



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Golden Glades Elementary School

16520 NW 28TH AVE

Opa Locka, FL 33054

305-624-9641

<http://gglades.dadeschools.net/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Golden Glades Elementary Schl

Principal

Crystal J. Spence

School Advisory Council chair

Kimmii Lattery

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Crystal J. Spence	Principal
Tamika R. Robinson	Assistant Principal
Dashawniese Howard	Reading Coach
Mary Kapcoe	Reading Coach
Shari Klasner	Media Specialist
Vivienne Elliott	Science Coach
Teresa Taylor	School Counselor
Shawnyell Tumbling	Math Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is a viable organization that supports the academic program and activities of the school. It is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served our school.

Principal- Crystal J. Spence

Alternate Principal-Tamika R. Robinson

United Teachers of Dade-PaReese Brown

Teachers- Kimmii Lattery

Shari Klasner

Phyllis Sparks-Black
Akim Glass
Adrienne Anderson
Alternate Teacher- Paul Oliveros
Educational Support Employee- Teresa Taylor
Alternate Support Employee- Karen Rozier
Parents- Alice Waters
Charlene Alford
Twanda Trotter
Arthur Brown
Natasha Merkerson
Jasmine Wilcox
Cherale Johnson
Alternate Parent- Cassundra Whitehead
Student- Janae Hayes
Alternate Student- Joshua Hightower
Business Community Representative- Stephanie Ellis

Involvement of the SAC in the development of the SIP

The role of the School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. The SAC members are collectively responsible for writing the school's improvement plan.

Activities of the SAC for the upcoming school year

Membership Blitz
Monthly SAC Meetings
Grandparents Day at GGES
School Carnival
Student Attendance Recognition
Student Academic Performance Recognition Programs

Projected use of school improvement funds, including the amount allocated to each project

We have projected to utilize our school improvement funds and include the activities:

Grandparents Day at GGES- \$200
School Carnival-\$ 400
Student Attendance Recognition-\$500
Student Academic Performance Recognition Programs-\$ 1,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Crystal J. Spence

Principal

Years as Administrator: 6

Years at Current School: 0

Credentials

Bachelor of Arts Degree, Certification: Business and Professional Management, University of Florida; Master of Science Degree, Certification: Special Education, Nova Southeastern University; Specialist Degree, Certification: Educational Leadership, Nova Southeastern University

Performance Record

'13 '12 '11
 School Grade A B A
 High Standards Rdg. 64% 57% 71%
 High Standards Math 59% 56% 65%
 Lrng Gains-Rdg. 75 69 70
 Lrng Gains-Math 72 69 65
 Gains-Rdg-25% 74 68 71
 Gains-Math-25% 71 69 77
 Reading AMO 69 65 NA
 Math AMO 65 61 NA

Tamika Robinson R

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelor of Science Degree - Florida Agricultural and Mechanical University in Elementary Education
 Master of Science in Varying Exceptionalities -Nova Southeastern University

Florida Professional Educator's Certificate in Elementary Education (1-6), Varying Exceptionalities(K-12), and Educational Leadership (all levels).

Performance Record

'13 '12
 School Grade D C
 AYP N N
 High Standards Rdg. 29 55
 High Standards Math 31 66
 Lrng Gains-Rdg. 52 50
 Lrng Gains-Math 52 64
 Gains-Rdg-25% 52 48
 Gains-Math-25%

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

DaShawneise Howard

Full-time / District-based

Years as Coach: 3

Years at Current School: 2

Areas

Reading/Literacy

Credentials

B.S. English; M.S. Educational Leadership, St. Thomas University

Performance Record

2013 2012 2011
 School Grade D C N/A
 AYP N N N/A
 High Standards Rdg 29% 41% N/A
 High Standards Math 31% 39% N/A
 Learning Gains Rdg 52% 64% N/A
 Learning Gains Math 52% 61% N/A
 Gains-Reading -25% 43% 74% N/A
 Gains-Math 25% 49% 66% N/A

Vivienne Elliott

Full-time / District-based

Years as Coach: 1

Years at Current School: 1

Areas

Science

Credentials

Bachelor of Science in Elementary Education- Florida Memorial University
 Master of Science in Exceptional Student Education- Florida Memorial University

Performance Record

2013 2012 2011
 School Grade F F F
 High Standards Rdg 30% 31% 51%
 High Standards Math 47% 29% 53%
 Learning Gains Rdg 52 60 51
 Learning Gains Math 72 49 46
 Gains-Reading -25% 54% 64% 27%
 Gains-Math 25% 58% 56% 42%

Mary Kapcoe

Full-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Unavailable

Performance Record

Shawnyell Tumbling		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	B.S. Elementary Education; Florida Agricultural and Mechanical University M.S. Urban Education w/ emphasis on TESOL; Florida International University	
Performance Record	2013 2012 2011 School Grade I I C High Standards Rdg 26% High Standards Math 53% Learning Gains Rdg 42% Learning Gains Math 71% Gains-Reading -25% 54% Gains-Math 25% 74%	

Classroom Teachers

# of classroom teachers	19
# receiving effective rating or higher	19, 100%
# Highly Qualified Teachers	100%
# certified in-field	19, 100%
# ESOL endorsed	12, 63%
# reading endorsed	2, 11%
# with advanced degrees	6, 32%
# National Board Certified	1, 5%
# first-year teachers	1, 5%
# with 1-5 years of experience	1, 5%
# with 6-14 years of experience	12, 63%

with 15 or more years of experience

9, 47%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

In an effort to recruit and retain highly qualified, and effective teachers to the school, the Principal's highlights the following work site conditions to prospective Teachers:

- 1) strong principal leadership
- 2) a collegial staff with a shared teaching philosophy
- 3) adequate resources necessary to teach
- 4) a supportive and active parent community

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

During the first few weeks of school the Mentor will assist the New Teacher in becoming familiar with the educational procedures, policies, and requirements of Golden Glades Elementary and M-DCPS respectively.

During this time, the Mentor may assist you with the following:

- * Becoming familiar with school, district, and state policies and procedures
- * Securing materials such as supplies, curricular guides, and other resource materials
- * Confirming that the New Teacher has the appropriate technology, books, and professional materials
- * Discussing specific guidelines, responsibilities, and events that are unique to our building
- * Identifying locations in the school that the New Teacher will need to know - library, cafeteria, playground, etc
- * Assuring that the New Teacher understand the emergency policies and procedures
- * Other needs as identified by the New Teacher or the school site

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our school's data-based problem solving processes will consist of the MTSS/RTI team meeting weekly to review school based instructional focus and intervention groups. This team will review PMRN/FAIR data to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data at grade level meetings with teachers after the September, December, and April administrations of the FAIR and District Interim Assessment. During the meetings they will identify students who are meeting/exceeding benchmarks and those students at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and help with the emotional well being of the students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Mrs. Crystal J. Spence, Principal: The Principal will convey the common vision of increasing student performance, ensuring commitment and allocating needed resources. Additionally, the Principal will ensure the fidelity to the Rtl model by monitoring implementation of assessments, interventions and communicating with parents regarding school-based plans and activities.

Tamika R. Robinson, Assistant Principal: The assistant principal will assist the principal in conveying the common vision of increasing student performance. The assistant principal will ensure data-driven decision making and assist in monitoring the implementation of assessments, delivery of interventions, and professional development and communication with parents.

Dashawneise Howard/Mary Kapcoe, Intermediate and Primary Reading Coach: The reading coaches will share the common vision of improving student performance with the school administrators. The reading coaches will develop, lead and evaluate current instructional standards. The reading coaches will model effective differentiated whole and small group lessons using research-based instructional practices. The coaches will be involved in the on-going progress monitoring of students using key data points to create intervention groups.

The coaches will provide guidance on the district reading plan and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

Dr. Viau, School Psychologist: The shared school site psychologist will assist in the collection, interpretation, and analysis of data. She will assist in the development of intervention plans and will provide support for intervention fidelity and documentation. She will model effective classroom strategies for academic and behavior interventions that will assist targeted students.

Regular Education Grade Level Leaders: (Primary and Intermediate) Selected grade level leaders will work to build staff support, model effective lessons, observe classroom instruction and provide feedback. They will assist the administration and coach in conveying the common vision to the rest of the staff, share resources and participate in student data collections and providing students with incentives.

Special Education Grade Level Chairperson: The Grade Level Chairperson will collaborate with the regular education teachers to provide effective strategies for differentiating instruction and co-teaching. They will participate in student data collection and integrate core instructional activities/ materials into all tiered instruction including self-contained, resource, and inclusion settings.

Shari Klasner, Media/ Technology Specialist: The Technology Specialist will manage technology necessary to display data of varied assessments given to students. She will provide professional development and technical support to teachers and staff regarding data management, software use, and instructional practices.

Teresa Taylor ,Counselor: Our counselor will provide services relating to issues that are impeding our students from learning. The interventions will include individual strategies, planned whole class lessons and small group counseling. Our school counselor will link child-serving and community agencies to the school and families to support the child's academic, emotional, and behavioral success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The School's Leadership team will meet weekly to review school based instructional focus and intervention groups. The team will review PMRN/FAIR data to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data at grade level meetings with teachers after the September, December, and April administrations. During the meetings they will identify students who are meeting/exceeding benchmarks and those students at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and the emotional well being of the students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: 2013 FCAT Results, ECHOS Childhood Observation System (ECHOS), Florida Assessments for Instruction in Reading (FAIR), District Baseline Assessments, School Based Benchmark Assessments, Voyager Progress Monitoring Tool.

EduSoft: District Baseline, Interim Assessments, and Monthly Assessment.

Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), FCAT Simulation, On-going Progress Monitoring using Florida Assessments for Instruction in Reading (FAIR) District Interim Assessments, and School Based Benchmark Assessments.

Midyear: Florida Assessments for Instruction in Reading (FAIR), District Interim Assessments, School Based Benchmark Assessments.

End of Year: FAIR, 2013 FCAT scores, School Based End of Year Assessments

Frequency of data days: Twice a month and after each FAIR Assessment window

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

During the beginning of the year school activities, Opening of School planning meetings, a Professional Development Session on MTSS Implementation will be given to the faculty and staff. Parents will be included and supported in the process through parent data meetings, and teacher/parent conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students**Minutes added to school year:** 10,800

In compliance with the Extended Day Statue for lower performing schools, our school will provide each student with an additional hour of reading enrichment or remediation of skill during each school day of the 2013-2014. The school will utilize the SAXON Phonics program for remediation. Other curriculum resources such as Reading Plus and Accelerated Reader will be used to enrich the skills of those students who are performing at or above grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Initial placement test will be given to students at the beginning the year for correct group placement purposes. Throughout the course of the academic year, ongoing progress monitoring data will be collected to be analyzed and to further determine the effectiveness of the extended day strategy.

Who is responsible for monitoring implementation of this strategy?

The School's Leadership Team is responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Crystal J. Spence	Principal
Tamika R. Robinson	Assistant Principal
DaShawneise Howard	Reading Coach (Intermediate 3-5)
Mary Kapcoe	Reading Coach (Primary K-2)
Shawnyell Tumbling	Mathematics Coach
Vivienne Elliott	Science Coach
Shari Klasner	Media Specialist
Kimmii Lattery	EESAC Chairperson
Phyllis Sparks-Black	Kindergarten Teacher

How the school-based LLT functions

The main purpose of the LLT is to maintain communication with staff for input and feedback, as well as updating them on procedures and progress. The LLT meets every two weeks to gather, analyze data, and discuss classroom concerns to determine professional development as indicated by student intervention and achievement needs.

Major initiatives of the LLT

Our major initiatives for the upcoming school year are

- To increase the number of students that will score proficient or above on the 2014 FCAT 2.0 Reading

test

- To increase the number of students that will score proficient or above on the 2014 FCAT 2.0 Writing test.
- To adjust the delivery of curriculum and instruction to meet the specific needs of students.
- To increase teacher accountability with low performing students.
- To create student growth trajectories in order to identify and develop interventions.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Our school ensures that every teacher routinely contributes to the reading improvement of every student in a variety of ways. Below is a listing of strategies that are used to build independent readers at Golden Glades Elementary:

- * Independent Reading logs
- * Utilize Computer Assisted Instruction Daily (SuccessMaker, Reading Plus, AR)
- * 30 minutes of Reading for home learning daily
- * Read A-louds
- * Fluency and Comprehension center activities

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title 1 Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Golden Glades Elementary School offers a Pre-K program. There are currently two classrooms each having one full-time teacher and one full-time paraprofessional. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments, and site visits from the Office of Early Childhood. Parents are encouraged to enroll their students via newsletter, flyers, marquee, and Connet-Ed messages. Parents of students attending our VPK classes are encouraged to volunteer and to spend the day learning with their children.

Students that were currently in our VPK classrooms visited the kindergarten classrooms toward the end of the school year and had the opportunity to engage with kindergarten students and teachers. Pre-K students were administered the Phonological and Early Literacy Inventory (PELI), and their scores were printed and used to assess student progress. All students were assessed prior to entering kindergarten and the kindergarten teachers have all of their pertinent data. Early childhood teachers attend grade level meetings with the kindergarten teachers to review data, discuss students' progress and expectations. Pre-kindergarten students transitioning into kindergarten will also be given the FLKRS School Readiness Test to assess their readiness skills within the first thirty days of school. The FAIR will also be used school wide to monitor student progress in the basic literacy skills. Early childhood teachers attend grade level meetings with the kindergarten teachers. Additionally, the Ready School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten. Parents are continually invited to the school. Parents have several opportunities to meet with teachers

and participate in informational and resourceful transition meetings. Meetings are held throughout the year. Our Community Involvement Specialist is also instrumental in bridging parent communication with the school.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	29%	No	52%
American Indian				
Asian				
Black/African American	46%	26%	No	51%
Hispanic	55%	13%	No	60%
White		0%		
English language learners		6%		
Students with disabilities	31%	10%	No	38%
Economically disadvantaged	48%	28%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	29%	52%
Students scoring at or above Achievement Level 4	10	5%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	52	12%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	43	9%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		95%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		95%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		95%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	49%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	31%	No	52%
American Indian		0%		
Asian		0%		
Black/African American	45%	29%	No	51%
Hispanic	62%	61%	No	66%
White				
English language learners				
Students with disabilities	47%	25%	No	52%
Economically disadvantaged	48%	25%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	19%	36%
Students scoring at or above Achievement Level 4	11	9%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	15	10%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	10	7%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		
Students scoring at or above Level 7	[data excluded for privacy reasons]		

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	10	11%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	20	40%	49%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	36	43%	20%
Students who receive two or more behavior referrals	13	20%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	25%	20%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students who fail a mathematics course	0		
Students who fail an English Language Arts course	0		
Students who fail two or more courses in any subject	0		
Students who receive two or more behavior referrals	0		
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0		

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please reference the 2012-2013 Parental Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers will increase student performance through effective delivery of instruction by incorporating strategies to increase student engagement through the use of real-world problem solving.
- G2.** Teachers will provide effective instructional strategies that are aligned to standards while implementing the Gradual Release Model.
- G3.** Teachers will increase students critical thinking and reasoning skills by utilizing reading strategies across all content areas.

Goals Detail

G1. Teachers will increase student performance through effective delivery of instruction by incorporating strategies to increase student engagement through the use of real-world problem solving.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Common Planning (grade level) with the Instructional Coaches.
- Instructional Coaches will support all teachers.
- Teachers will participate in Professional Development course offerings through the CORE Initiative and District course offerings.

Targeted Barriers to Achieving the Goal

- Some teachers alone in subject/content

Plan to Monitor Progress Toward the Goal

Strategies and plans of action will be closely monitored through the observation of teacher quality, student work and assessments, and data reports and chats with students parents, teachers

Person or Persons Responsible

Administration Instructional Coaches

Target Dates or Schedule:

Ongoing throughout the current school year

Evidence of Completion:

Student work student assessments lesson plans data chat protocols

G2. Teachers will provide effective instructional strategies that are aligned to standards while implementing the Gradual Release Model.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers will receive ongoing, job embedded Professional Development on the Use of the Gradual Release Model.
- The Instructional Coaches will provide support to teachers through modeling and co-teaching .
- Teachers will develop lesson plans that include high yield instructional strategies, that are standards based and that incorporates the use Gradual Release Model.

Targeted Barriers to Achieving the Goal

- Lack of teachers' content knowledge.
- Planning for remediation and enrichment during differentiated instruction.

Plan to Monitor Progress Toward the Goal

Collect data to monitor student mastery of standards to determine the percent increase in proficiency.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule:

Bi-Weekly Monthly Quarterly

Evidence of Completion:

Agenda of meetings that take place to review data and make instructional adjustments
Data Chats
Coaches Logs

G3. Teachers will increase students critical thinking and reasoning skills by utilizing reading strategies across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School AMO's)
- Science
- Science - Elementary School
- CTE
- Additional Targets

Resources Available to Support the Goal

- Teachers will use the reading strategy framework that is found in the Reading Express Curriculum.
- Curriculum Support Specialist will provide support to teachers in creating rigorous lesson that are aligned to content standards.

Targeted Barriers to Achieving the Goal

- Limited exposure with close reading of grade level text.

Plan to Monitor Progress Toward the Goal

Evaluate the progress of goal attain in this area

Person or Persons Responsible

Instructional Coaches Classroom Teachers Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student Assessments Data Chats

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will increase student performance through effective delivery of instruction by incorporating strategies to increase student engagement through the use of real-world problem solving.

G1.B1 Some teachers alone in subject/content

G1.B1.S1 To meet once per month to share instructional best practices across each content area.

Action Step 1

Provide opportunities for collaborative conversations and professional development once per month through all content areas and across grade levels

Person or Persons Responsible

Administration Instructional Coaches Teachers

Target Dates or Schedule

monthly

Evidence of Completion

Agendas Sign-in sheets Student artifacts Lesson plans Student grouping

Facilitator:

The CORE Initiative

Participants:

Golden Glades Elementary Instructional Staff

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

The fidelity in teaching and reteaching skills to attain the goal

Person or Persons Responsible

Administration Instructional Coaches Region and State Support

Target Dates or Schedule

monthly

Evidence of Completion

Agendas Sign-in sheets Student Artifacts DI Groupings Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S1

The strategy will be closely monitored through observations, student work samples and assessments , formal and informal assessment data

Person or Persons Responsible

Administration Instructional Coaches Region and State Support Staff

Target Dates or Schedule

Ongoing throughout the current school year

Evidence of Completion

Student Work Student Assessment Lesson Plans

G2. Teachers will provide effective instructional strategies that are aligned to standards while implementing the Gradual Release Model.

G2.B1 Lack of teachers' content knowledge.

G2.B1.S1 Provide teachers with the opportunity to participate in content specific Professional Development .

Action Step 1

Teachers will participate in professional development activities that will build their content knowledge.

Person or Persons Responsible

Teachers Instructional Coaches ETO Curriculum Support Specialist Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Agendas Professional Development Sign-In Sheet Teacher Lesson Plans Student Work Samples

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

Evidence of participation and completion in Professional Development that highlights effective instructional strategies.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Monthly on-going

Evidence of Completion

Professional Development Calendar Lessons Plans Instructional Delivery reflecting the Gradual Release Model Student Work Samples

Plan to Monitor Effectiveness of G2.B1.S1

Successful implementation of this strategy will result in increased student mastery of standards in each content area.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work /Journaling Student Interim Assessment Data Bi-Week Assessments

G2.B2 Planning for remediation and enrichment during differentiated instruction.

G2.B2.S1 Differentiated Instruction will be implemented through Common planning and support through the coaching cycle.

Action Step 1

Strategically plan instructional activities that will address each students area of need.

Person or Persons Responsible

Teachers Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Common Planning Agendas and Sign-In sheets Lesson Plans Student activities Walk-throughs

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

Focus Walk-through will be conducted weekly to ensure that comprehensive plans are developed and are used during differentiated instruction.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans for Differentiated Instruction/Activities Walk-Through checklist Fluidity of Groups/ Use data

Plan to Monitor Effectiveness of G2.B2.S1

Conduct daily walk-throughs during differentiated instruction to ensure that there is proper alignment between student activities and current student data.

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Daily

Evidence of Completion

Walk-through data Lesson plans Rotation Charts Student work samples

G3. Teachers will increase students critical thinking and reasoning skills by utilizing reading strategies across all content areas.

G3.B1 Limited exposure with close reading of grade level text.

G3.B1.S1 Teachers will provide opportunities for students to interact with various genres of informational text to strengthen comprehension skills.

Action Step 1

Teach students to read and comprehend literature and informational text at the high end of the text complexity band independently and proficiently.

Person or Persons Responsible

Teachers Instructional Coaches Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Student Work Samples

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

Collect data to see if students are mastering specific content standards.

Person or Persons Responsible

Classroom Teacher Instructional Coaches Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk- through checklist Student formal Assessments Lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Student mastery of the literacy skill

Person or Persons Responsible

Classroom Teacher Instructional Coaches Administration

Target Dates or Schedule

Weekly/bi-weekly/ Quarterly

Evidence of Completion

Walk-through Checklist Teacher's Lesson Plans Student Journals /classwork/home learning assignments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Golden Glades Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 CHESS; Supplemental Educational Services (SES); and special support services to special needs populations such as homeless, foster, neglected and delinquent students. Golden Glades Elementary is also an RTI school which is provided with support from a Professional Development Curriculum Support Specialist which is funded from Title I, Part A funds. RTI is a state approved model for schools.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Golden Glades Elementary uses supplemental funds for improving basic education as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parent, schools, and the community. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Golden Glades Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will increase student performance through effective delivery of instruction by incorporating strategies to increase student engagement through the use of real-world problem solving.

G1.B1 Some teachers alone in subject/content

G1.B1.S1 To meet once per month to share instructional best practices across each content area.

PD Opportunity 1

Provide opportunities for collaborative conversations and professional development once per month through all content areas and across grade levels

Facilitator

The CORE Initiative

Participants

Golden Glades Elementary Instructional Staff

Target Dates or Schedule

monthly

Evidence of Completion

Agendas Sign-in sheets Student artifacts Lesson plans Student grouping

Appendix 2: Budget to Support School Improvement Goals