

West Glades School



2016-17 Schoolwide Improvement Plan

West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	A	B

**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 is pending approval by the Glades County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for West Glades School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of West Glades School 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.

b. 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.

2. School Environment

a. 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 ability of the school to run 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 to learn the English language. The ELL paraprofessional also assists during school activities as a translator.

Parent involvement is key to student success. West Glades School encourages parent and student participation in quarterly parent/teacher conference nights, our annual Parent Night, Fall Festival, sporting events, concerts, and club activities. Our Parent Teacher Organization (PTO) is actively involved at West Glades School. They sponsor honor roll celebrations, plan and participate in school-wide activities, and conduct fundraisers for school sponsored activities and events.

All students, K - 8, participate in our Positive Behavior Support System (PBS) at West Glades School (WGS). PBS helps teachers and staff set expectations for students, reinforcing rules quarterly and offering rewards periodically.

b. 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 the utmost 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.

c. 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 school-wide 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), schedules and prepare rewards for students with good behavior. The PBS team shares this data with the faculty at monthly faculty meetings. Panther cash is used as an incentive for positive choices, and it can be used for immediate rewards as well as to purchase entrance to the quarterly school-wide awards.

d. 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, socially, 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, Crossroads Behavioral Center 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 Principals, and School Counselor provide specific academic support to grades 6th - 8th. Principal Doreen Sabella (8th), Assistant Principal Jane Hatfield (7th), Assistant Principal

Kim Jordan (6th) and Guidance Counselor Cathy Deerey (5th) meet with students in specific grade levels to provide encouragement and help with grades and to help them progress toward high school.

3. Early Warning Systems

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

a. 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 to identify truant students. The school follows the district guidelines for truancy, making contacts at established intervals by phone, 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 Principals, 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 in order to provide them with additional support.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	4	5	5	4	1	4	7	6	9	0	0	0	0	45	
One or more suspensions	2	4	4	5	2	2	8	6	10	0	0	0	0	43	
Course failure in ELA or Math	12	2	4	1	8	1	1	1	0	0	0	0	0	30	
Level 1 on statewide assessment	0	0	0	24	18	24	16	15	9	0	0	0	0	106	

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

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

c. 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 Skyward 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 Lutheran Services or 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 weekly 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, known as 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, 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 students in the College Reach-Out Program (CROP), 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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 allowing us to sponsor Builder's Club, which is a middle school chapter of Kiwanis. The chapter has been in place since the founding of WGS, thirteen years ago. Builder's Club is comprised of 6th - 8th grade students. Builder's Club is involved in various community service projects throughout the school year including providing Thanksgiving baskets and turkeys to local families in need. The club also provides Easter eggs filled with candy for the Kiwanis' annual Easter Egg Hunt in LaBelle. Last year, Builder's Club held a bottle cap collection asking all students to donate bottle caps for the program "Caps of Love". This program helps provide wheelchairs for disabled children in need. The program was a huge success, we are eager to see what great ideas the students have for this year.

West Glades School supports Operation Backpack, a community initiative that provides food each weekend during the school year to LaBelle students in need. Many volunteer hours are logged each year by WGS staff members, parents, and various club members participating in packing food in the students' backpacks. The 2016-2017 school year will be the fifth year of this program's implementation.

With an active Beta Club of over 30 members and growing, West Glades continues to thrive in academics. Academic standards qualify students for membership. Membership includes completing community service projects, volunteer hours and maintaining a 3.0 GPA. Beta Club members participate in Operation Backpack, the school Fall festival, "sock roundup" for nursing home residents, as well as providing nursing home residents and troops with Valentines' Day cards and Christmas cards. With the

help of ONEBLOOD, we successfully schedule 3 blood drives and have scheduled quarterly blood drives for this school year. With each blood donation, ONEBLOOD donates \$20.00 back to our local high school to be used for Beta Club scholarships.

West Glades School has a chapter of SWAT (Students Working Against Tobacco) which 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.

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 has AVID (Advance Via Individual Determination) elective courses for 6th - 8th grade students. The AVID Site coordinator will plan quarterly Parent Training Nights to teach parents about AVID, keep parents informed and keep parents involved. The AVID site coordinator oversees and monitors that AVID is implemented with fidelity and that parents are kept informed about their students progress.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Sabella, Doreen	Principal
Hatfield, Jane	Assistant Principal
Smith, Kimber	Teacher, K-12
Goodwin, Noel	Teacher, K-12
Gaskins, Jennifer	Teacher, K-12
Campbell, Jamie	Teacher, K-12
Tindall, Andie	Teacher, K-12
Gaskins, Tom	Teacher, K-12
Raber, Marlene	Teacher, K-12
Cuellar, Emily	Instructional Media
Jordan, Kim	Assistant Principal
Haney, Robyn	Teacher, K-12

b. Duties

1. 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 Kindergarten-2nd. grade teachers, support teachers, support staff and the Assistant Principals.

The Assistant Principals assist the Principal in overseeing the SIT, SAC, PTO, PBS and SIP. They provide and record professional development and attend grade level PLC's. The Assistant Principals are instructional leaders that observe all staff, provide feedback, and evaluate teachers and support teachers. One of the assistant principals will evaluate 3rd, 4th, ESE, and Physical Education teachers. The other assistant principal will evaluate 5th.-8th.

The School Counselor assists the leadership team in providing leadership and directs the MTSS process, oversees ELL and ESE services, and is co-chairman of the PBS team with Carrie Taylor.

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 school-wide 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 school-wide. SIT members are also responsible for leading the bi-monthly professional learning community meetings. These meetings may be 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Greg Bone, Chairman	Parent
Doreen Sabella, Principal	Principal
Jane Hatfield, Assistant Principal	Teacher
Pam Vertulo	Business/Community
Christine Coates	Parent
Anne Zimmerman	Teacher
Flora Zimmerly	Education Support Employee
Ruby Hernandez	Parent
Kim Jordan, Assistant Principal	Teacher
Christy Alaniz	Parent
Brenda Cantu	Parent
Zoraida Aguirre	Parent

b. Duties

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

a. 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. The Principal will also share the new goals set for the current year School Improvement Plan (SIP) developed by administration, staff and parent input. The Principal will request that the SAC members review the SIP and provide feedback, including additions, changes or removals of goals.

b. 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 2016-2017 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.

c. Preparation of the school's annual budget and plan

The SAC committee has a state appointed budget that is housed at the district level. After careful review of data, needs, school news, and use of programs, the committee considers the request of the administration for use of funds. SAC has purchased student agendas for the last ten years. These 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.

2. 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. This project cost is \$2,040.08.

With online testing increasing each year the need to have an electronic device for each student has increased, SAC has purchased headphones to be used with these devices. The headphones are distributed as needed for student use, especially during progress monitoring assessments.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sabella, Doreen	Principal
Hatfield, Jane	Assistant Principal
Cuellar, Emily	Instructional Media
Fleming, Sherri	Teacher, K-12
Cosby, Jennifer	Teacher, K-12
Campbell, Jamie	Teacher, K-12
McDougald, Vicki	Teacher, K-12
Jordan, Kim	Assistant Principal
Reinking, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 child 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 for students and parents. For the past three 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.

D. Public and Collaborative Teaching

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

1. 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, write lesson plans and analyze student data. Because of our KG-8th grade structure and relatively small size, most 5th - 8th grade teachers do not have common planning, 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 as well.

2. 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 a highly effective mentor teacher who works with them and monitors 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 communities that make up the Glades County School District. They are closely monitored and guided by their mentors to ensure success. New teachers meet monthly with administrators to review progress and concerns.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 school 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, the lesson plans are reviewed by the Principal and Assistant Principals weekly. Lesson plans must contain appropriate standards, essential questions, academic vocabulary, and methods and materials used to drive instruction and strategies to support Exceptional Student Education (ESE) and English Language Learner (ELL) students. 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 skills.

b. Instructional Strategies

1. 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 achievement 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.

2. 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 currently being taught in the classroom. GAP and classroom teachers collaborate to provide students the extra support in the subject areas they are not mastering.

Strategy Rationale

Provide 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

Sabella, Doreen, doreen.sabella@glades-schools.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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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 school year.

-Kindergarten Orientation Night is provided at the end of the school year to provide assistance to the parents of incoming kindergartners. 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 - 8th grade students are encouraged to complete high school credit courses offered at WGS: Algebra I Honors, Geometry Honors, Agriculture Foundations, Debate, English I Honors, HOPE, and Great Books Honors. Some of these courses are honors' courses, enabling students to earn a weighted GPA, along with high school credits.

-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 school 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 2016-2017 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.

b. College and Career Readiness

1. 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

-AVID for 6th - 8th graders is a college- and career-readiness program. Students will acquire skills in writing, inquiry, collaboration, organization, and reading that will enable them to be successful middle and high school students. AVID students will also be exposed to colleges and universities and will take field trips to explore Florida-based colleges, universities, and technical colleges.

-8th graders in American History will complete career exploration and career investigation prior to attending high school. They will use Career Cruiser, a State of Florida career exploration program, to investigate career opportunities.

2. 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.

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

West Glades School agriculture students have been exposed to a wide variety of experiences such as hydroponics, 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.

4. 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
- 8th grade students are permitted to take Ag Foundations.
- 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 75% of 7th and 8th grade AVID students enrolled in Algebra I Honors will make a 3 or higher on the Algebra I 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 75% of 7th and 8th grade AVID students enrolled in Algebra I Honors will make a 3 or higher on the Algebra I EOC. 1a

G083856

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	75.0

Targeted Barriers to Achieving the Goal 3

- Grant funds for AVID tutors, who primarily tutor math skills, are limited and may possibly run out.
- Finding, training, and retaining highly-qualified AVID tutors is difficult.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated math, to address gaps in students' math skills.
- Lunch tutoring provided once per week by the Algebra I Honors' teacher, Mrs. Smith.
- AVID students in Algebra I Honors receive bi-weekly tutoring from college-age AVID tutors.
- ChromeBooks for every student.
- Online resources, such as Khan Academy.
- Networking with FSW College and current WGS parents and teachers to find tutors.

Plan to Monitor Progress Toward G1. 8

Progress Monitor Algebra I (AVID vs. non-AVID students) and compare results of Algebra I EOC tests (AVID vs. non-AVID students)

Person Responsible

Jane Hatfield

Schedule

Monthly, from 9/18/2016 to 6/30/2017

Evidence of Completion

Progress Monitoring: Student grade reports; Khan academy lesson progress; Accelerated math progress; I-Ready pre- and post-diagnostic results in math. FSA test results: Algebra I EOC.

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

G083857

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	73.0

Targeted Barriers to Achieving the Goal 3

- Students will not have acquired the skills necessary to reach proficiency.
- Students have a lack of parental support or lack of access to technology at home.
- Students do not complete assigned math homework or Accelerated Math.

Resources Available to Help Reduce or Eliminate the Barriers 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; Skyward accounts giving parents access to student's grades: Parent-Teacher Conferences; and scheduled individual teacher parent meetings.
- AVID elective class with bi-weekly tutoring.

Plan to Monitor Progress Toward G2. 8

Monitor I-Ready math lessons, I-Ready Diagnostic assessments, math course grades and FSA math scores.

Person Responsible

Doreen Sabella

Schedule

Daily, from 9/15/2016 to 6/2/2017

Evidence of Completion

Increase in i-Ready diagnostic scores and in FSA math scores; improved grades in math courses.

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

G083858

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	76.0

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.
- Language Arts classrooms with varying abilities and reading levels.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Accelerated Reading (AR), Literacy Specialist who provides KG-4 lessons, LaBelle community library, Accelerated Reading incentive program, Sunshine State Readers Contest, Middle School reading teachers collaborating across content areas, and Reading Resource teacher who does push-in and pull-out support for 1st - 4th grade.
- Parent Portal located in front office for parent usage for Skyward access to student grades, Skyward phone and tablet app, Parent-Teacher Conferences, and scheduled individual teacher parent meetings.

Plan to Monitor Progress Toward G3. 8

i-Ready reading assessments; FAIR; STAR; and FSA Reading assessment data.

Person Responsible

Jane Hatfield

Schedule

Weekly, from 9/1/2016 to 6/16/2017

Evidence of Completion

FSA Reading scores should increase.

Plan to Monitor Progress Toward G3. 8

i-Ready reading assessments; FAIR; STAR; and FSA Reading assessment data.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 9/1/2016 to 6/16/2017

Evidence of Completion

i-Ready final reading assessment scores should increase (KG-2); FSA reading scores should increase (3-4).

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. 75% of 7th and 8th grade AVID students enrolled in Algebra I Honors will make a 3 or higher on the Algebra I EOC. **1**

 G083856

G1.B1 Grant funds for AVID tutors, who primarily tutor math skills, are limited and may possibly run out. **2**

 B222775

G1.B1.S1 Find additional grant money for AVID tutors. **4**

 S235079

Strategy Rationale

Glades Schools Foundation has procured one grant for AVID and is currently working on another. An additional grant is being prepared by the WGS AVID Site Coordinator.

Action Step 1 **5**

Laura Perry, the Director of the Glades Schools Foundation, with help from Jane Hatfield, AVID District Director, has written two grants to fund AVID.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 5/23/2016 to 9/2/2016

Evidence of Completion

Receipts for AVID SI, tutor fingerprinting receipts, tutor training materials and training timesheet, and tutor weekly time sheet.

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

The AVID District Director will direct how the grant money will be spent for AVID sites in Glades County: Moore Haven Middle Senior High and West Glades School.

Person Responsible

Jane Hatfield

Schedule

Monthly, from 6/1/2016 to 6/9/2017

Evidence of Completion

AVID Summer Institute receipts; AVID sites supply receipts; AVID tutor time sheets.

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

The AVID District Director will closely monitor AVID tutorial funds available throughout the year. Cut back on tutor hours after state testing, if necessary.

Person Responsible

Jane Hatfield

Schedule

On 6/2/2017

Evidence of Completion

Initial and supplementary grant fund report; monthly review of grant totals.

G1.B2 Finding, training, and retaining highly-qualified AVID tutors is difficult. 2

 B222776

G1.B2.S1 Find tutors who are qualified, full-time college students, who are available during school hours, and who are adept at advanced math. 4

 S235080

Strategy Rationale

Advertise through word-of-mouth for Florida South Western college students. Build tutoring schedule around tutors' availability and hire tutors based on their unique qualifications (i.e., did they take upper-level math courses in high school).

Action Step 1 5

The AVID District Director will advertise, interview, and hire 3 college-age AVID tutors for WGS.

Person Responsible

Jane Hatfield

Schedule

Daily, from 7/11/2016 to 9/30/2016

Evidence of Completion

AVID tutor job advertisement; AVID tutor applications; fingerprinting receipts.

Action Step 2 5

The AVID District Director will train the 3 new WGS AVID tutors (as well as the 2 new tutors for MHMSH).

Person Responsible

Jane Hatfield

Schedule

On 9/16/2016

Evidence of Completion

Tutor training materials and time sheets.

Action Step 3 5

AVID tutors are placed in 7th and 8th grade AVID elective classes at West Glades School on Tuesdays and Thursdays.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/19/2016 to 5/19/2017

Evidence of Completion

AVID tutorial notes; AVID tutor timesheets; AVID elective class tutoring observation forms

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

The AVID District Director will monitor AVID tutors at West Glades School.

Person Responsible

Jane Hatfield

Schedule

On 6/9/2017

Evidence of Completion

AVID tutor training; AVID tutor timesheet; AVID elective walkthroughs; AVID Site Team meetings/minutes; AVID Certification artifacts.

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

Monitor AVID Tutors for the following characteristics: Tutors are punctual and effective; Tutors take on role of mentor to AVID students; Tutors remain on staff for the entire school year; Tutors are proactive and take the lead in tutoring sessions; Tutors are invited to participate in AVID functions, such as field trips, parent nights, school board presentations.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Tutor timesheets / check-in data; tutorial observation walk-through forms; site team meeting minutes; field trip crash sheet; parent night & school board agendas.

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

G083857

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

B222777

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

S235081

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 Sabella

Schedule

Monthly, from 9/12/2016 to 5/26/2017

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 and i-Ready lessons.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Teachers lesson plans; student growth as measured by iReady reports.

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

Students' progress monitoring assessments (i-Ready diagnostic) scores will consistently increase.

Person Responsible

Doreen Sabella


Schedule

Biweekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Increase in FSA math scores.

G2.B1.S2 7th and 8th grade AVID students who struggle in math have the opportunity to participate in Socratic-type math tutorials twice per week. 4

 S235082

Strategy Rationale

These AVID students will bring their problems, in the form of a TRF (Tutorial Request Form), to the tutorial session and will engage in tutoring sessions lead by college students who excel in math.

Action Step 1 5

WGS will offer AVID tutoring sessions on Tuesday and Thursday in the AVID Elective class.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

AVID tutor timesheets; AVID tutorial walkthrough observation forms; AVID elective teacher lesson plans; AVID student TRF (Tutorial Request Forms).

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitor AVID Elective teachers lessons plans; AVID tutorial walkthroughs; AVID students math grades.

Person Responsible

Jane Hatfield

Schedule

On 6/2/2017

Evidence of Completion

Bi-weekly tutorials; math tutorial sessions; increase in AVID students' math grades

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor AVID Elective teachers lesson plans; AVID tutorial walkthroughs; AVID students math grades

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Bi-weekly tutorials; math tutorial sessions; increase in AVID students' math grades.

G2.B2 Students have a lack of parental support or lack of access to technology at home. **2**

 B222778

G2.B2.S1 Parents have the ability to monitor student(s) grades daily using Skyward Parent Access on computer, phone or tablet. Progress reports will be sent home at the middle of the 9 weeks; report cards go home at the end of the 9 weeks. **4**

 S235083

Strategy Rationale

Parents will have several methods to track their child's grades.

Action Step 1 **5**

Parents will be provided with username and password for Skyward (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes. Administrative staff will train parents on how to use Skyward and the Skyward app for phone and iPad.

Person Responsible

Doreen Sabella

Schedule

Monthly, from 9/15/2016 to 6/2/2017

Evidence of Completion

Parent log in information; agenda from Skyward parent training; sign in sheets from Skyward parent training; progress reports; report cards; Skyward parent activity log.

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

Teachers will post at least 2 grades per week per subject, and parents will access grade through Skyward or by reviewing interims and report cards and attending Parent/Teacher conferences.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Parent Skyward access report; parent sign in sheets from Parent/Teacher conferences.

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

Skyward parent log in report will show frequency of access by parents. Parents who attend Parent/Teacher conferences will sign in.

Person Responsible

Doreen Sabella

Schedule

Daily, from 9/15/2016 to 6/2/2017

Evidence of Completion

Skyward parent access report; Parent/Teacher conferences sign in sheets.

G2.B2.S2 Students have the ability to monitor their own grades daily using Skyward Student Access on computer, phone, or tablet. Progress reports will be sent home at the middle of the 9 weeks; report cards go home at the end of the 9 weeks. 4

 S235084

Strategy Rationale

Action Step 1 5

Students will be provided with username and password for Skyward (grading system). This will enable students to check their progress weekly as grade are entered in all assigned classes. Teachers will train students and familiarize students with the Skyward app for phone and tablet.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Student log in information; progress reports; report cards; Skyward student activity report.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Teachers will post at least 2 grades per week per subject, and students will access grades through Skyward or by reviewing interims and report cards.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student Skyward access report.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Skyward student access report will show frequency of access by students.

Person Responsible

Doreen Sabella

Schedule

Daily, from 9/15/2016 to 6/2/2017

Evidence of Completion

Skyward student access report.

G2.B3 Students do not complete assigned math homework or Accelerated Math. **2**

 B222779

G2.B3.S1 Students who do not complete Accelerated Math assignments every two weeks will be reported to school administration. These students will receive a "red flag" and attend a study hall during lunch. **4**

 S235085

Strategy Rationale

The study hall will offer students time to complete Accelerated Math assignments during the school day. The study halls will be monitored by a staff member.

Action Step 1 **5**

Red Flag students missing Accelerated Math. Students will report to a designated room to work on Accelerated Math during lunch.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/22/2016 to 5/18/2017

Evidence of Completion

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

Students missing Accelerated Math must make up missing work during lunch every other Friday. Teachers will enter partial grades for late work. Parents will be notified.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/22/2016 to 5/18/2017

Evidence of Completion

Skyward grade program; teacher emails; student sign in sheet at lunch work session; parent phone call log.

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

Numbers of students who are red-flagged for lack of Accelerated Math should decrease as more students complete their assignments and tests at home. Students' math grades should increase.

Person Responsible

Jane Hatfield

Schedule

Biweekly, from 9/22/2016 to 5/18/2017

Evidence of Completion

Skyward grade program; lunch work session sign-in sheet; log of parent phone calls.


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

 G083858

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

 B222780

G3.B1.S1 Students KG through grade 5 will be required to participate in the Accelerated Reading Program. **4**

 S235086

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 its 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 strengths and weaknesses. The report divides students into differentiated learning groups according to their needs so teachers can provide intense immediate instruction in small groups. STAR provides teachers K-8 with data on reading literature, reading informational text, and language. The program provides suggested reading levels using a Zone of Proximal Development (ZPD). Students then are assigned goals to reach within a 12 week period. Students must read books within their ZPD and take tests to earn points to reach goals.

Person Responsible

Doreen Sabella

Schedule

Daily, from 9/1/2016 to 6/2/2017

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 progress either by viewing percentage correct and/or points earned over time. This is done daily for primary students.

Person Responsible

Doreen Sabella

Schedule

Daily, from 9/1/2016 to 6/2/2017

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 Teacher will review Renaissance program reports periodically and at the end of the trimester for effectiveness of implementation of program.

Person Responsible

Doreen Sabella

Schedule

Quarterly, from 9/1/2016 to 6/2/2017


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

 B222781

G3.B2.S1 Parents have the ability to monitor student(s) grades daily using the Skyward online grading program on computer, phone or tablet (Skyward app). 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

 S235087

Strategy Rationale

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

Action Step 1 5

Parent 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

Emily Cuellar

Schedule

On 10/20/2016

Evidence of Completion

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

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

Parent Awareness Night

Person Responsible

Emily Cuellar

Schedule

On 10/20/2016

Evidence of Completion

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

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

Increase in the number of books checked out from the Media Center. Increase in the scores on Accelerated Reader tests. Increase in the number of students who earn the reward trip for reading more Sunshine State books at the end of the school year.

Person Responsible

Emily Cuellar

Schedule

Weekly, from 9/6/2016 to 5/19/2017


Evidence of Completion

Media Center circulation reports; Renaissance reports; Sunshine State book reward trip attendance; Survey results from parents who attended the Family Literacy Awareness Night;

G3.B3 Language Arts classrooms with varying abilities and reading levels. **2**

 B222782

G3.B3.S1 Use differentiated instruction with fidelity in KG - 4 in order to meet individual student needs. Use AVID WICOR strategies in grade 5-8 classrooms (Writing, Inquiry, Collaboration, Organization, and Reading). **4**

 S235088

Strategy Rationale

WICOR will help middle grades students become better, more mindful students and better readers (AVID binder, collaborative groups, close reading strategies, writing to learn, etc.). Teachers should use data from i-Ready diagnostic assessments to provide individualized instruction and to guide center work and push-in and pull-out support.

Action Step 1 **5**

Teachers will utilize WICOR strategies across the content areas in grades 5-8.

Person Responsible

Jane Hatfield

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Action Step 2 **5**

Teachers will use available assessment data from STAR, STAR Early Literacy, i-Ready, FSA, and EOC tests to group students to provide individualized instruction based on student needs and deficits.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Doreen Sabella

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

Observe classrooms for evidence of WICOR in their instruction and review WICOR strategies at in-service and faculty meetings.

Person Responsible

Jane Hatfield

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans; classroom walkthroughs; agendas from faculty meetings, PLC's and inservice opportunities

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

Observe classrooms for evidence of differentiation strategies in language arts; observe teacher lesson plans for differentiation strategies in language arts.

Person Responsible

Doreen Sabella

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Evidence of center work, changing push-in/pull-out groupings, and classroom seating arrangements that encourage heterogeneous/homogeneous groups.

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

Examine i-Ready reading lessons and assessments for improvement; examine STAR test data; examine FAIR data; examine student language arts grades.

Person Responsible

Jane Hatfield

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Student achievement in i-Ready reading, STAR and STAR early literacy, FAIR, and language arts course grades will improve.

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

Examine i-Ready reading lessons and assessments for improvement; examine STAR test data; examine FAIR data; examine student language arts grades.

Person Responsible

Doreen Sabella

Schedule

Monthly, from 9/12/2016 to 5/19/2017







Evidence of Completion

Student achievement in i-Ready reading, STAR and STAR early literacy, FAIR, and language arts course grades will improve.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A303004	Laura Perry, the Director of the Glades Schools Foundation, with help from Jane Hatfield, AVID...	Hatfield, Jane	5/23/2016	Receipts for AVID SI, tutor fingerprinting receipts, tutor training materials and training timesheet, and tutor weekly time sheet.	9/2/2016 biweekly
G1.B2.S1.A2 A303006	The AVID District Director will train the 3 new WGS AVID tutors (as well as the 2 new tutors for...	Hatfield, Jane	9/12/2016	Tutor training materials and time sheets.	9/16/2016 one-time
G1.B2.S1.A1 A303005	The AVID District Director will advertise, interview, and hire 3 college-age AVID tutors for WGS.	Hatfield, Jane	7/11/2016	AVID tutor job advertisement; AVID tutor applications; fingerprinting receipts.	9/30/2016 daily
G3.B2.S1.MA1 M307777	Parent Awareness Night	Cuellar, Emily	10/20/2016	Invitation/RSVP, parent sign in sheets, agenda, SkyAlert call out, notes home.	10/20/2016 one-time
G3.B2.S1.A1 A303014	Parent Awareness Night is an event that teachers school wide assist with planning and implementing...	Cuellar, Emily	10/20/2016	Parent sign in sheets, agenda, invitation/RSVP, Skylert call out, surveys	10/20/2016 one-time
G2.B3.S1.MA1 M307771	Numbers of students who are red-flagged for lack of Accelerated Math should decrease as more...	Hatfield, Jane	9/22/2016	Skyward grade program; lunch work session sign-in sheet; log of parent phone calls.	5/18/2017 biweekly
G2.B3.S1.MA1 M307772	Students missing Accelerated Math must make up missing work during lunch every other Friday....	Hatfield, Jane	9/22/2016	Skyward grade program; teacher emails; student sign in sheet at lunch work session; parent phone call log.	5/18/2017 biweekly
G2.B3.S1.A1 A303012	Red Flag students missing Accelerated Math. Students will report to a designated room to work on...	Hatfield, Jane	9/22/2016		5/18/2017 biweekly
G1.B2.S1.A3 A303007	AVID tutors are placed in 7th and 8th grade AVID elective classes at West Glades School on Tuesdays...	Hatfield, Jane	9/19/2016	AVID tutorial notes; AVID tutor timesheets; AVID elective class tutoring observation forms	5/19/2017 biweekly
G3.B2.S1.MA1 M307776	Increase in the number of books checked out from the Media Center. Increase in the scores on...	Cuellar, Emily	9/6/2016	Media Center circulation reports; Renaissance reports; Sunshine State book reward trip attendance; Survey results from parents who attended the Family Literacy Awareness Night;	5/19/2017 weekly
G3.B3.S1.MA1 M307778	Examine i-Ready reading lessons and assessments for improvement; examine STAR test data; examine...	Hatfield, Jane	9/12/2016	Student achievement in i-Ready reading, STAR and STAR early literacy, FAIR, and language arts course grades will improve.	5/19/2017 monthly
G3.B3.S1.MA1 M307779	Examine i-Ready reading lessons and assessments for improvement; examine STAR test data; examine...	Sabella, Doreen	9/12/2016	Student achievement in i-Ready reading, STAR and STAR early literacy, FAIR, and language arts course grades will improve.	5/19/2017 monthly
G2.B1.S1.A1 A303008	In-service will be provided at the beginning of the school year to all teachers; follow up sessions...	Sabella, Doreen	9/12/2016	Teachers are required to sign in and professional development points awarded.	5/26/2017 monthly
G3.B3.S1.MA1 M307780	Observe classrooms for evidence of WICOR in their instruction and review WICOR strategies at...	Hatfield, Jane	8/15/2016	Lesson plans; classroom walkthroughs; agendas from faculty meetings, PLC's and inservice opportunities	5/26/2017 monthly
G3.B3.S1.MA4 M307781	Observe classrooms for evidence of differentiation strategies in language arts; observe teacher...	Sabella, Doreen	9/5/2016	Evidence of center work, changing push-in/pull-out groupings, and classroom seating arrangements that encourage heterogeneous/ homogeneous groups.	5/26/2017 weekly
G3.B3.S1.A1 A303015	Teachers will utilize WICOR strategies across the content areas in grades 5-8.	Hatfield, Jane	8/22/2016		5/26/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.A2  A303016	Teachers will use available assessment data from STAR, STAR Early Literacy, i-Ready, FSA, and EOC...	Sabella, Doreen	8/22/2016	Doreen Sabella	5/26/2017 weekly
G2.B1.S2.A1  A303009	WGS will offer AVID tutoring sessions on Tuesday and Thursday in the AVID Elective class.	Hatfield, Jane	9/19/2016	AVID tutor timesheets; AVID tutorial walkthrough observation forms; AVID elective teacher lesson plans; AVID student TRF (Tutorial Request Forms).	5/26/2017 biweekly
G2.MA1  M307773	Monitor I-Ready math lessons, I-Ready Diagnostic assessments, math course grades and FSA math...	Sabella, Doreen	9/15/2016	Increase in i-Ready diagnostic scores and in FSA math scores; improved grades in math courses.	6/2/2017 daily
G1.B1.S1.MA1  M307758	The AVID District Director will closely monitor AVID tutorial funds available throughout the year....	Hatfield, Jane	9/19/2016	Initial and supplementary grant fund report; monthly review of grant totals.	6/2/2017 one-time
G1.B2.S1.MA1  M307760	Monitor AVID Tutors for the following characteristics: Tutors are punctual and effective; Tutors...	Hatfield, Jane	9/19/2016	Tutor timesheets / check-in data; tutorial observation walk-through forms; site team meeting minutes; field trip crash sheet; parent night & school board agendas.	6/2/2017 biweekly
G2.B1.S1.MA1  M307763	Students' progress monitoring assessments (i-Ready diagnostic) scores will consistently increase.	Sabella, Doreen	9/19/2016	Increase in FSA math scores.	6/2/2017 biweekly
G2.B1.S1.MA1  M307764	Student data will be monitored through the use of i-Ready diagnostic assessments and i-Ready...	Sabella, Doreen	9/19/2016	Teachers lesson plans; student growth as measured by iReady reports.	6/2/2017 weekly
G2.B2.S1.MA1  M307767	Skyward parent log in report will show frequency of access by parents. Parents who attend...	Sabella, Doreen	9/15/2016	Skyward parent access report; Parent/Teacher conferences sign in sheets.	6/2/2017 daily
G2.B2.S1.MA1  M307768	Teachers will post at least 2 grades per week per subject, and parents will access grade through...	Sabella, Doreen	8/29/2016	Parent Skyward access report; parent sign in sheets from Parent/Teacher conferences.	6/2/2017 weekly
G2.B2.S1.A1  A303010	Parents will be provided with username and password for Skyward (grading system). This will enable...	Sabella, Doreen	9/15/2016	Parent log in information; agenda from Skyward parent training; sign in sheets from Skyward parent training; progress reports; report cards; Skyward parent activity log.	6/2/2017 monthly
G3.B1.S1.MA1  M307774	Administration and Reading Resource Teacher will review Renaissance program reports periodically...	Sabella, Doreen	9/1/2016	Growth report from STAR Early Literacy and STAR Reading.	6/2/2017 quarterly
G3.B1.S1.MA1  M307775	Teachers are required to monitor student progress either by viewing percentage correct and/or...	Sabella, Doreen	9/1/2016	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.	6/2/2017 daily
G3.B1.S1.A1  A303013	Renaissance Place is a supplemental reading program that has it's own progress monitoring...	Sabella, Doreen	9/1/2016	STAR and STAR Early Literacy growth reports; students become better readers and score better on all reading assessments.	6/2/2017 daily
G2.B1.S2.MA1  M307765	Monitor AVID Elective teachers lesson plans; AVID tutorial walkthroughs; AVID students math grades	Hatfield, Jane	8/15/2016	Bi-weekly tutorials; math tutorial sessions; increase in AVID students' math grades.	6/2/2017 biweekly
G2.B1.S2.MA1  M307766	Monitor AVID Elective teachers lessons plans; AVID tutorial walkthroughs; AVID students math grades.	Hatfield, Jane	9/19/2016	Bi-weekly tutorials; math tutorial sessions; increase in AVID students' math grades	6/2/2017 one-time
G2.B2.S2.MA1  M307769	Skyward student access report will show frequency of access by students.	Sabella, Doreen	9/15/2016	Skyward student access report.	6/2/2017 daily
G2.B2.S2.MA1  M307770	Teachers will post at least 2 grades per week per subject, and students will access grades through...	Sabella, Doreen	8/29/2016	Student Skyward access report.	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1  A303011	Students will be provided with username and password for Skyward (grading system). This will...	Sabella, Doreen	9/12/2016	Student log in information; progress reports; report cards; Skyward student activity report.	6/2/2017 weekly
G1.B1.S1.MA1  M307759	The AVID District Director will direct how the grant money will be spent for AVID sites in Glades...	Hatfield, Jane	6/1/2016	AVID Summer Institute receipts; AVID sites supply receipts; AVID tutor time sheets.	6/9/2017 monthly
G1.B2.S1.MA1  M307761	The AVID District Director will monitor AVID tutors at West Glades School.	Hatfield, Jane	9/19/2016	AVID tutor training; AVID tutor timesheet; AVID elective walkthroughs; AVID Site Team meetings/minutes; AVID Certification artifacts.	6/9/2017 one-time
G3.MA1  M307782	i-Ready reading assessments; FAIR; STAR; and FSA Reading assessment data.	Hatfield, Jane	9/1/2016	FSA Reading scores should increase.	6/16/2017 weekly
G3.MA2  M307783	i-Ready reading assessments; FAIR; STAR; and FSA Reading assessment data.	Sabella, Doreen	9/1/2016	i-Ready final reading assessment scores should increase (KG-2); FSA reading scores should increase (3-4).	6/16/2017 weekly
G1.MA1  M307762	Progress Monitor Algebra I (AVID vs. non-AVID students) and compare results of Algebra I EOC tests...	Hatfield, Jane	9/18/2016	Progress Monitoring: Student grade reports; Khan academy lesson progress; Accelerated math progress; I-Ready pre- and post-diagnostic results in math. FSA test results: Algebra I EOC.	6/30/2017 monthly

V. Professional Development Opportunities

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

G1. 75% of 7th and 8th grade AVID students enrolled in Algebra I Honors will make a 3 or higher on the Algebra I EOC.

G1.B2 Finding, training, and retaining highly-qualified AVID tutors is difficult.

G1.B2.S1 Find tutors who are qualified, full-time college students, who are available during school hours, and who are adept at advanced math.

PD Opportunity 1

The AVID District Director will train the 3 new WGS AVID tutors (as well as the 2 new tutors for MHMSH).

Facilitator

Jane Hatfield

Participants

AVID tutors

Schedule

On 9/16/2016

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

Monthly, from 9/12/2016 to 5/26/2017

G2.B1.S2 7th and 8th grade AVID students who struggle in math have the opportunity to participate in Socratic-type math tutorials twice per week.

PD Opportunity 1

WGS will offer AVID tutoring sessions on Tuesday and Thursday in the AVID Elective class.

Facilitator

Jane Hatfield

Participants

AVID college tutors.

Schedule

Biweekly, from 9/19/2016 to 5/26/2017

G2.B2 Students have a lack of parental support or lack of access to technology at home.

G2.B2.S1 Parents have the ability to monitor student(s) grades daily using Skyward Parent Access on computer, phone or tablet. Progress reports will be sent home at the middle of the 9 weeks; report cards go home at the end of the 9 weeks.

PD Opportunity 1

Parents will be provided with username and password for Skyward (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes. Administrative staff will train parents on how to use Skyward and the Skyward app for phone and iPad.

Facilitator

Doreen Sabella

Participants

Parents

Schedule

Monthly, from 9/15/2016 to 6/2/2017

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 KG through grade 5 will be required to participate in the Accelerated Reading Program.

PD Opportunity 1

Renaissance Place is a supplemental reading program that has its 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 strengths and weaknesses. The report divides students into differentiated learning groups according to their needs so teachers can provide intense immediate instruction in small groups. STAR provides teachers K-8 with data on reading literature, reading informational text, and language. The program provides suggested reading levels using a Zone of Proximal Development (ZPD). Students then are assigned goals to reach within a 12 week period. Students must read books within their ZPD and take tests to earn points to reach goals.

Facilitator

Renaissance Place webinars, Doreen Sabella

Participants

All KG-5 language arts teachers are responsible for this program's implementation.

Schedule

Daily, from 9/1/2016 to 6/2/2017

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 the Skyward online grading program on computer, phone or tablet (Skyward app). 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

Parent 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 10/20/2016

G3.B3 Language Arts classrooms with varying abilities and reading levels.

G3.B3.S1 Use differentiated instruction with fidelity in KG - 4 in order to meet individual student needs. Use AVID WICOR strategies in grade 5-8 classrooms (Writing, Inquiry, Collaboration, Organization, and Reading).

PD Opportunity 1

Teachers will utilize WICOR strategies across the content areas in grades 5-8.

Facilitator

AVID Center

Participants

AVID Elective teachers and content area teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Teachers will use available assessment data from STAR, STAR Early Literacy, i-Ready, FSA, and EOC tests to group students to provide individualized instruction based on student needs and deficits.

Facilitator

Doreen Sabella, Data Analysis Pre-School workshop

Participants

All teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Laura Perry, the Director of the Glades Schools Foundation, with help from Jane Hatfield, AVID District Director, has written two grants to fund AVID.				\$0.00
2	G1.B2.S1.A1	The AVID District Director will advertise, interview, and hire 3 college-age AVID tutors for WGS.				\$170.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0055 - West Glades School			\$170.00
Notes: Fingerprinting for 2 AVID tutors @ \$85.00 each						
3	G1.B2.S1.A2	The AVID District Director will train the 3 new WGS AVID tutors (as well as the 2 new tutors for MHMSH).				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0055 - West Glades School	Other		\$300.00
Notes: \$10 per hour @ 10 hours x 3 tutors						
4	G1.B2.S1.A3	AVID tutors are placed in 7th and 8th grade AVID elective classes at West Glades School on Tuesdays and Thursdays.				\$5,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0055 - West Glades School			\$5,040.00
Notes: 3 tutors x 3 hours per day x 2 days per week @ \$10 per hour x 28 weeks						
5	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	2016-17
			District-Wide	Title I, Part A		\$18,650.00
Notes: Notes						
6	G2.B1.S2.A1	WGS will offer AVID tutoring sessions on Tuesday and Thursday in the AVID Elective class.				\$0.00
7	G2.B2.S1.A1	Parents will be provided with username and password for Skyward (grading system). This will enable parents to check student progress weekly as grades are entered in all assigned classes. Administrative staff will train parents on how to use Skyward and the Skyward app for phone and iPad.				\$2,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$2,200.00
Notes: Notes						

8	G2.B2.S2.A1	Students will be provided with username and password for Skyward (grading system). This will enable students to check their progress weekly as grade are entered in all assigned classes. Teachers will train students and familiarize students with the Skyward app for phone and tablet.				\$0.00
9	G2.B3.S1.A1	Red Flag students missing Accelerated Math. Students will report to a designated room to work on Accelerated Math during lunch.				\$0.00
10	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 tests to earn points to reach goals.				\$8,275.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$8,275.00
			Notes: Notes			
11	G3.B2.S1.A1	Parent 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.				\$2,268.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0055 - West Glades School	Title I, Part A		\$2,268.00
12	G3.B3.S1.A1	Teachers will utilize WICOR strategies across the content areas in grades 5-8.				\$0.00
13	G3.B3.S1.A2	Teachers will use available assessment data from STAR, STAR Early Literacy, i-Ready, FSA, and EOC tests to group students to provide individualized instruction based on student needs and deficits.				\$0.00
Total:						\$36,903.00