2013-2014 SCHOOL IMPROVEMENT PLAN

Glade View Elementary School

1100 SW AVENUE G
Belle Glade, FL 33430
561-993-8800
www.edline.net/pages/glade_view_elementary_school

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	99%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	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.

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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 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Glade View Elementary School

Principal
Linda Edgecomb

School Advisory Council chair
L'loren Dowdell-Smith

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

Name	Title
Marleine Augustin	Guidance Counselor
Mickey McKinnes	Supplemental Academic Instructor
Pam Moreland	Reading Coach
Rochelle Galbraith	Math Coach
Anita Richardson	Assistant Principal
Jackie Freeman	ESE Contact
Sara Hetzel	School Psychologist
Linda Edgecomb	Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

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 majority of the SAC members are not employed by the school district. The SAC is comprised of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The SAC Chair is Mrs. Dowdell-Smith, employee and the Vice SAC Chair is Ms. Shakira Putmon, parent.

Involvement of the SAC in the development of the SIP

The School Advisory Council is involved in the development and monitoring of goals and strategies regularly as reviewed and discussed in scheduled monthly meetings. The SAC reviews most recent data, participate in discussions centered around students' academic needs and teachers' professional development needs.

Activities of the SAC for the upcoming school year

The School Advisory Council will continue to work collaboratively to monitor progress of the school in meeting targeted goals. They will participate in discussions and/or changes needed to ensure effective strategies are implemented with fidelity to assist each student in achieving his/her maximum academic potential.

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

School Improvement funds will be used for academic resources, parent trainings, and professional development for teachers

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:

Linda Edgecomb		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	Lynn University: Master of Education, Educational Leadership Nova University: Master of Education, Exceptional Student Education University of South Florida: Bachelors, Mass Communications Certifications: Educational Leadership, Elementary Education (K-5) Emotionally Handicapped, English for All Learners, Specific Learning Disabilities
Performance Record	Principal of Glade View Elementary 2013 High Standards in Reading (32%); High Standards in Math (30%); High Standards in Writing (71%); High Standards in Science (36%); Reading Gains (77%); Low 25% Reading Gains (76%); Math Gains (63%); Low 25% Math Gains (71%) Grade C. 2012 Grade B; High Standards in Reading (26%); High Standards in Math (21%); High Standards in Writing (84%); High Standards in Science (13%); Learning Gains in Reading (32%) Learning Gains in Math (27% Reading Gains Lowest 25% (41%); Math Gains Lowest 25% (32%). 2010-2011 Grade A; High Standards in Reading (74%); High Standards in Math (78%); Learning Gains in Reading (69%); Learning Gains in Math (61%); Lowest 25% making learning gains in reading (83%); Lowest 25% making learning gains in math (77%). Assistant Principal Golden Grove Elementary 2005 - 2010 All Years Grade A

Anita Richardson		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Florida Atlantic University: Masters in Educational Leadership Spelman College: Bachelor of Arts in Economics Mercer University: Middle School Certification Elementary Education Certification
Performance Record	U.B.Kinsey Elementary School of the Arts 2012-2013 Grade B: High Standards in Reading(53%); High Standards in Math (50%); High Standards in Writing (86%); High Standards in Science (42%); Learning Gains in Reading(53%); Learning Gains in Math(63%); Lowest 25% making Reading gains(46%); Lowest 25% making Math Gains (58%). 2012-2011 Grade A: High Standards in Reading 58%; High Standards in Math 49%; High Standards in Writing(96%); High Standards in Science(40%); Learning Gains in Reading(71%); Learning Gains in Math(66%); Lowest 25% making Reading Gains (76%); Lowest 25% making Math Gains (77%). 2011-2010 Grade A: High Standards in Reading (76%); High Standards in Math(74%); High Standards in Writing(93%); High Standards in Science(47%); Learning Gains in Reading(68%); Learning Gains in Math(64%); Lowest 25% making Reading Gains (51%); Lowest 25% making Math Gains the Lowest (68%). 2010-2009 Grade C: High Standards in Reading (69%); High Standards in Math (66%); High Standards in Writing(88%); Learning Gains in Reading (64%); Learning Gains in Math (45%); Lowest 25% making Reading Gains(52%); Lowest 25% making Math Gains (49%). 2009-2008- Grade B: High Standards in Reading((74%); High Standards in Math(70%); High Standards in Writing (95%); High Standards in Science((44%); Reading Learning Gains(67%); High Standards in Math(55%); Lowest 25% making Reading Gains(53%); Lowest 25% making Math Gains in Lowest(45%).

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Pam Moreland		
Full-time / School-based	Years as Coach: 5	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelors Degree in Education: Florida Agricultural and Mechanical University Masters Degree in Elementary Education and Guidance: Palm Beach Atlantic University
Performance Record	Glade View Elementary: 2013 School Grade C High Standards in Reading (32%); Reading Gains (77%); Low 25% Reading Gains (76%); School Grade 2012 B; High Standards in Reading (26%); Learning Gains in Reading (32%); Reading Gains Lowest 25% (41%); School Grade 2011 - A; High Standards in Reading (74%); Learning Gains in Reading (69%);Lowest 25% making learning gains in reading (83%)

Rochelle Galbraith		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	University of West Florida: Bachelors Elementary Education/ESOL University of West Florida: Masters in Curriculum and Instruction
Performance Record	The School District of Escambia County, 2012-2013 Effective Rating; Lincoln Park Elementary: 2011 59% Improved Student Achievement; 2010 81% Improved Student Achievement; 2009; Low 25% in math 21%, 8% in reading, 10% in science; and 19% made reading gains; 2008 of the Low 25%in reading 58% made learning gains; 58% made math learning gains, 33% in the low 25% were proficient in math; and 16% demonstrated proficiency in science.

Classroom Teachers

# of classroom teachers
36

 # receiving effective rating or higher
36, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
36, 100%

 # ESOL endorsed
27, 75%

 # reading endorsed
9, 25%

 # with advanced degrees
19, 53%

 # National Board Certified
0, 0%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
9, 25%

 # with 6-14 years of experience
17, 47%

 # with 15 or more years of experience
9, 25%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 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

Promote a culture of professional learning and collaboration where students' academic needs are the center of every decision. Cultivate a climate of high academic expectations, maximum effort, and team work among all stakeholders. Provide professional development and mentorship opportunities among colleagues via the Educational Support Program as well as through mentoring based on expertise and strength in content areas. Creating a safe, secure, non-threatening, positive atmosphere are all strategies to recruit and retain highly qualified , certified-in-field, effective teachers. The Human Resource Department at the district level, area office, principal, and school leadership will work collaboratively to recruit and retain educators. In regards to safety and security the administrative, custodial, and area maintenance teams will work as a team to ensure the working environment is conducive for maximum learning and safety.

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

Effective Veteran Teachers are paired with new educators to provide content area support as well as acclimation to the school community. On going horizontal and vertical collaboration. Participation in professional development trainings on site as well as at the area, district, and state levels. Modeling of researched based strategies and best practices provided. Regular feedback provided by colleagues as well as administration, Opportunities to self-reflect via journaling as well as through video clips for own professional growth.

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 school's data-based problem-solving processes for the implementation and monitoring of our MTSS and SIP structures to address the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs encompass on-going collaboration of all stakeholders. The members of the team assist with writing strategies to support the goals of the School Improvement Plan as well as delivering information in forums such as Open House, Curriculum Night, and Parent Trainings. The team consistently view and analyze data to determine next instructional steps in working with students. The action plan includes:
1. Administrators will align the implementation of the coaching cycle with fidelity and monitor critical data points to facilitate improved instructional planning.
2. Administrators will continue to monitor multiple measures of universal data to support school's success.
3. Administrators and Leadership Team will integrate the problem solving process within the school culture to provide ongoing progress toward functionality of the school
4. School based leadership team will monitor the implementation of the School Improvement Plan with complete fidelity.

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

Marleine Augustin, Guidance Counselor/SBT Leader/Case Manager, Sarah Hetzel, School Psychologist, Jackie Freeman, SLP/ESE Contact/Case Manager, Pam Moreland, Reading Coach/Case Manager, Mickey McKinnes, SAI/Case Manager, Patsy Strickland, School Nurse, Anita Richardson, Assistant Principal, & Linda Edgecomb, Principal

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

Administrators will support a Leadership Team infrastructure that supports a Multi-Tiered System of Support (MTSS) framework school wide. The Team will meet once per week to discuss interventions for academic and/or students with behavior concerns. Each team member will assume case manager responsibilities which includes progress monitoring with fidelity and obtaining all necessary data for the team to make an informed decision. During meetings all relevant data will be analyzed along with classroom teacher observations and input to determine next steps using the Four Step Problem Solving Model:

Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.
*Problem Solving & Response to Intervention Project 2008

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

Our students will have 3 levels, Tier 1 provision of group intervention within the general education classroom assessments likely 3-4 times/year. Tier II students not making adequate progress in Tier I. More targeted services and interventions required Small group settings in addition to general education curriculum. Monitoring of progress at least bi-weekly with approximate 6-10 weeks of research base interventions. Tier III students not responding to Tier II adequately. Additional assessments maybe necessary and intensive interventions geared to specific areas of deficiencies. Special programs under the Individual Disabilities Act (IDEA 2004) maybe considered, PMRN will be used to obtain pertinent information, FAIR/ECHOES, RRR, SRI, FCAT and others. This will be reviewed quarterly or as necessary depending on the indiviiduals involved in the process.

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

Professional development is perpetual for instructional personnel. Our staff will be trained via Faculty Meetings as well as PDD utilizing the SBT/RtI and CST, area/district staff and school administration. Progress monitoring with complete fidelity by case managers, on going communication with parents, and consistent collaboration of the multidisciplinary team to meet the individual needs of students will build capacity in data based problem solving for staff and parents.

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: 1,080

Intensive Reading Block (60 minutes) for all students based on area of deficiencies. Use of LLI, small group instruction, Reading Plus, FCAT Explorers, Riverdeep, FCRR learning activities

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

On going observations and assessments to determine next steps in regards to instructional needs.

Who is responsible for monitoring implementation of this strategy?

School administrators

Strategy: Before or After School Program

Minutes added to school year: 3,060

After school tutorial

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

On-going data is collected to determine instructional needs of individual students

Who is responsible for monitoring implementation of this strategy?

Classroom teacher and site based administration

Literacy Leadership Team (LLT)

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

Name	Title
Pam Moreland	Literacy Coach
Mickey McKinnes	Supplemental Academic Instruction
Nakia Collier	Fifth Grade Reading Teacher
Mary Jones	Fourth Grade Reading Teacher
Arlethea Thompson	Third Grade Reading Teacher
Nicholas Ruggiero	Third Grade Reading Teacher

Name	Title
Sonja Stewart-Bailey	Second Grade Reading Teacher
Angela Baltazar	Second Grade Reading Teacher
Glenda Marshall	First/Kindergarten Reading Teacher
Trenice Smith	First Reading Teacher
Luna Nelson-Posey	First Reading Teacher
Felicia Harrell	Kindergarten Reading Teacher
Anita Richardson	Assistant Principal
Linda Edgecomb	Principal

How the school-based LLT functions

Monthly meetings to discuss fidelity of instructional practices, provide professional growth opportunities through school-base, area, and district support. Use the Literacy Coach to model lessons as well as work to build capacity via the coaching cycle. Review data, monitor instructional focus following data analysis for all students. Frequent progress monitoring to determine effectiveness or instruction and next steps.

Major initiatives of the LLT

Analyze data, grasp a better understanding of grade level specific standards and use research base strategies to provide differentiated instruction to meet the needs of all students.

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

Schedule and conduct Kindergarten Roundup activities with local daycare providers and headstart programs to inform them of the expectations of the district and state in regards to kindergarten readiness. Provide parents with school district's website to access educational vodcast and other pertinent information related to kindergarten standards.

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	66%	32%	No	69%
American Indian				
Asian				
Black/African American	64%	30%	No	68%
Hispanic				
White				
English language learners	76%	6%	No	78%
Students with disabilities	56%	35%	No	60%
Economically disadvantaged	66%	32%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	20%	50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	77%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	106	76%	80%

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]*		50%
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]*		10%
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]*		10%

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	28	71%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	63%	30%	No	66%
American Indian				
Asian				
Black/African American	61%	30%	No	65%
Hispanic				
White				
English language learners	73%	33%	No	75%
Students with disabilities	39%	35%	No	45%
Economically disadvantaged	63%	30%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	30%	66%
Students scoring at or above Achievement Level 4	11	8%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	88	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	99	71%	75%

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	10	26%	60%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		40%

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]*		100%

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)	2		4
Participation in STEM-related experiences provided for students	45	10%	12%

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	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	14	4%	2%
Students who are not proficient in reading by third grade	42	70%	50%
Students who receive two or more behavior referrals	20	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	5%	3%

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

Parent Involvement targets include an increase in parent involvement to at least 50% at school related activities and daily school operations by June 2014.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will be invited to Open House, Annual Title I Meeting and grade level specific curriculum parent trainings.	8	40%	65%
Invite parents to school activities and parent conferences to reinforce student achievement and academic success	6	40%	65%

Area 10: Additional Targets

Additional targets for the school

All teachers at Glade View Elementary School will infuse the content required by Florida Statue 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse content required by Florida Statue 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels	36	100%	100%

Goals Summary

G1. To increase parent participation at school-wide activities and increase parent communication.

G2. Students in grades 4 & 5 and those repeating grade 3 (83 total grades 3-5) will demonstrate at least 80% learning gains in reading and math.

G3. At least 50% of Fifth grade students will demonstrate proficiency (20) on the 2014 Science FCAT.

G4. Fourth Grade students will demonstrate at least 90 percent proficiency (49) on FCAT Writes.

G5. At least 50% (70) students in grades 3-5 will demonstrate high standards in reading and math on FCAT 2014.

Goals Detail

G1. To increase parent participation at school-wide activities and increase parent communication.

Targets Supported

Resources Available to Support the Goal
- Student agendas, monthly newsletters, Tuesday Folders, parent links, edline

Targeted Barriers to Achieving the Goal
- Parents lack of understanding of curriculum demands, school schedule, and follow through

Plan to Monitor Progress Toward the Goal

Student agendas signed, Edline Access, parent links, monthly newsletters

Person or Persons Responsible
Instructional staff and administration

Target Dates or Schedule:
On-going

Evidence of Completion:
Edline Access Reports, Parent Communication logs, Parent link reports

G2. Students in grades 4 & 5 and those repeating grade 3 (83 total grades 3-5) will demonstrate at least 80% learning gains in reading and math.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA)

Resources Available to Support the Goal

- Reading and math tutorial, access to reading and math resources, technological resources in reading and math, electronic books and iPads for access to additional resources, reading and math journals

Targeted Barriers to Achieving the Goal

- Ensuring iii groups are no more than 6 students; Monitoring the students' reading progress and determining next instructional step.

- Develop stamina and confidence in reading; Motivate interest in reading.

Plan to Monitor Progress Toward the Goal

iObservations, lesson plans, walk throughs, data chats

Person or Persons Responsible

academic coaches, school administrators, area and district personnel

Target Dates or Schedule:

Minimum weekly

Evidence of Completion:

iObservations, assessment results, LTMs Data Chats, students' portfolios, lesson plans

G3. At least 50% of Fifth grade students will demonstrate proficiency (20) on the 2014 Science FCAT.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, CELLA)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Science journals, materials for investigative experiments, tutorial, use of iPads, On-site science lessons through Mad Science Consultants, Science related field trips to connect textbook knowledge to real life science.

Targeted Barriers to Achieving the Goal

- Fifth grade students below proficiency in reading and limited content area vocabulary in science.

Plan to Monitor Progress Toward the Goal

Progress towards the goal will be monitored using iObservation evaluations, data binders, students portfolio

Person or Persons Responsible
Science Teacher, school administrators, area and district personnel

Target Dates or Schedule:
Minimum weeklyi

Evidence of Completion:
Assessment results

G4. Fourth Grade students will demonstrate at least 90 percent proficiency (49) on FCAT Writes.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, CELLA)

- Writing

Resources Available to Support the Goal
- Units of Study, Mentor Texts, journals, writing tools, anchor charts, exemplary samples, tutoring funds

Targeted Barriers to Achieving the Goal
- Students ability to transfer verbal communication to written expression using appropriate vocabulary and grammar. Using grade level and beyond vocabulary appropriately. Use the writing process to formulate ideas producing grade level and above essays.

Plan to Monitor Progress Toward the Goal

Monitoring progress toward writing goal

Person or Persons Responsible
Writing Teacher, Literacy Coach, School Administrators, Area and District personnel

Target Dates or Schedule:
Minimum Weekly

Evidence of Completion:
Palm Beach Writes results, On-Demand Writing Results, lesson plans, LTM professional conversations, data chats

G5. At least 50% (70) students in grades 3-5 will demonstrate high standards in reading and math on FCAT 2014.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- 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)

Resources Available to Support the Goal

- NGSSS and Common Core State Standards (Blended Curriculum); District supported software and approved online educational resources, state adopted texts, explicit lesson plans, current data, Literacy Roll -out staff developers, capacity team support

Targeted Barriers to Achieving the Goal

- Moving the lowest 30% (42) in reading and math to proficiency or higher

- Compacting lessons to ensure growth; maintaining levels 4 and 5 in reading and mathematics

Plan to Monitor Progress Toward the Goal

Progress monitor results of assessments, observations, lesson plans

Person or Persons Responsible

School based administrators, teachers, area, and district personnel

Target Dates or Schedule:

Weekly, bi-weeklly

Evidence of Completion:

Results of iObservations, on-going progress monitoring of data, lesson plans, LTMs

Action Plan for Improvement

Problem Solving Key

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

G1. To increase parent participation at school-wide activities and increase parent communication.

G1.B1 Parents lack of understanding of curriculum demands, school schedule, and follow through

G1.B1.S1 Increase parent communication via student agendas, Tuesday Folders, edline, parent links and monthly newsletters

Action Step 1

Provide student agendas, Tuesday Folders, monthly newsletters

Person or Persons Responsible

Instructional staff and adminstration

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Increased parent participation in school wide events; sign in sheets

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

Agendas are sent home daily, Tuesday Folders sent home weekly, monthly newsletters sent

Person or Persons Responsible

Instructional staff and administration

Target Dates or Schedule

daily, weekly, monthly

Evidence of Completion

signed agendas, Visitors' sign in, copies of newsletters

Plan to Monitor Effectiveness of G1.B1.S1

Student agendas returned daily, increased parent participation in: SAC, parent trainings, parent conferences

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

On-going

Evidence of Completion

Signed agendas, Sign in sheets, Parent conference notes

G2. Students in grades 4 & 5 and those repeating grade 3 (83 total grades 3-5) will demonstrate at least 80% learning gains in reading and math.

G2.B1 Ensuring iii groups are no more than 6 students; Monitoring the students' reading progress and determining next instructional step.

G2.B1.S1 Progress monitor with fidelity following all baseline assessments (including the Fall and Winter reading and math NGSSS Diagnostics), to identify strengths/weaknesses and to determine instructional needs.

Action Step 1

Instructional staff will be trained in Marzano Domains 2(Planning & Preparing), 3 (Reflecting on Teaching), and 4 (Collegiality & Professionalism)

Person or Persons Responsible

Classroom teachers, Literacy and Math Coaches, & school administrators

Target Dates or Schedule

Weekly minimum

Evidence of Completion

Portfolios, data binders

Facilitator:

Marzano Liaison & school administrators

Participants:

All instructional staff and school administrators

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

Monitoring implementation of strategies with fidelity

Person or Persons Responsible

Instructional staff, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations, lesson plans, data chats, LTM, student portfolios, Data binders

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring for Effectiveness of strategies

Person or Persons Responsible

Instructional staff, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations, walk throughs, lesson plans, LTMs, data chats, data binders, students' portfolios

G2.B1.S2 Provide incentives through Reading Plus, Reading Counts, Scholastic Reading Inventory Club, Weekly Math Challenge, class and school recognition, use of Nooks to increase interest in reading for struggling students. Small group instructions in reading and math, goal setting individually and collectively to increase independent reading time. Goal setting individually and collectively to problem solve using accountable talk during mathematics. Charting progress of math performance assessments, progress monitoring Think Central, FCAT Explorer and Core K12. Provide after school tutorial for grades 3 - 5.

Action Step 1

Progress monitoring using the following tools: iObservations, lesson plans, data chats, LTM. Provide tutorial after school for students in grades 3-5.

Person or Persons Responsible

Teachers, school administrators, area and district personnel

Target Dates or Schedule

Minimum twice per week.

Evidence of Completion

iObservation evaluations, lesson plans for classroom and tutoring, students' portfolios, CORE K12, Think Central, FCAT Explorers, Reading Plus, performance assessment data

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

iObservations, lesson plans, data binders, data chats

Person or Persons Responsible

Teachers, administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Lesson plans, data binders, students' portfolios, administrators' data chat binder, LTM agendas

Plan to Monitor Effectiveness of G2.B1.S2

iObservations, classroom walk throughs, lesson plans

Person or Persons Responsible

academic coaches, administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Lesson plans, iObservations, walk throughs, data binders, LTMs, students' portfolios

G3. At least 50% of Fifth grade students will demonstrate proficiency (20) on the 2014 Science FCAT.

G3.B1 Fifth grade students below proficiency in reading and limited content area vocabulary in science.

G3.B1.S1 Small group instruction; use of technology (Brain Pop, Gizmo, Think Central), hands on related projects, science related field trips, learning stations in science, vocabulary development. Teacher will facilitate student accountable talk and collaboration

Action Step 1

Progress monitor using the following: iObservation, lesson plans, LTMs, data chats

Person or Persons Responsible

Science Teacher, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations (walk throughs, informal, formal), data binder, student portfolio, descriptive feedback, lesson plans, LTMs, data chats

Facilitator:

Area and District Personnel

Participants:

Science Teachers and school administrators

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

Monitoring strategies for the fidelity of implementation

Person or Persons Responsible

Science Teachers, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations (walk throughs, informal, formal); lesson plans; data binders, students' portfolios, CORE K12, diagnostic results, Think Central, Gizmos, Brain Pop

Plan to Monitor Effectiveness of G3.B1.S1

Monitoring Strategies for Effectivness

Person or Persons Responsible

Science Teachers, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Data binders, lesson plans, Core K-12, Think Central and Gizmo results, diagnostic results, science projects reflecting the scientific process, science journals

G4. Fourth Grade students will demonstrate at least 90 percent proficiency (49) on FCAT Writes.

G4.B1 Students ability to transfer verbal communication to written expression using appropriate vocabulary and grammar. Using grade level and beyond vocabulary appropriately. Use the writing process to formulate ideas producing grade level and above essays.

G4.B1.S1 Teacher will use multiple sources of data to plan writing instruction. Teachers and Literacy Coach will attend area and district writing trainings targeting explicit planning and delivery of writing. Meet in Learning Team Meetings and content area meetings to analyze writing data and determine next steps for individual students.

Action Step 1

Frequent progress monitoring to implement writing strategies using iObservations, lesson plans, LTMs, data binders

Person or Persons Responsible

Writing Teacher, School administrator, Literacy Coach, area, and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservation walk-throughs, informal, formal, data chats, lesson plans, LTMs, descriptive feedback

Facilitator:

Area and District Support

Participants:

Writing teachers, school administrators

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Progress monitoring the fidelity of implementation

Person or Persons Responsible

Writing Teacher, Literacy Coach, School administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations (walk-throughs, informal, formal), student portfolios, teacher's data binder, lesson plans, LTM data, descriptive feedback

Plan to Monitor Effectiveness of G4.B1.S1

Monitoring the effectiveness of strategies

Person or Persons Responsible

Writing Teacher, Literacy Coach, Area and District Personnel, School Administrators

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations: walk throughs, informal, formal, data chats, review of lesson plans, data binder, LTM data, results of Palm Beach Writes and school based on demand writings, descriptive feedback

G4.B1.S2 School-base administrators will monitor the use of data to drive writing instruction

Action Step 1

Teachers will be trained on how to deliver research based strategies with a grammar focus.

Person or Persons Responsible

Writing teachers, Literacy Coach, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Writing portfolios, writing notebooks, data chats, PB Writes results, on-demand writing results, data binders, lesson plans, LTM collaborations

Facilitator:

Area and District personnel

Participants:

Instructional staff, school administrators

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Strategies will be monitored with fidelity through the use of iObservation, lesson plans, data binders

Person or Persons Responsible

Classroom teachers, school administrators, Literacy Coach, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Results of student assessment, iObservation evaluation results, pre and post conferences

Plan to Monitor Effectiveness of G4.B1.S2

Using iObservations, lesson plans, and data binders strategies will be monitored for effectivness

Person or Persons Responsible

Classroom teachers administrators, literacy coach, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Assessment results

G4.B1.S3 Teachers will facilitate accountable talk among students as they analyze and provide feedback to their peers.

Action Step 1

Provide opportunities for writing essays using selected prompts focusing on grade level appropriate vocabulary.

Person or Persons Responsible

Writing & Reading Teachers

Target Dates or Schedule

Minimum weekly

Evidence of Completion

PB Writes results, writing portfolios, writing/reading notebooks, writing journals, data binders, lesson plans, LTM collaboration, data chats

Facilitator:

Literacy Coach, Area and District personnel

Participants:

Instructional staff, school administrators

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Progress Monitoring strategies with fidelity

Person or Persons Responsible

Instructional staff, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Lesson Plans, data chats, iObservations, data binders, PB Writes and other on demand writing results

Plan to Monitor Effectiveness of G4.B1.S3

Progress monitoring effectiveness of strategies

Person or Persons Responsible

Teachers, school administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations, walk throughs, lesson plans, data binders, students' portfolios, writing notebooks and journals

G5. At least 50% (70) students in grades 3-5 will demonstrate high standards in reading and math on FCAT 2014.

G5.B1 Moving the lowest 30% (42) in reading and math to proficiency or higher

G5.B1.S1 Teachers will continue to compile and analyze student data in order to differentiate their daily instruction. Teachers will meet during common planning and Learning Team Meetings to analyze results from assessments and make instructional decisions for differentiated instructions.

Action Step 1

Teachers will be trained on common core standards & NGSSS.

Person or Persons Responsible

Math coach

Target Dates or Schedule

Daily, weekly, or bi-weekly

Evidence of Completion

Reflected in lesson plans, Benchmark assessments, iObservations, projects, student data binders, teacher data binders, data chats

Facilitator:

School-based Academic Coaches, School-based Administrators, School-based PDD Team, area, and district staff developers

Participants:

School administrators and all instructional staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Scheduled review of data during weekly Learning Team Meetings to determine next instructional direction.

Person or Persons Responsible

School-based administrators, teachers, area, and district support

Target Dates or Schedule

Weekly

Evidence of Completion

Results of most current data (.e. performance assessments, diagnostic assessments, etc)

Plan to Monitor Effectiveness of G5.B1.S1

Progress monitor data

Person or Persons Responsible

School-based administrator, teachers, area, and district personnel

Target Dates or Schedule

Weekly, bi-weekly

Evidence of Completion

iObservation evaluation, data binders, data portfolio, results of assessments

G5.B2 Compacting lessons to ensure growth; maintaining levels 4 and 5 in reading and mathematics

G5.B2.S1 Enrichment and compacting activities; Frequently scheduled strategy focused lessons to include accountable talk and collaboration among students.

Action Step 1

Accountable talk and collaboration with a focus of deepening knowledge base

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Daily, weekly, bi-weekly

Evidence of Completion

Core K-12, Think Central, classroom performance results, Marzano iObservation evaluations, student progress monitoring, diagnostic results, LTM data, data chats

Facilitator:

Academic Coaches, School administrators, area and district personnel

Participants:

Instructional staff and school administrators

Plan to Monitor Fidelity of Implementation of G5.B2.S1

iObservations, lesson plans, data binders, students' portfolio will be used to monitor implementation of strategies with fidelity

Person or Persons Responsible

School administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Assessment results, monitoring of accountable talk

Plan to Monitor Effectiveness of G5.B2.S1

iObservations, lesson plans, data binders

Person or Persons Responsible

School administrators, area and district personnel

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Assessment results

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 Funds will be used to support and enhance classroom instruction. ReadingPlus software licenses purchased to provide reinforcement of skills taught to assist struggling readers move into reading proficiency. A para professional purchased to provide more small group instruction for students and to provide support to parents. Various parent trainings in regards to supporting academic at home will be provided through Literacy based monthly parent trainings as well as a Parent Technology Night. Professional Development trainings out of county/state will provide growth opportunities for teachers to receive more researched based strategies and best practices. Title I will fund registrations and travels. Classroom Library Books and Part-time in system employees for tutoring will be supported through Title I. Partnership with business partners and community stakeholders will enhance school-community relations and build a stronger commitment to increasing student academic achievement., Postage will be used to send information to parents. Additionally, our school wide initiative to integrate Single School Culture reflecting our Universal Guidelines for Success, is embraced by all stakeholders. Following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring the SwPBS is done with fidelity. We update our Action Plans during Learning Team Meetings. An appreciation for multi-cultual diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program is evident.

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.

G2. Students in grades 4 & 5 and those repeating grade 3 (83 total grades 3-5) will demonstrate at least 80% learning gains in reading and math.

G2.B1 Ensuring iii groups are no more than 6 students; Monitoring the students' reading progress and determining next instructional step.

G2.B1.S1 Progress monitor with fidelity following all baseline assessments (including the Fall and Winter reading and math NGSSS Diagnostics), to identify strengths/weaknesses and to determine instructional needs.

PD Opportunity 1

Instructional staff will be trained in Marzano Domains 2(Planning & Preparing), 3 (Reflecting on Teaching), and 4 (Collegiality & Professionalism)

Facilitator

Marzano Liaison & school administrators

Participants

All instructional staff and school administrators

Target Dates or Schedule

Weekly minimum

Evidence of Completion

Portfolios, data binders

G3. At least 50% of Fifth grade students will demonstrate proficiency (20) on the 2014 Science FCAT.

G3.B1 Fifth grade students below proficiency in reading and limited content area vocabulary in science.

G3.B1.S1 Small group instruction; use of technology (Brain Pop, Gizmo, Think Central), hands on related projects, science related field trips, learning stations in science, vocabulary development. Teacher will facilitate student accountable talk and collaboration

PD Opportunity 1

Progress monitor using the following: iObservation, lesson plans, LTMs, data chats

Facilitator

Area and District Personnel

Participants

Science Teachers and school administrators

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservations (walk throughs, informal, formal), data binder, student portfolio, descriptive feedback, lesson plans, LTMs, data chats

G4. Fourth Grade students will demonstrate at least 90 percent proficiency (49) on FCAT Writes.

G4.B1 Students ability to transfer verbal communication to written expression using appropriate vocabulary and grammar. Using grade level and beyond vocabulary appropriately. Use the writing process to formulate ideas producing grade level and above essays.

G4.B1.S1 Teacher will use multiple sources of data to plan writing instruction. Teachers and Literacy Coach will attend area and district writing trainings targeting explicit planning and delivery of writing. Meet in Learning Team Meetings and content area meetings to analyze writing data and determine next steps for individual students.

PD Opportunity 1

Frequent progress monitoring to implement writing strategies using iObservations, lesson plans, LTMs, data binders

Facilitator

Area and District Support

Participants

Writing teachers, school administrators

Target Dates or Schedule

Minimum weekly

Evidence of Completion

iObservation walk-throughs, informal, formal, data chats, lesson plans, LTMs, descriptive feedback

G4.B1.S2 School-base administrators will monitor the use of data to drive writing instruction

PD Opportunity 1

Teachers will be trained on how to deliver research based strategies with a grammar focus.

Facilitator

Area and District personnel

Participants

Instructional staff, school administrators

Target Dates or Schedule

Minimum weekly

Evidence of Completion

Writing portfolios, writing notebooks, data chats, PB Writes results, on-demand writing results, data binders, lesson plans, LTM collaborations

G4.B1.S3 Teachers will facilitate accountable talk among students as they analyze and provide feedback to their peers.

PD Opportunity 1

Provide opportunities for writing essays using selected prompts focusing on grade level appropriate vocabulary.

Facilitator

Literacy Coach, Area and District personnel

Participants

Instructional staff, school administrators

Target Dates or Schedule

Minimum weekly

Evidence of Completion

PB Writes results, writing portfolios, writing/reading notebooks, writing journals, data binders, lesson plans, LTM collaboration, data chats

G5. At least 50% (70) students in grades 3-5 will demonstrate high standards in reading and math on FCAT 2014.

G5.B1 Moving the lowest 30% (42) in reading and math to proficiency or higher

G5.B1.S1 Teachers will continue to compile and analyze student data in order to differentiate their daily instruction. Teachers will meet during common planning and Learning Team Meetings to analyze results from assessments and make instructional decisions for differentiated instructions.

PD Opportunity 1

Teachers will be trained on common core standards & NGSSS.

Facilitator

School-based Academic Coaches, School-based Administrators, School-based PDD Team, area, and district staff developers

Participants

School administrators and all instructional staff

Target Dates or Schedule

Daily, weekly, or bi-weekly

Evidence of Completion

Reflected in lesson plans, Benchmark assessments, iObservations, projects, student data binders, teacher data binders, data chats

G5.B2 Compacting lessons to ensure growth; maintaining levels 4 and 5 in reading and mathematics

G5.B2.S1 Enrichment and compacting activities; Frequently scheduled strategy focused lessons to include accountable talk and collaboration among students.

PD Opportunity 1

Accountable talk and collaboration with a focus of deepening knowledge base

Facilitator

Academic Coaches, School administrators, area and district personnel

Participants

Instructional staff and school administrators

Target Dates or Schedule

Daily, weekly, bi-weekly

Evidence of Completion

Core K-12, Think Central, classroom performance results, Marzano iObservation evaluations, student progress monitoring, diagnostic results, LTM data, data chats

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase parent participation at school-wide activities and increase parent communication.	$2,465
G2.	Students in grades 4 & 5 and those repeating grade 3 (83 total grades 3-5) will demonstrate at least 80% learning gains in reading and math.	$52,000
G3.	At least 50% of Fifth grade students will demonstrate proficiency (20) on the 2014 Science FCAT.	$400
G4.	Fourth Grade students will demonstrate at least 90 percent proficiency (49) on FCAT Writes.	$500
G5.	At least 50% (70) students in grades 3-5 will demonstrate high standards in reading and math on FCAT 2014.	$93,900
	Total	$149,265

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Professional Development	Total
Title I	$52,500	$2,865	$93,900	$149,265
Total	$52,500	$2,865	$93,900	$149,265

Budget Details

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

G1. To increase parent participation at school-wide activities and increase parent communication.

G1.B1 Parents lack of understanding of curriculum demands, school schedule, and follow through

G1.B1.S1 Increase parent communication via student agendas, Tuesday Folders, edline, parent links and monthly newsletters

Action Step 1

Provide student agendas, Tuesday Folders, monthly newsletters

Resource Type

Other

Resource

Student agendas, Tuesday folders, paper, ink, materials for parent trainings

Funding Source

Title I

Amount Needed

$2,465

G2. Students in grades 4 & 5 and those repeating grade 3 (83 total grades 3-5) will demonstrate at least 80% learning gains in reading and math.

G2.B1 Ensuring iii groups are no more than 6 students; Monitoring the students' reading progress and determining next instructional step.

G2.B1.S2 Provide incentives through Reading Plus, Reading Counts, Scholastic Reading Inventory Club, Weekly Math Challenge, class and school recognition, use of Nooks to increase interest in reading for struggling students. Small group instructions in reading and math, goal setting individually and collectively to increase independent reading time. Goal setting individually and collectively to problem solve using accountable talk during mathematics. Charting progress of math performance assessments, progress monitoring Think Central, FCAT Explorer and Core K12. Provide after school tutorial for grades 3 - 5.

Action Step 1

Progress monitoring using the following tools: iObservations, lesson plans, data chats, LTM. Provide tutorial after school for students in grades 3-5.

Resource Type

Evidence-Based Materials

Resource

Reading Plus 6,000 (software license) and Mentoring Minds 7,000 (student resources); after school tutorial (14,000); Para professional (20,000); classroom supplies including, chart paper, composition books, writing folders, paper, pencils, classroom libraries. easels, binders 5000)

Funding Source

Title I

Amount Needed

$52,000

G3. At least 50% of Fifth grade students will demonstrate proficiency (20) on the 2014 Science FCAT.

G3.B1 Fifth grade students below proficiency in reading and limited content area vocabulary in science.

G3.B1.S1 Small group instruction; use of technology (Brain Pop, Gizmo, Think Central), hands on related projects, science related field trips, learning stations in science, vocabulary development. Teacher will facilitate student accountable talk and collaboration

Action Step 1

Progress monitor using the following: iObservation, lesson plans, LTMs, data chats

Resource Type

Other

Resource

Educational Consultants (400)

Funding Source

Title I

Amount Needed

$400

G4. Fourth Grade students will demonstrate at least 90 percent proficiency (49) on FCAT Writes.

G4.B1 Students ability to transfer verbal communication to written expression using appropriate vocabulary and grammar. Using grade level and beyond vocabulary appropriately. Use the writing process to formulate ideas producing grade level and above essays.

G4.B1.S3 Teachers will facilitate accountable talk among students as they analyze and provide feedback to their peers.

Action Step 1

Provide opportunities for writing essays using selected prompts focusing on grade level appropriate vocabulary.

Resource Type

Evidence-Based Materials

Resource

Writing supplies

Funding Source

Title I

Amount Needed

$500

G5. At least 50% (70) students in grades 3-5 will demonstrate high standards in reading and math on FCAT 2014.

G5.B1 Moving the lowest 30% (42) in reading and math to proficiency or higher

G5.B1.S1 Teachers will continue to compile and analyze student data in order to differentiate their daily instruction. Teachers will meet during common planning and Learning Team Meetings to analyze results from assessments and make instructional decisions for differentiated instructions.

Action Step 1

Teachers will be trained on common core standards & NGSSS.

Resource Type

Professional Development

Resource

State Math Conference (FCTM-3700) Science Conference (1300), Book Study - Gradual Release (665), Math Coach (71,000), Part time in system & stipends (9,000), Common Core Training (240)

Funding Source

Title I

Amount Needed

$93,900