Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Glendale Elementary School

4940 8TH ST
Vero Beach, FL 32968
772-978-8050
www.indianriverschools.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	76%

Alternative/ESE Center	Charter School	Minority Rate
No	No	51%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	C	B	A	C

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.

Table of Contents

Purpose and Outline of the SIP 4

Differentiated Accountability 5

Part I: Current School Status 6

Part II: Expected Improvements 15

Goals Summary 23

Goals Detail 23

Action Plan for Improvement 24

Part III: Coordination and Integration 29

Appendix 1: Professional Development Plan to Support Goals 31

Appendix 2: Budget to Support Goals 33

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Glendale Elementary School

Principal
Adam Faust

School Advisory Council chair
Patty McKay

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

Name	Title
Janai Cooper	Assistant Principal
Adam Faust	Principal
Kelly Good	Reading Coach
Michelle Banack	Reading Coach
Kim Slade	Math Coach

District-Level Information

District
Indian River

Superintendent
Dr. Frances J Adams

Date of school board approval of SIP
10/22/2013

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

Patty McKay- Chair
Secretary-Ashley Gail
Adam Faust- Employee
Barbara Presley-Employee
Dani Bey-Employee
Sean McClure-Parent
Brian Coffey-Community Member
Kerrie Fernandez- Community Member
Tony Mehta- Parent
Lois Prince- Community Member
Andrea Willams- District Employee
Shari Tessier- Parent

Involvement of the SAC in the development of the SIP

The SAC represents the school community as the voice for school improvement. Teachers, school support staff, students, and parents are elected to the SAC. Business and community leaders are appointed by the principal. The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan .The SAC also gives assistance to the principal in the planning of the upcoming year's budget. It is to the principal's advantage to have the assistance of representatives from all areas of the school community in developing the plan to improve the school.

Activities of the SAC for the upcoming school year

The SAC will analyze the SIP and update as needed. All school wide activities will be updated through the SAC. All Glendale Team members will be supported through SAC.

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

Before school computer lab to get students learning. The amount will be $4400. Set up ELA CCSS strategies usig $2000. Providing Spefic Learning Activities on Math Mondays and funding is $2000. Stem Experiences in the classrooms funding is $4800. Closing the Achievement Gap funds for afterschool programs $3400.

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

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:

Adam Faust		
Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	Elementary K-6 ESOL Endorsed Educational Leadership K-12 Bachelors in Education Masters Degree in Educational Leadership	

Performance Record

Janai Cooper		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Specialist In Ed. Leadership Elementary Ed K-6 ESOL Endorsement Reading K-12	
Performance Record		

Instructional Coaches

# of instructional coaches

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Slade		
Part-time / District-based	Years as Coach: 9	Years at Current School: 3
Areas	Mathematics	
Credentials	Elementary Education	
Performance Record	Accomplished educator	

Michelle Banack		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Primary Education Elementary Education Exceptional Studnet Education	
Performance Record	Accomplished educator	

Jeanice Andrade		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Mathematics	
Credentials	Elementary Education Spanish	
Performance Record	Accomplished educator	

Connie Law		
Part-time / District-based	Years as Coach: 30	Years at Current School: 2
Areas	Reading/Literacy	
Credentials		
Performance Record		

Kelly Good		
Part-time / District-based	Years as Coach: 18	Years at Current School: 1
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
26, 74%

 # Highly Qualified Teachers
100%

 # certified in-field
23, 66%

 # ESOL endorsed
31, 89%

 # reading endorsed
7, 20%

 # with advanced degrees
5, 14%

 # National Board Certified
3, 9%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
9, 26%

 # with 6-14 years of experience
20, 57%

 # with 15 or more years of experience
14, 40%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

8

 # 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

A critical component in retention of teachers is strong mentoring, which includes on-the-job observations and coaching in the classroom as well as support for teacher planning by expert veterans. Also having a positive school culture where all staff are stake-holders. At Glendale we will recruit teachers through having and promoting a positive climate and being a great school. All stakeholders at Glendale will be responsible for teacher recruitment. The stakeholders include administration, teachers, and staff.

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

At the beginning of the school year, teachers who are new to the teaching profession are assigned to a mentor so that they can receive personalized support through their first year of teaching. This year all teachers have the opportunity to have a mentor and it is highly suggested they have one. This is a great way for teachers to share ideas. Classroom visits for all teachers through all grade levels to see all ideas and master teaching. Each teacher at the school has another teacher mentor and they meet monthly to discuss plans and procedures.

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

The tiers are differentiated by the “intensity” of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as “more intensive instruction.” Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency,

vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The “focus” would be in the area of greatest need for the student. In general, a four step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the “What” (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most “intensive” instruction the building can offer.

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

Resource Teacher- Compliance
Assistant Principal- Facilitates the meeting/ Calendar
SSS- Behavior Interventions
Reading and Math Coach- Interventions
School Psych-Evaluations/Testing
Teachers- Provide data and feedback

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

There are many strategies that can be used at the school level to increase the probability that appropriate levels of fidelity occur when designing and implementing evidence-based instruction and interventions for students. Identifying, promoting, and training school leaders and educators about evidence-based instructional practices that all students receive can result in maximum effectiveness of Tier 1. School leaders provide effective leadership and professional development to align and integrate multiple initiatives, and streamline procedures associated with supporting the use of a data-based problem-solving process with fidelity. Ensuring fidelity of educators’ use of the problem-solving process and implementation of evidence-based practices can be achieved by ensuring alignment between state, district, and school missions through development of MTSS implementation plans. School leaders can also use MTSS implementation data at each respective level to identify gaps in infrastructure or supports needed to sustain efficient and effective use of evidence-based practices at the school and classroom levels. Professional development opportunities should also be varied and designed to directly support educators on how to assess fidelity at each tier and utilize identified strategies for ensuring fidelity of implementing evidence-based instruction. For example, leaders can promote the importance of, strategies for, and assessment of fidelity in the conversations of Professional Learning Communities at the school. Administration will conduct fidelity checks are done in walktroughs, informals, and formals to ensure the accuracy and effectiveness of the lesson.

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

PM2 Data
Weekly monitoring
ORF
Maze
Fundations
Sonday
FCAT
PBS data
OSS
ISS

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

Grade Chair meetings
Grade level meetings
Leadership meetings
Discuss data
Effective and ineffective strategies
Progress monitoring
Staff development
Curriculum Night
Open House
PTA
SAC
Newsletters
Contact parent prior to Meetings
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: Before or After School Program

Minutes added to school year: 1,320

Activating background knowledge to make connections between new and known information. In many classrooms, this instruction is divided into three categories of connection -- text-to-self, text-to-text, and text-to-world. Questioning the text. Proficient readers are always asking questions while they read. Sticky notes (post-its) have become ubiquitous in classrooms in part because they are such a useful tool for teaching students to stop, mark text, and note questions as they read. Drawing inferences. Proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-alouds, they often stop and predict what will happen next to show how inferring is essential for comprehending text. Determining importance. In the sea of words that is any text, readers must continually sort through and prioritize information. Teachers often assist readers in analyzing everything from text features in nonfiction text like bullets and headings, to verbal cues in novels like strong verbs. Looking for these clues can help readers sift through the relative value of different bits of information in texts. Creating mental images. Readers are constantly creating mind pictures as they read, visualizing action, characters, or themes. Proficient readers don't just plow ahead through text when it doesn't make sense -- they stop and use "fix-up" strategies to restore their understanding. One of the most important fix-up tools is rereading, with teachers demonstrating to students a variety of ways to reread text in order to repair meaning.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Progress monitoring will occur through the program.
District level assessments

Who is responsible for monitoring implementation of this strategy?

The teacher teaching the groups will be responsible for collecting the data.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michelle Banack	Reading Coach
Kelly Good	Reading Coach
Connie Law	Title 1 Resource
Julie Wright	K Teacher
Jessica Napier	1st Grade teacher
Socorro Luna	2nd Grade Teacher
Janet Olsson	3rd Grade Teacher
Jessie Porter	4th Grade Teacher
Lisa Skinnider	5th Grade Teacher

Name	Title
Janai Cooper	AP
Adam Faust	Principal

How the school-based LLT functions

The LLT meets once a month, before school, for an hour. The leadership team collaborates and makes decisions after hearing the views of the team members and their constituents.

Major initiatives of the LLT

Collaboration to determine the best way to begin implementation of Common Core and how to meet our School Improvement Goals in Reading, Writing, Math and Science.

Every Teacher Contributes to Reading Instruction

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

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

The transition to Kindergarten for families is sometimes difficult. Although many children are enrolled in child care and have preschool experiences before entering kindergarten, most families of children consider kindergarten the beginning of their child's formal school experience. Families may have anxiety about their child's future educational experience and how participation in special education will influence the child's future. However, some families may be excited about passing this milestone along with neighbors and friends and are grateful that their child has supports and services in place for a successful journey. The transition to kindergarten for all children can be enhanced by focusing on "forming a network of social connections that support children and families during the transition. At Glendale we have a Kindergarten camp which helps to assimulate students into kindergarten in a smooth transition.

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

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

Strategies for improving student readiness for the public postsecondary level

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	59%	49%	No	63%
American Indian				
Asian				
Black/African American	34%	26%	No	41%
Hispanic	57%	5%	No	61%
White	72%	59%	No	75%
English language learners	42%	37%	No	48%
Students with disabilities	33%	12%	No	40%
Economically disadvantaged	56%	40%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	25%	50%
Students scoring at or above Achievement Level 4	57	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	80	47%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	43	49%	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)	22	54%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	29%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	37%	43%

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.			

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	32	37%	47%
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	57%	34%	No	61%
American Indian				
Asian				
Black/African American	38%	15%	No	45%
Hispanic	60%	39%	No	64%
White	63%	41%	No	67%
English language learners	42%	25%	No	48%
Students with disabilities	29%	9%	No	36%
Economically disadvantaged	54%	26%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	170	22%	54%
Students scoring at or above Achievement Level 4	170	12%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	73	43%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	51%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%		No	61%
American Indian				
Asian				
Black/African American	38%		No	45%
Hispanic	60%		No	64%
White	63%		No	67%
English language learners	42%		No	48%
Students with disabilities	29%		No	36%
Economically disadvantaged	54%		No	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

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.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	88	29%	52%
Students scoring at or above Achievement Level 4	88	9%	25%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	9		120
Participation in STEM-related experiences provided for students	202	40%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	91	18%	10%
Students retained, pursuant to s. 1008.25, F.S.	17	21%	10%
Students who are not proficient in reading by third grade	49	60%	30%
Students who receive two or more behavior referrals	44	8%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	8%	4%

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

Glendale Elementary School will implement the below activities that will build the capacity for strong parental involvement. These activities will support a partnership among the school, parents and community to improve student academic success.
Orientation- Target:
Open House - Target:
SAC/PTA meetings - Target:
Award Ceremonies - Target:
Family Celebrations - Target:
Literacy Night - Target:
Math/STEM Night - Target:
FCAT Night - Target:

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation	833	40%	60%
Open House/Back to School	418	33%	54%
SAC/PTA	40	28%	60%
Parent/Teacher Conferences	151	30%	100%
Award Ceremonies	521	69%	80%
Family Celebrations	810	64%	80%
FCAT Night	55	23%	50%
Math Night	93	12%	50%
Science Night	108	43%	50%
Literacy Night	55	31%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Implement Florida Standards Effectively.

Goals Detail

G1. Implement Florida Standards Effectively.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Math Coach Reading Coach Title One Resource Teachers Literacy Lab District title One Support Smart Boards Computer Lab Continuing Professional Development Coaching model

Targeted Barriers to Achieving the Goal

- Depth of Knowledge of Standards
- Progress monitoring student mastery/ proficency of the standard.

Plan to Monitor Progress Toward the Goal

District assessment, School assessments, State assessment,

Person or Persons Responsible

Administration: Cooper/Faust

Target Dates or Schedule:

Data Chats, Leadership meetings

Evidence of Completion:

Students show increased mastery of standards over time.

Action Plan for Improvement

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

G1. Implement Florida Standards Effectively.

G1.B1 Depth of Knowledge of Standards

G1.B1.S1 Support the knowledge of Standards through collaborative planning.

Action Step 1

Develop framework and expectations for collaborative planning to include Protocol (job roles), Sign-in sheet, and Agenda. (Norms, objective, exit product, focus on standard, homework, materials, and next-step)

Person or Persons Responsible

Coaches: Good, Banack, Slade, Meidona Administration: Cooper

Target Dates or Schedule

11/8/13

Evidence of Completion

Agenda Framework/ Protocol/ Sign-In

Facilitator:

Cooper

Participants:

Glendale Staff

Action Step 2

Focus collaborative planning on standards based instruction to include deliverables such as: close read to deconstruct standards, design lessons focused on teacher and student actions aligned to standards during whole and small group instruction. Develop common assessments aligned to standards. Use resources aligned to the standards. Teachers develop higher order questions aligned to the standards.

Person or Persons Responsible

Coaches: Good, Banack, Slade, Meidona Administration: Cooper

Target Dates or Schedule

All Collaborative Planning meetings

Evidence of Completion

Agenda

Facilitator:

Cooper/ Job Roles as Assigned

Participants:

Glendale Staff

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

Collect Agenda and check for all components. Administrator will attend the collaborative planning.

Person or Persons Responsible

Administration: Cooper/ Faust

Target Dates or Schedule

Weekly at collaborative planning begining week of November 11, 2013

Evidence of Completion

Agenda, placed in Title 1 crate

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walkthroughs using the item specs, Talk to students, reflective in lesson plans, common board, artifacts,

Person or Persons Responsible

Administrator: Cooper/Faust

Target Dates or Schedule

Weekly begining November 11, 2013

Evidence of Completion

Classroom walk through data (Faste)

G1.B2 Progress monitoring student mastery/ proficency of the standard.

G1.B2.S1 Use common assessment to monitor the student progresss and provide opportunities for reteach/ remediation aligned with the standards.

Action Step 1

Ensure assessments are aligned to standards. Use assessments through examining multiple resources. Select only questions that are aligned to the standards being taught.

Person or Persons Responsible

Coaches: Good, Banack, Slade, Meidona Administration: Cooper Teachers

Target Dates or Schedule

During weekly Collaborative planning Week of December 2, 2013

Evidence of Completion

Student assessment, Common Planning Meeting Minutes, Agenda

Action Step 2

Collect and analyze the data from the common assessments. Teachers will have an excel spreadsheet and have identified the scores of individual students progress on each stardard based assessment. Teachers will use the data to form groups for differentatied instruction. Analyze for trends and adress them whole goup with the teachers.

Person or Persons Responsible

Coaches: Good, Banack, Slade, Meidona Administration: Cooper Teachers

Target Dates or Schedule

During weekly collaborative planning Week of December 2, 2013

Evidence of Completion

Completed data spreadsheets, Lesson Plans including evidence of differentiated instruction

Action Step 3

Provide differentiated instruction based on common assessment data in small group explicitly at the teacher led center. Use STEM questions ro reassess after the teacher has retaught the skill.

Person or Persons Responsible

Teachers, ESE, ESOL, Title 1 Resource Teachers Coaches: Good, Banack, Slade, Meidona

Target Dates or Schedule

Begining December 9, 2013 and ongoing During the Language Arts Block

Evidence of Completion

Walk throughs, Lesson plans, Artifacts, Formative assessments

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

Teachers will provide and share the data during collaborative planning.

Person or Persons Responsible

Administration: Cooper/ Faust

Target Dates or Schedule

Collaborative planning Bi-weekly Data chates according to the calendar

Evidence of Completion

Common Folder Tracking the data

Plan to Monitor Effectiveness of G1.B2.S1

Classroom walkthroughs, coaches modeling, excel spread sheet with the reteaching documented.

Person or Persons Responsible

Coaches: Good, Banack, Slade, Meidona Administration: Cooper

Target Dates or Schedule

Ongoing based on the collaborative planning calendar

Evidence of Completion

Excel spreadsheet, students proficiency after remediation

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

• Implements research-based resources funded by local and federal funds
• The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs
• School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
• Input from the Pre K programs is obtained by the school and district and is included in the transition plan
• Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
• Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Connected 4 Kids, Big Brothers Big Sisters)
• Coordination and scheduling of instructional programs (i.e. MTSS)
• Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
• Brochures and referrals for parent and student support services
Glendale Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.
Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher,and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.
Title I, Part D ---N/A
Title II
In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.
Title III
The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.
The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language

Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, RM Sonica, Zip Zoom English and Earobics.

Title X- Homeless

Glendale Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

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. Implement Florida Standards Effectively.

G1.B1 Depth of Knowledge of Standards

G1.B1.S1 Support the knowledge of Standards through collaborative planning.

PD Opportunity 1

Develop framework and expectations for collaborative planning to include Protocol (job roles), Sign-in sheet, and Agenda. (Norms, objective, exit product, focus on standard, homework, materials, and next-step)

Facilitator

Cooper

Participants

Glendale Staff

Target Dates or Schedule

11/8/13

Evidence of Completion

Agenda Framework/ Protocol/ Sign-In

PD Opportunity 2

Focus collaborative planning on standards based instruction to include deliverables such as: close read to deconstruct standards, design lessons focused on teacher and student actions aligned to standards during whole and small group instruction. Develop common assessments aligned to standards. Use resources aligned to the standards. Teachers develop higher order questions aligned to the standards.

Facilitator

Cooper/ Job Roles as Assigned

Participants

Glendale Staff

Target Dates or Schedule

All Collaborative Planning meetings

Evidence of Completion

Agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Implement Florida Standards Effectively.	$4,000
	Total	$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	$4,000	$4,000
Total	$4,000	$4,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Implement Florida Standards Effectively.

G1.B1 Depth of Knowledge of Standards

G1.B1.S1 Support the knowledge of Standards through collaborative planning.

Action Step 1

Develop framework and expectations for collaborative planning to include Protocol (job roles), Sign-in sheet, and Agenda. (Norms, objective, exit product, focus on standard, homework, materials, and next-step)

Resource Type

Evidence-Based Program

Resource

Materials to implement ELA strategies

Funding Source

Title I

Amount Needed

$2,000

Action Step 2

Focus collaborative planning on standards based instruction to include deliverables such as: close read to deconstruct standards, design lessons focused on teacher and student actions aligned to standards during whole and small group instruction. Develop common assessments aligned to standards. Use resources aligned to the standards. Teachers develop higher order questions aligned to the standards.

Resource Type

Evidence-Based Program

Resource

Materials to implement CCSS strategies

Funding Source

Title I

Amount Needed

$2,000