, too, can ask questions, make suggestions for changes, or approve the plan as presented.

Preparation of the school's annual budget and plan

The SAC committee is given their account balance decided by state and housed at the district level at each meeting. The committee after careful review of data, needs, school news, and use of programs considers the request of the administration for use of funds. In the past, SAC has purchased student agendas. The agendas are an essential tool for students' organizational skills. The agenda houses library card, personal data, AR goals, reading logs and test record, reference sheets, middle school students' hall passes, dress code and discipline plan.

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

School Advisory Council funds purchase student agendas annually. Student agendas are used to communicate with parents on a daily basis, especially for students in kindergarten through fourth grades. Students in 5th - 8th grades are required to keep track of their Florida State Assessment (FSA) and progress monitoring data, assignments, grades, and GPA. The agenda is a tool that assists 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 online testing increasing each year and the goal to have an electronic device for each student, SAC has purchased headphones to be distributed as needed for student use in labs and with devices, especially for use during progress monitoring assessments.

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:

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
Kosh, Rhonda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

West Glades Literacy Team monitors the school's reading data identifying areas of concern and struggling students. The team brainstorms ways to increase student achievement and instill the love of reading across the student population. One of the team's major initiatives is to equip parents with tools to assist their students with reading practice at home. For the past several years, the team, in an attempt to reach more parents, planned a Family Literacy Night to provide reading materials and literacy tips to students and parents. For the last two years, WGS has held Family Literacy Night in conjunction with the Christmas Concert, to help ensure good attendance by parents. Last year we had over 400 people in attendance.
Currently, the team is working on a new way to build relationships, and provide meaningful, useful information to parents.

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 KG-4th grade teachers to meet weekly to collaborate and write lesson plans and to analyze student data. Because of our KG-8th grade structure and relatively small size, most 5th - 8th grade teachers do not have common planning and most teachers are the sole teacher of their courses. However, all teachers are 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. PLC's address best practices, curriculum, data analysis, and other topics that are essential to the success of the students. The grade chair person for each team is required to submit minutes to the administrators. The minutes are consolidated and shared with the entire staff. This allows kindergarten through eighth grade teachers to review notes from other grade levels on the same topic. At the beginning of each school year, students are given instruction by the administration, 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 seeks to recruit highly qualified teachers. School level administration reviews applications and completes interviews. The Principal makes the final decision on who is hired and who will mentor new teachers.
First year teachers and inexperienced teachers new to our school are assigned to highly effective mentor teachers who work with them and monitor them through the district induction program. This process takes a minimum of a year. Mentor teachers are also required to have Clinical Educators certification prior to becoming a mentor. The program requires quarterly observations with feedback, along with quarterly meetings with the teacher, mentor and school administrator to review progress and areas of concern. New teachers and experienced teachers, who come to the West Glades School for the first time, participate in a three day district teacher induction program (QTips) to familiarize them with the Glades County School District. They are closely monitored and guided by their mentors to ensure they have a successful first year at West Glades. New teachers meet monthly with administrators to review progress and concerns.

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

New teachers are teamed with someone either in their grade level or content area. The mentor teacher is required to meet with the new teacher weekly to assist the new teacher with 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

Glades County School directors meet with WGS school administrators and the guidance counselor to support district-wide implementation of core academic and intervention programs. Additionally, student assessment and progress monitoring is reviewed.
The School Improvement Team (SIT) meets monthly and evaluates school curriculum, programs, and student data to ensure the coherence of grade level programs to Florida State Standards (FSS) and school/district policies.
At the beginning of the year, teachers are given course descriptions and are expected to teach those benchmarks. Teachers have been given training on CPALMS and know how to search for resources to support their instruction of Florida State Standards (FSS). Teachers submit lesson plans weekly via OnCourse. Lesson plans are reviewed by the Principal and Assistant Principal weekly. Lesson plans must contain appropriate standards, essential questions, academic vocabulary, and methods and materials used to drive instruction. Lesson plans must contain ESE and ELL strategies. Teachers understand that textbooks are only resources (and not their core curriculum). All courses are aligned to assessments (FSA, EOC, Alternative Assessment, Semester Exam, or Performance/Production) based on the FSS.
The i-Ready reading and math online program and workbooks are used KG-8th grade 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; the program also provides ongoing progress monitoring to indicate whether students are on track to achieve end-of-year targets. Performance Matters science and civics tests are also used for progress monitoring. In addition, Glades Writes progress monitoring writing tests measure progress toward FSS writing goals.

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 use data to drive instruction. Depending on the grade, the data provided by assessments and progress monitoring tools informs teachers of the non-negotiable benchmarks they must teach (benchmarks that majority of students have problems mastering). Florida's Continuous Improvement Model (FCIM) is often used to re-teach these benchmarks of concern. Data from these assessments are reviewed in PLC's. Based on the data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels. MTSS meetings are held monthly to review student progress and recommend interventions. The WGS staff provides interventions and accommodations for ESE students.

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

Strategy: After School Program

Minutes added to school year: 3,240

Grade Acceleration Program (GAP) is an after school 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 subject areas they are not mastering in the classroom.

Strategy Rationale

Provides students with an extended time period to support what is being taught in the classroom or to re-teach skills and concepts 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

Results from the FSA, STAR Early Literacy, and i-Ready, along with teacher recommendations, will be used to determine placement in GAP. i-Ready will be used to progress monitor and provide reading and math instruction during the computer lab time twice per week. Students also have unlimited access to use this program at home. Teachers and administration compare the first i-Ready assessment to the third iReady assessment to determine student growth. FSA 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 (RCMA). Kindergarten teachers and school administrators work with parents and pre-school students to prepare those students to transition into kindergarten. Throughout the end of the second semester, RCMA students visit the school for tours, lunch in the cafeteria, and kindergarten classroom experiences. West Glades instructional staff attend a RCMA parent meeting to inform pre-school parents about what they expect for their child in kindergarten and how they can work with their student at home on the skills that will promote kindergarten readiness and success. In addition, West Glades school hosts a Kindergarten Orientation Night at the end of the year.
-Kindergarten Orientation Night is provided at the end of the school year to provide assistance to the parents of incoming kindergarteners. Parents have the opportunity to complete registration forms, meet the kindergarten team, learn kindergarten rules and expectations, and to learn WGS regulations and procedures.
-6th Grade Orientation Night/Middle School Registration Night is provided to upcoming 6th grade students and parents to provide them with information on middle school progression and requirements. Upcoming 7th & 8th graders are also invited to come on this night. Academic and elective offerings for 6th - 8th graders are presented. Students are invited to fill out their registration forms for the next year.

-6th & 7th grade students are encouraged to complete high school credit courses (Algebra I Honors, Geometry I Honors, Creative Writing, Speech, and Agriculture Foundations) while in 7th and 8th grade.
-8th grade students complete a career inventory (Career Cruiser) online in their American History course prior to graduating from eighth grade. In the spring, the Moore Haven Middle Senior High School guidance counselor visits West Glades School to inform students of class choices and to answer any questions students may have about the transition to high school. 8th graders travel by bus to tour MHMSHS. Staff at WGS assist outgoing 8th graders with 9th grade registration. 8th grade students are encouraged to attend transition meetings at the local high schools for help with enrollment and registration. During the 2015-16 year, WGS will hold a 9th grade transition parent meeting for 8th grade students and their parents. The purpose of this meeting will be to give parents information about high school credits, graduation requirements, 9th grade course selections, advanced academic courses, college admission, Bright Futures requirements, athletics and clubs.

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

-Middle grades Introduction to Agriculture and Agriculture Foundations (high school credit), students participate in career awareness curriculum
-Middle school agriculture students participate in an Agriculture Field Day (field trip for elementary school students)
-Agriculture classes host guest speakers and attend agriculture-based field trips
-Foundations of Agriculture students (who earn 1 high school credit) are aware of high school plant, animal, and biotechnology coursework available to them in 9th grade

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 Foundations of Agriculture courses are available to 7th and 8th grade students, respectively. The Foundations of Agriculture course is the 1st course in the plant, animal, or biotechnology certifications strands available in high school.

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 hydropodics, horticulture, 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. The field day consists of informational presentations on agriculture-related topics and promotes agriculture awareness and careers.

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
-8th grade students are permitted to take Algebra I Honors or Geometry Honors
-HOPE course planned for 8th graders in 2016-17
-English I Honors course planned for 8th graders in 2016-17
-WGS 8th graders understand what dual enrollment and AP coursework is
-WGS 8th graders understand what constitutes community service and how to track hours
-WGS 8th graders understand what courses are required in high school

-WGS 8th graders understand how to calculate their GPA (including weighted vs. unweighted GPA)
-WGS 8th graders understand the State of Florida 3- vs. 4-year graduation plans
-WGS 8th graders are familiar with Bright Futures and the State of Florida University System
-WGS 8th graders understand the difference between required courses and electives

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. 64% of 5th and 8th grade students will score a Level 3 or higher on the FCAT Science EOC.

G2. 73% of students will score a Level 3 or higher on the Florida State Assessment in math.

G3. 76% of students will score a level 3 or higher on the Florida State Assessment in reading.

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. 64% of 5th and 8th grade students will score a Level 3 or higher on the FCAT Science EOC. 1a

G068710

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	64.0

Resources Available to Support the Goal 2

- Supplementary science Fusion (textbook) materials (e.g., Think Central)
- Selection of nonfiction texts in the media center
- Selection of science-based nonfiction articles in reading classrooms
- Chromebooks
- Safari Montage
- Brain Pop and other online programs
- EdLine grade access for parents and students

Targeted Barriers to Achieving the Goal 3

- Students may not be reading on grade level.
- Students may not regularly practice how to decode non-fiction texts in other core subject area classes besides reading.
- Students may lack support at home, including technology and Internet access that allows them to practice with the online portion of the science curriculum.

Plan to Monitor Progress Toward G1. 8

Performance Matters science progress monitoring results; FCAT Science EOC results

Person Responsible
Jane Hatfield

Schedule
Every 2 Months, from 9/14/2015 to 11/30/2016

Evidence of Completion
Score increase from Performance Matters science test #1 to #2; increase in school average of FCAT science EOC scores in 5th & 8th grade from 2015 to 2016.

G2. 73% of students will score a Level 3 or higher on the Florida State Assessment in math. 1a

G068711

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	85.0

Resources Available to Support the Goal 2

- Think Central online curriculum support for students and teachers, i-Ready, community library, computer lab time built into student schedule, and Accelerated Math.
- Parent Portal located in front office for parent usage, Edline access to student grades, Parent-Teacher Conference and scheduled individual teacher parent meetings.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Student iReady usage and scores on daily assignments as well as diagnostic assessments.

Person Responsible

Doreen Backes

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Reports provided by iReady showing individual student growth and student scores on Florida State Assessment.

G3. 76% of students will score a level 3 or higher on the Florida State Assessment in reading. 1a

G068712

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Accelerated Reading (AR), Community library, Accelerated Reading incentive program, Sunshine State Readers Contest, and Science and Reading teachers collaborating.
- Parent Portal located in front office for parent usage, Edline access to student grades, Parent-Teacher Conference and scheduled individual teacher parent meetings.

Targeted Barriers to Achieving the Goal 3

- Students do not spend enough time reading outside the classroom.
- The lack of parental support and availability of technology at home.

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 (zone of proximal development) and having an average success rate of 85% correct of AR tests.

Person Responsible

Doreen Backes

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

The final growth report should reflect how successful the student was on 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. 64% of 5th and 8th grade students will score a Level 3 or higher on the FCAT Science EOC. 1

G068710

G1.B1 Students may not be reading on grade level. 2

B178443

G1.B1.S1 Students from 5th - 8th grade will be required to participate in the Accelerated Reading Program in their reading classes. Science teachers will support this effort. 4

S189828

Strategy Rationale

Implementing the AR program and providing incentives for success will help motivate students who are not getting enough reading practice.

Action Step 1 5

5th & 8th grade science teacher will collaborate with reading teachers on science-based articles and books for their students. The science teacher will have students read science-related books that have AR tests. The reading teachers will have students read science-based articles in reading classes.

Person Responsible

Tina Castano

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

OnCourse Lesson plans and class observations

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

Monitor OnCourse lessons plan and observe teachers in science and reading classes

Person Responsible

Jane Hatfield

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Lesson plans, student work samples, observation of reading lessons in science classes and science-themed articles in reading classes

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

Review 5th and 8th grade FCAT Science EOC scores; review 5th and 8th grade FSA Reading scores

Person Responsible

Jane Hatfield

Schedule

On 11/30/2016

Evidence of Completion

Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores

G1.B1.S2 Science teachers will spend more time teaching reading strategies and increasing vocabulary skills. 4

S189829

Strategy Rationale

Teaching reading and vocabulary strategies in science classes will equip students to be better critical readers and improve their reading abilities across content areas.

Action Step 1 5

Science teachers will embed additional FSA reading and writing standards into their curriculum.

Person Responsible

Tina Castano

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

OnCourse lesson plans

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

Monitor OnCourse science lesson plans; observations of science classes

Person Responsible

Jane Hatfield

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Science lesson plans with reading / writing standards; reading and writing activities observed in science class

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

Review 5th and 8th grade FCAT Science EOC scores; review 5th and 8th grade FSA Reading scores

Person Responsible

Jane Hatfield

Schedule

On 11/30/2016

Evidence of Completion

Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores (to see if scores increase)

G1.B2 Students may not regularly practice how to decode non-fiction texts in other core subject area classes besides reading. 2

B178444

G1.B2.S1 30% of the AR books that 5th & 8th graders read should be non-fiction. 4

S189830

Strategy Rationale

Requiring students to read more non-fiction AR books will better prepare them for the Science FCAT 2.0 and the Reading FSA

Action Step 1 5

Science teachers will model and practice analyzing and evaluating non-fictions texts in their classes.

Person Responsible

Tina Castano

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Science lesson plans in OnCourse; science classroom observations

Action Step 2 5

5th and 8th grade science and reading teachers will keep track of nonfiction reading goals in AR section of the student agendas and on posters displayed in the classroom.

Person Responsible

Rhonda Kosh

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Observation of 5th and 8th grade classrooms, agendas and reading and science lessons

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

Monitor AR logs (reading and science teachers). Monitor monthly media center circulation reports.

Person Responsible

Jane Hatfield

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

AR logs show 30% of 5th and 8th grade books read are non-fiction; monthly media circulation reports show 30% of books checked out to 5th and 8th graders are nonfiction.

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

Monitor student agendas and observe classrooms

Person Responsible

Jane Hatfield

Schedule

On 5/27/2016

Evidence of Completion

AR reading goals in student agendas. AR reading goals present on anchor chart posted in classroom

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

Review 5th and 8th grade FCAT Science EOC scores; review 5th and 8th grade FSA Reading scores

Person Responsible

Jane Hatfield

Schedule

On 11/30/2016

Evidence of Completion

Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores

G1.B2.S2 Content area teachers in 5th - 8th grade will allow students opportunities to read AR books when they are finished with coursework. 4

S189831

Strategy Rationale

Offering some class time to middle school students to read AR will motivate them to read more and provide time for reading that isn't always available at home.

Action Step 1 5

Core subject area middle school teachers encourage students to read AR books when they have finished their coursework

Person Responsible

Jane Hatfield

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

AR logs in student agendas; Reading Renaissance reports (monthly); Media Center circulation report (monthly)

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monitor through classroom observation and reviewing Reading Renaissance and Media Center circulation reports

Person Responsible

Jane Hatfield

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

5th & 8th graders: Increase in student's reading at the end of content area classes; increase in the number of AR tests on non-fiction text passed; increase in the number of nonfiction books checked out on the Media Center

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor 2016 Science FACT EOC scores; monitor 2016 FSA Reading scores

Person Responsible

Jane Hatfield

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores

G1.B3 Students may lack support at home, including technology and Internet access that allows them to practice with the online portion of the science curriculum. 2

B178445

G1.B3.S1 Students will be allotted time in computer lab pullout classes or during class to practice science content on ThinkCentral.com and Studyjams.com (instead of just i-Ready reading and math). 4

S189832

Strategy Rationale

Adding online science practice to pullout lab content is fair and will create more equity between reading, math and science practice session, hopefully, contributing to higher science FCAT scores.

Action Step 1 5

A percentage of weekly i-Ready pullout lab time for 5th - 8th graders will be spent on online science review programs like ThinkCentral.com.

Person Responsible

Tina Castano

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Record of lessons completed in ThinkCentral.com

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Communicate with pullout lab teachers and set up a schedule of time for science lessons.

Person Responsible

Jane Hatfield

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

5th & 8th grade ThinkCentral record sheet of completed lesson.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Check with lab teachers on a weekly basis to gauge time spent on ThinkCentral; monitor scores on Think Central lessons

Person Responsible

Jane Hatfield

Schedule

Weekly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Anecdotal evidence of science use online from pullout teachers; Think Central reports of lessons complete

G1.B3.S2 Progress reports are issued at interim if each nine weeks; teachers will contact parents between progress reports. 4

S189833

Strategy Rationale

Reaching out to parents before grade reports will help keep students accountable for science content.

Action Step 1 5

The science teacher will make frequent parent contacts about student progress.

Person Responsible

Tina Castano

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Higher grades in 5th & 8th grade science; high scores on FCAT Science 2.0 test.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teacher will call, email or text parents of 5th & 8th grade science students who have missing assignments and low grades.

Person Responsible

Tina Castano

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Phone log from science teacher

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administrator will check 5th & 8th grade science scores every 4 1/2 weeks (at interim and report card time).

Person Responsible

Jane Hatfield

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Phone logs have a record of calls made to 5th & 8th grade students with low grades; grades in 5th & 8th grde students are C's or above.

G1.B3.S3 Provide Chromebooks for science teachers and a class set for their students; provide teacher training 4

S189834

Strategy Rationale

Student Chromebooks will provide extra practice with the online portion of the Science curriculum that supplements the Fusion textbook.

Action Step 1 5

Students will use Chromebooks at least 3 times per week to access Think Central and other online science resources.

Person Responsible

Tina Castano

Schedule

Weekly, from 10/19/2015 to 5/27/2016

Evidence of Completion

OnCourse lesson plans and teacher observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Administrator will review OnCourse lesson plans and conduct Chromebook walkthrough observations.

Person Responsible

Jane Hatfield

Schedule

Monthly, from 11/2/2015 to 5/27/2016

Evidence of Completion

OnCourse lesson plans; walkthrough data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monitor scores on Think Central lessons.

Person Responsible

Jane Hatfield

Schedule

Monthly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Scores on Think Central lessons improve from October to May.

G2. 73% of students will score a Level 3 or higher on the Florida State Assessment in math. 1

G068711

G2.B1 Students will not have acquired the skills necessary to reach proficiency. 2

B178446

G2.B1.S1 Students are scheduled to use the i-Ready program for 50 minutes each week and teachers are required to monitor usage and successful completion of lessons attempted. 4

S189835

Strategy Rationale

If i-Ready supplemental program is used with fidelity, it will provide the extra support needed to assist students to reach proficiency in Math.

Action Step 1 5

In-service will be provided at the beginning of the school year to all teachers; follow up sessions and support will be provided as needed.

Person Responsible

Doreen Backes

Schedule

Daily, from 9/8/2015 to 6/2/2016

Evidence of Completion

Teachers are required to sign in and professional development points awarded.

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

Student data will be monitored through the use of i-Ready diagnostic assessments.

Person Responsible

Doreen Backes

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Teachers lesson plans, and student growth as measured by iReady.

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

Students' progress monitoring assessments scores will consistently increase.

Person Responsible

Doreen Backes

Schedule

Biweekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Increase in state assessment scores.

G2.B2 The lack of parental support and availability of technology at home. 2

B178447

G2.B2.S1 Parents have the ability to monitor student(s) grades daily using Edline, an online grading program. Progress reports will be sent home at the end of each nine weeks and teachers will contact parents in between progress reports. 4

S189836

Strategy Rationale

These are ways to keep parents informed about their students progress even if they do not come to or contact the school.

Action Step 1 5

Parents will be provided with username and password along with how to log on and access 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 8/17/2015 to 6/2/2016

Evidence of Completion

Student are required to track their data. Student data is tracked at school by teacher, guidance counselor and administration.

Plan to Monitor Fidelity of Implementation of G2.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 8/17/2015 to 6/2/2016

Evidence of Completion

Parents will be informed about student progress by having access to Edline and receiving interim and report cards each nine weeks.

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

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

Person Responsible

Doreen Backes

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parents will sign in when attending Parent-Teacher Conferences or meeting privately with teacher or academic team (teacher/parent or teacher/parent/guidance/administrator).

G3. 76% of students will score a level 3 or higher on the Florida State Assessment in reading. 1

G068712

G3.B1 Students do not spend enough time reading outside the classroom. 2

B178448

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

S189837

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 supplemental reading program that has it's own progress monitoring assessments: 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. 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 test to earn points to reach goals

Person Responsible

Doreen Backes

Schedule

Daily, from 8/24/2015 to 6/2/2016

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

Teachers are required to monitor student process either by viewing percentage correct and/or points earned over time. This is done daily for primary students and weekly for intermediate and middle grade students.

Person Responsible

Doreen Backes

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Printed reports reviewed by WGS Literacy Team and Principal/Assistant Principal. The Principal or Assistant Principal will address teachers who are not implementing AR with fidelity.

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

Administration and reading resource person will review program reports periodically and at end of the trimester for effectiveness of implementation of program.

Person Responsible

Doreen Backes

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Growth report from STAR Early Literacy and STAR Reading

G3.B2 The lack of parental support and availability of technology at home. 2

B178449

G3.B2.S1 Parents have the ability to monitor student(s) grades daily using Edline online grading program. Progress reports will be sent home at the end of each nine weeks and teachers will contact parents in between progress reports. Parents can receive AR TOPS reports via email. 4

S189838

Strategy Rationale

Parents will be provided with username and password along with how to log on and access Edline (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes.

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 a better reader.

Person Responsible

Doreen Backes

Schedule

On 12/17/2015

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 will increase. Student progress appears to increase with the added assistance of reading practice and assistance from home.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	5th & 8th grade science teacher will collaborate with reading teachers on science-based articles and books for their students. The science teacher will have students read science-related books that have AR tests. The reading teachers will have students read science-based articles in reading classes.	Castano, Tina	9/14/2015	OnCourse Lesson plans and class observations	5/27/2016 weekly
G1.B1.S2.A1	Science teachers will embed additional FSA reading and writing standards into their curriculum.	Castano, Tina	8/24/2015	OnCourse lesson plans	5/27/2016 weekly
G1.B2.S1.A1	Science teachers will model and practice analyzing and evaluating non-fictions texts in their classes.	Castano, Tina	9/14/2015	Science lesson plans in OnCourse; science classroom observations	5/27/2016 weekly
G1.B2.S2.A1	Core subject area middle school teachers encourage students to read AR books when they have finished their coursework	Hatfield, Jane	9/21/2015	AR logs in student agendas; Reading Renaissance reports (monthly); Media Center circulation report (monthly)	5/27/2016 weekly
G1.B3.S1.A1	A percentage of weekly i-Ready pullout lab time for 5th - 8th graders will be spent on online science review programs like ThinkCentral.com.	Castano, Tina	9/14/2015	Record of lessons completed in ThinkCentral.com	5/27/2016 weekly
G1.B3.S2.A1	The science teacher will make frequent parent contacts about student progress.	Castano, Tina	9/14/2015	Higher grades in 5th & 8th grade science; high scores on FCAT Science 2.0 test.	5/27/2016 weekly
G1.B3.S3.A1	Students will use Chromebooks at least 3 times per week to access Think Central and other online science resources.	Castano, Tina	10/19/2015	OnCourse lesson plans and teacher observations.	5/27/2016 weekly
G2.B1.S1.A1	In-service will be provided at the beginning of the school year to all teachers; follow up sessions and support will be provided as needed.	Backes, Doreen	9/8/2015	Teachers are required to sign in and professional development points awarded.	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Parents will be provided with username and password along with how to log on and access Edline (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes.	Deerey, Cathy	8/17/2015	Student are required to track their data. Student data is tracked at school by teacher, guidance counselor and administration.	6/2/2016 weekly
G3.B1.S1.A1	Renaissance Place is a supplemental reading program that has it's own progress monitoring assessments: 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. 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 test to earn points to reach goals	Backes, Doreen	8/24/2015	STAR and STAR Early Literacy growth reports; students become better readers and score better on all reading assessments.	6/2/2016 daily
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 a better reader.	Backes, Doreen	10/19/2015	Parent sign in sheets, agenda, invitation/RSVP, Blackboard Connect call out, surveys	12/17/2015 one-time
G1.B2.S1.A2	5th and 8th grade science and reading teachers will keep track of nonfiction reading goals in AR section of the student agendas and on posters displayed in the classroom.	Kosh, Rhonda	9/14/2015	Observation of 5th and 8th grade classrooms, agendas and reading and science lessons	5/27/2016 weekly
G1.MA1	Performance Matters science progress monitoring results; FCAT Science EOC results	Hatfield, Jane	9/14/2015	Score increase from Performance Matters science test #1 to #2; increase in school average of FCAT science EOC scores in 5th & 8th grade from 2015 to 2016.	11/30/2016 every-2-months
G1.B1.S1.MA1	Review 5th and 8th grade FCAT Science EOC scores; review 5th and 8th grade FSA Reading scores	Hatfield, Jane	6/6/2016	Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores	11/30/2016 one-time
G1.B1.S1.MA1	Monitor OnCourse lessons plan and observe teachers in science and reading classes	Hatfield, Jane	9/14/2015	Lesson plans, student work samples, observation of reading lessons in science classes and science-themed articles in reading classes	5/27/2016 weekly
G1.B2.S1.MA1	Review 5th and 8th grade FCAT Science EOC scores; review 5th and 8th grade FSA Reading scores	Hatfield, Jane	6/6/2016	Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores	11/30/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Monitor AR logs (reading and science teachers). Monitor monthly media center circulation reports.	Hatfield, Jane	9/14/2015	AR logs show 30% of 5th and 8th grade books read are non-fiction; monthly media circulation reports show 30% of books checked out to 5th and 8th graders are nonfiction.	5/27/2016 monthly
G1.B2.S1.MA3	Monitor student agendas and observe classrooms	Hatfield, Jane	9/14/2015	AR reading goals in student agendas. AR reading goals present on anchor chart posted in classroom	5/27/2016 one-time
G1.B3.S1.MA1	Check with lab teachers on a weekly basis to gauge time spent on ThinkCentral; monitor scores on Think Central lessons	Hatfield, Jane	10/19/2015	Anecdotal evidence of science use online from pullout teachers; Think Central reports of lessons complete	5/27/2016 weekly
G1.B3.S1.MA1	Communicate with pullout lab teachers and set up a schedule of time for science lessons.	Hatfield, Jane	9/14/2015	5th & 8th grade ThinkCentral record sheet of completed lesson.	5/27/2016 weekly
G1.B1.S2.MA1	Review 5th and 8th grade FCAT Science EOC scores; review 5th and 8th grade FSA Reading scores	Hatfield, Jane	6/6/2016	Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores (to see if scores increase)	11/30/2016 one-time
G1.B1.S2.MA1	Monitor OnCourse science lesson plans; observations of science classes	Hatfield, Jane	9/14/2015	Science lesson plans with reading / writing standards; reading and writing activities observed in science class	5/27/2016 weekly
G1.B2.S2.MA1	Monitor 2016 Science FACT EOC scores; monitor 2016 FSA Reading scores	Hatfield, Jane	9/21/2015	Compare 2016 Science FCAT EOC scores to 2015 Science FCAT EOC scores; compare 2016 FSA Reading scores to 2015 FSA Reading scores	5/27/2016 monthly
G1.B2.S2.MA1	Monitor through classroom observation and reviewing Reading Renaissance and Media Center circulation reports	Hatfield, Jane	9/21/2015	5th & 8th graders: Increase in student's reading at the end of content area classes; increase in the number of AR tests on non-fiction text passed; increase in the number of nonfiction books checked out on the Media Center	5/27/2016 weekly
G1.B3.S2.MA1	Administrator will check 5th & 8th grade science scores every 4 1/2 weeks (at interim and report card time).	Hatfield, Jane	9/14/2015	Phone logs have a record of calls made to 5th & 8th grade students with low grades; grades in 5th & 8th grde students are C's or above.	5/27/2016 monthly
G1.B3.S2.MA1	Teacher will call, email or text parents of 5th & 8th grade science students who have missing assignments and low grades.	Castano, Tina	9/14/2015	Phone log from science teacher	5/27/2016 weekly
G1.B3.S3.MA1	Monitor scores on Think Central lessons.	Hatfield, Jane	10/19/2015	Scores on Think Central lessons improve from October to May.	5/27/2016 monthly
G1.B3.S3.MA1	Administrator will review OnCourse lesson plans and conduct Chromebook walkthrough observations.	Hatfield, Jane	11/2/2015	OnCourse lesson plans; walkthrough data.	5/27/2016 monthly
G2.MA1	Student iReady usage and scores on daily assignments as well as diagnostic assessments.	Backes, Doreen	8/17/2015	Reports provided by iReady showing individual student growth and student scores on Florida State Assessment.	6/2/2016 daily
G2.B1.S1.MA1	Students' progress monitoring assessments scores will consistently increase.	Backes, Doreen	8/24/2015	Increase in state assessment scores.	6/2/2016 biweekly
G2.B1.S1.MA1	Student data will be monitored through the use of i-Ready diagnostic assessments.	Backes, Doreen	8/17/2015	Teachers lesson plans, and student growth as measured by iReady.	6/2/2016 weekly
G2.B2.S1.MA1	The parents are supportive of the school and the school is supportive of home.	Backes, Doreen	8/17/2015	Parents will sign in when attending Parent-Teacher Conferences or meeting privately with teacher or academic team (teacher/parent or teacher/parent/guidance/ administrator).	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.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	8/17/2015	Parents will be informed about student progress by having access to Edline and receiving interim and report cards each nine weeks.	6/2/2016 monthly
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 (zone of proximal development) and having an average success rate of 85% correct of AR tests.	Backes, Doreen	8/17/2015	The final growth report should reflect how successful the student was on the state assessment.	6/2/2016 quarterly
G3.B1.S1.MA1	Administration and reading resource person will review program reports periodically and at end of the trimester for effectiveness of implementation of program.	Backes, Doreen	8/17/2015	Growth report from STAR Early Literacy and STAR Reading	6/2/2016 quarterly
G3.B1.S1.MA1	Teachers are required to monitor student process either by viewing percentage correct and/or points earned over time. This is done daily for primary students and weekly for intermediate and middle grade students.	Backes, Doreen	8/17/2015	Printed reports reviewed by WGS Literacy Team and Principal/Assistant Principal. The Principal or Assistant Principal will address teachers who are not implementing AR with fidelity.	6/2/2016 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 will 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

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. 64% of 5th and 8th grade students will score a Level 3 or higher on the FCAT Science EOC.

G1.B1 Students may not be reading on grade level.

G1.B1.S1 Students from 5th - 8th grade will be required to participate in the Accelerated Reading Program in their reading classes. Science teachers will support this effort.

PD Opportunity 1

5th & 8th grade science teacher will collaborate with reading teachers on science-based articles and books for their students. The science teacher will have students read science-related books that have AR tests. The reading teachers will have students read science-based articles in reading classes.

Facilitator

Tina Castano, science teacher; Rhonda Kosh, reading teacher; Mary Villiers, reading teacher

Participants

5th & 8th grade students in science and reading

Schedule

Weekly, from 9/14/2015 to 5/27/2016

G1.B1.S2 Science teachers will spend more time teaching reading strategies and increasing vocabulary skills.

PD Opportunity 1

Science teachers will embed additional FSA reading and writing standards into their curriculum.

Facilitator

Jennifer Cosby: CPalms professional development

Participants

WGS faculty

Schedule

Weekly, from 8/24/2015 to 5/27/2016

G1.B3 Students may lack support at home, including technology and Internet access that allows them to practice with the online portion of the science curriculum.

G1.B3.S3 Provide Chromebooks for science teachers and a class set for their students; provide teacher training

PD Opportunity 1

Students will use Chromebooks at least 3 times per week to access Think Central and other online science resources.

Facilitator

Marva, Millennium Technology Group

Participants

DCP Cohort 1 Candidates: WGS teachers who will receive a classroom set of Chromebooks and finish online training course.

Schedule

Weekly, from 10/19/2015 to 5/27/2016

G2. 73% of students will score a Level 3 or higher on the Florida State Assessment in math.

G2.B1 Students will not have acquired the skills necessary to reach proficiency.

G2.B1.S1 Students are scheduled to use the i-Ready program for 50 minutes each week and teachers are required to monitor usage and successful completion of lessons attempted.

PD Opportunity 1

In-service will be provided at the beginning of the school year to all teachers; follow up sessions and support will be provided as needed.

Facilitator

Jennifer Cosby, Reading Resource

Participants

All instructional staff

Schedule

Daily, from 9/8/2015 to 6/2/2016

G2.B2 The lack of parental support and availability of technology at home.

G2.B2.S1 Parents have the ability to monitor student(s) grades daily using Edline, an online grading program. 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

Parents will be provided with username and password along with how to log on and access 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 8/17/2015 to 6/2/2016

G3. 76% of students will score a level 3 or higher on the Florida State Assessment in reading.

G3.B1 Students do not spend enough 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 supplemental reading program that has it's own progress monitoring assessments: 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. 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 test to earn points to reach goals

Facilitator

Renaissance Place webnairs, Doreen Backes

Participants

All reading teachers are responsible for this programs implementation.

Schedule

Daily, from 8/24/2015 to 6/2/2016

G3.B2 The lack of parental support and availability of technology at home.

G3.B2.S1 Parents have the ability to monitor student(s) grades daily using Edline online grading program. Progress reports will be sent home at the end of each nine weeks and teachers will contact parents in between progress reports. Parents can receive AR TOPS reports via email.

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 a better reader.

Facilitator

Sheryl Huysman

Participants

Parents, and students; teacher and staff

Schedule

On 12/17/2015

Technical Assistance Items

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

Budget

Budget Data

1	**G1.B1.S1.A1**	**5th & 8th grade science teacher will collaborate with reading teachers on science-based articles and books for their students. The science teacher will have students read science-related books that have AR tests. The reading teachers will have students read science-based articles in reading classes.**				**$0.00**
2	**G1.B1.S2.A1**	**Science teachers will embed additional FSA reading and writing standards into their curriculum.**				**$0.00**
3	**G1.B2.S1.A1**	**Science teachers will model and practice analyzing and evaluating non-fictions texts in their classes.**				**$0.00**
4	**G1.B2.S1.A2**	**5th and 8th grade science and reading teachers will keep track of nonfiction reading goals in AR section of the student agendas and on posters displayed in the classroom.**				**$0.00**
5	**G1.B2.S2.A1**	**Core subject area middle school teachers encourage students to read AR books when they have finished their coursework**				**$0.00**
6	**G1.B3.S1.A1**	**A percentage of weekly i-Ready pullout lab time for 5th - 8th graders will be spent on online science review programs like ThinkCentral.com.**				**$0.00**
7	**G1.B3.S2.A1**	**The science teacher will make frequent parent contacts about student progress.**				**$0.00**
8	**G1.B3.S3.A1**	**Students will use Chromebooks at least 3 times per week to access Think Central and other online science resources.**				**$0.00**
9	**G2.B1.S1.A1**	**In-service will be provided at the beginning of the school year to all teachers; follow up sessions and support will be provided as needed.**				**$18,650.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$18,650.00
			Notes: Notes			
10	**G2.B2.S1.A1**	**Parents will be provided with username and password along with how to log on and access Edline (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes.**				**$2,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$2,200.00
			Notes: Notes			
11	**G3.B1.S1.A1**	**Renaissance Place is a supplemental reading program that has it's own progress monitoring assessments: STAR Reading and STAR Early Literacy. STAR Early Literacy provides teachers K-2 with data on Phonics, Phonemic Awareness, Visual Discrimination, Paragraph-Level Comprehension,**				**$8,275.00**

Budget Data

		Sentence-Level Comprehension, Vocabulary, Concept of Word, Structural Analysis, and Early Numeracy. This assessment provides teachers with detailed reports on student strengthens 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 test to earn points to reach goals				
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		$8,275.00
			Notes: Notes			
12	**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 a better reader.**				**$0.00**
					Total:	**$29,125.00**