



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Glade Elementary School

5000 NW 177TH ST

Miami Gardens, FL 33055

305-624-3608

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

North Glade Elementary School

Principal

Thomas Frederick W

School Advisory Council chair

Carol White

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

Name	Title
Dr. Wanda Williams	Assistant Principal
Carol White	5th Grade Chair
Charmaine Webb	4th Grade Chair
Elorine McIntosh	3rd Grade Chair
Ruth McLean	2nd Grade Chair
Norine Petersen	1st Grade Chair
Raysa Santana	Kindergarten Chair

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

The EESAC is comprised of the following team members: Principal, Union Steward, 5 teachers, Support Staff representative, 2 Business/Community members, 6 parents, Student representative.

Involvement of the SAC in the development of the SIP

The EESAC reviews the SIP on a monthly basis. They were part of a June Debriefing Conference that participated in the creation of the new plan.

Activities of the SAC for the upcoming school year

EESAC will monitor the implementation of the SIP on a monthly basis, suggest adjustments to the current SIP, serve as an advisory committee to the principal, and participate in the creation of next year's plan.

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

EESAC has \$1650 to support the SIP. Allocations will be made at monthly meetings and documented in the EESAC minutes. As of this date, allocations have not been finalized.

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

NA

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:

Thomas Frederick W

Principal

Years as Administrator: 32

Years at Current School: 9

Credentials

B.A. English Education
 M.S. Administration and Supervision
 Ed.S. Administration and Supervision
 Ed. D. Administration and Supervision
 Certifications
 English 6-12
 Leadership K-12

Performance Record

2013 – School Grade-C
 Rdg. Proficiency, 40%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 62points
 Rdg. Imp. of Lowest 25% -
 68 points
 Math Imp. of Lowest 25% -
 59 points
 2012 – School Grade-B
 Rdg. Proficiency, 47%
 Math Proficiency, 45%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 59 points
 Rdg. Imp. of Lowest 59% -
 68 points
 Math Imp. of Lowest 25% -
 65 points
 2011 – School Grade-A
 Rdg. Proficiency, 68%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 62points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 57 points
 2010 – School Grade-C
 Rdg. Proficiency, 63%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 49points
 Rdg. Imp. of Lowest 25% -
 55 points
 Math Imp. of Lowest 25% -48 points
 2009 – School Grade-A
 Rdg. Proficiency, 74%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 70points

Rdg. Imp. of Lowest 25% -
68points
Math Imp. of Lowest 25%-59 points

Dr. Wanda Williams

Asst Principal

Years as Administrator: 14

Years at Current School: 10

Credentials

A.A. Music Education
 B.S. Music Education
 M.S. Music Education
 Ed.D. Educational Leadership and Reading
 Certifications
 Reading K-12,
 ESOL K-12,
 Music K-12,
 ESE K-12
 Occupational
 Specialist K-12,

Performance Record

2013 – School Grade-C
 Rdg. Proficiency, 40%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 62points
 Rdg. Imp. of Lowest 25% -
 68 points
 Math Imp. of Lowest 25% -
 59 points
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 Math Proficiency, 45%
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 68 points
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 65 points
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 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 62points
 Rdg. Imp. of Lowest 25% -
 67 points
 Math Imp. of Lowest 25% -
 57 points
 2010 – School Grade-C
 Rdg. Proficiency, 63%
 Math Proficiency, 74%
 Rdg. Lrg. Gains, 67 points
 Math Lrg. Gains, 49points
 Rdg. Imp. of Lowest 25% -
 55 points
 Math Imp. of Lowest 25% -48 points
 2009 – School Grade-A

Rdg. Proficiency, 74%
Math Proficiency, 70%
Rdg. Lrg. Gains, 71 points
Math Lrg. Gains, 70points
Rdg. Imp. of Lowest 25% -
68points
Math Imp. of Lowest 25%-59 points

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jasyln Lewis		
Part-time / District-based	Years as Coach: 1	Years at Current School: 11
Areas	Reading/Literacy	
Credentials	B.A. Elementary Education M.S. Elementary Education Certifications Elementary Education ESOL Reading Endorsement	
Performance Record	2013 – School Grade-C Rdg. Proficiency, 40% Math Proficiency, 42% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 59 points 2012 – School Grade-B Rdg. Proficiency, 47% Math Proficiency, 45% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 65 points 2011 – School Grade-A Rdg. Proficiency, 68% Math Proficiency, 68% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 62points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 57 points 2010 – School Grade-C Rdg. Proficiency, 63% Math Proficiency, 74% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 49points Rdg. Imp. of Lowest 25% - 55 points Math Imp. of Lowest 25% -48 points 2009 – School Grade-A Rdg. Proficiency, 74% Math Proficiency, 70% Rdg. Lrg. Gains, 71 points Math Lrg. Gains, 70points	

Rdg. Imp. of Lowest 25% -
68points
Math Imp. of Lowest 25%-59 points

Patricia Ferdinand-Julmis

Part-time / District-based

Years as Coach: 2

Years at Current School: 9

Areas

Mathematics

Credentials

B.A. Elementary Education
 M.S. Leadership
 Certifications
 Elementary Education
 ESOL Reading Endorsement

Performance Record

2013 – School Grade-C
 Rdg. Proficiency, 40%
 Math Proficiency, 42%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 62points
 Rdg. Imp. of Lowest 25% -
 68 points
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 Math Lrg. Gains, 62points
 Rdg. Imp. of Lowest 25% -
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 2009 – School Grade-A
 Rdg. Proficiency, 74%
 Math Proficiency, 70%
 Rdg. Lrg. Gains, 71 points
 Math Lrg. Gains, 70points
 Rdg. Imp. of Lowest 25% -

68points
Math Imp. of Lowest 25%-59 points

Classroom Teachers

of classroom teachers

29

receiving effective rating or higher

29, 100%

Highly Qualified Teachers

100%

certified in-field

29, 100%

ESOL endorsed

26, 90%

reading endorsed

5, 17%

with advanced degrees

9, 31%

National Board Certified

1, 3%

first-year teachers

0, 0%

with 1-5 years of experience

1, 3%

with 6-14 years of experience

19, 66%

with 15 or more years of experience

7, 24%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

2013-2014 is the first year in the past five years that North Glade Elementary has had to fill a K-5 teaching assignment. We were able to fill the position with a truly effective retired teacher and a dynamic BCC 3100 teacher from the previous year. North Glade has a record of keeping qualified, certified-in-field teachers. We routinely have a good list of veteran teachers applying to transfer to our school. Resumes and interviews are held with the principal, assistant principal, and staff close to the position.

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

In 2013-2014, we do have one teacher in his first official year of teaching (he taught as a 3100 from October to June last year). He has been placed on the fourth grade team. This is the same team that he worked with as a student intern in the winter of 2012.

Our reading coach and our science coach will work closely with him. He is responsible for fourth grade writing and science. The fourth grade chairperson will also provide guidance. The principal and assistant principal will direct services as needed based upon official and unofficial observations.

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

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Wonder Works Checkpoints
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT

- Student grades
 - School site specific assessments
- Behavior
- Student Case Management System
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Office referrals per day per month
 - Team climate surveys
 - Attendance
 - Referrals to special education programs

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

The MTSS/RTI Leadership Team will be divided into two groups. The Core MTSS/RTI Team will include the principal, assistant principal, counselor, and reading coaches. They will meet bi-weekly to discuss issues.

The basic MTSS/RTI Team will include the principal, assistant principal, and grade level chairpersons. They will meet monthly.

The responsibilities of team members are listed below:

Principal/Assistant Principal (Dr. Tom Frederick/Dr. Wanda Williams): Provides a common vision for the use of data-driven decision-making, ensures that the school based teams implement, conducts assessment of the MTSS/Rti skills of school staff, ensures implementation of intervention support, ensures adequate professional development, and communicates with parents regarding plans and activities.

Coaches (Jaslyn Lewis/Patricia Ferdinand-Julmis): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches, identifies systematically developed patterns of student needs, and matches programs to these needs.

Counselor (Erika Lieber): Schedules and implements MTSS/Rti process, including parent notifications and follow-up. Organizes support staff participation in the process.

Grade Level Chairpersons (K-Raysa Santana, 1-Norine Petersen, 2-Ruth McLean, 3-Elorine McIntosh, 4-Charmaine Webb, 5-Carol White): Provide leadership within their grade level by providing information about core instruction, participating in data gathering activities, analyzing data as it is collected, making adjustments to lesson plans and class organization that addresses needs discovered in the data collection.

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

Community stakeholders MTSS/RTI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RTI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the

effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RTI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
- Oral Reading Fluency Measures
- Wonder Works Checkpoints
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

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

North Glade is in the fourth year of MTSS/Rti operation. It has been a gradual adjustment from the old CST system. Staff and parents have slowly bought in to the value of the new system. This year, we will put a special emphasis on the monitoring process of Tier 2 and Tier 3 interventions. Teachers will be trained in the new Wonder Works intervention system. Teachers will also be trained then required to administer monthly probes to all students in Tier 2 intervention.

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: 720

Six week intervention sessions in math, reading, writing, and science to prepare students for the high stakes testing.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students will take reading and math probes for the reading and math sections. Pre/post tests will be developed for writing and science.

Who is responsible for monitoring implementation of this strategy?

Administrators

Strategy: Weekend Program

Minutes added to school year: 720

Provide four week sessions on Saturday in reading, writing, math, and science.to prepare students for high stake testing (budget permitting).

Strategy Purpose(s)

""

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

Students will take a pre- and post-test.

Who is responsible for monitoring implementation of this strategy?

Administrators

Literacy Leadership Team (LLT)

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

Name	Title
Tom Frederick	Principal
Wanda Williams	Assistant Principal
Jasyln Lewis	Coach
Patricia Ferdinand-Julmis	Coach

How the school-based LLT functions

The Literacy Leadership Team will meet weekly on Wednesdays. It will review data and adjust strategies. It will review AR and reading results and plan student reward systems.

Major initiatives of the LLT

We will promote leisure reading. We will increase the number of books checked out from our library and the amount of AR points earned by our students. Additionally, we will incorporate reading literacy across the curriculum and monitor the implementation and fidelity of core standards for the MacGraw-Hill program.

Every Teacher Contributes to Reading Instruction

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

Teachers in non-reading classes use informational texts in their instruction. They use the Common Core Standards to guide instruction.

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

Almost half of North Glades' kindergarten population enter the school for pre-kindergarten. As a result, it is easy to provide articulation between the two programs. Students visit the kindergarten program during the last quarter of the school year, and the beginnings of the kindergarten program are introduced to PK students.

Kindergarten parents of non-PK students are urged to register their child early. They are invited to visit the program and to attend parent readiness meetings.

FLKRS will be administered to identify student needs and plan instruction.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	54%	40%	No	59%
American Indian				
Asian				
Black/African American	41%	29%	No	47%
Hispanic	61%	45%	No	65%
White				
English language learners	47%	25%	No	52%
Students with disabilities	25%	38%	Yes	33%
Economically disadvantaged	54%	39%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	23%	27%
Students scoring at or above Achievement Level 4	24	14%	16%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

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)	67	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	26%	33%

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.		<i>[data excluded for privacy reasons]</i>	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	39%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	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	58%	42%	No	62%
American Indian				
Asian				
Black/African American	44%	40%	No	50%
Hispanic	64%	43%	No	68%
White				
English language learners	57%	32%	No	61%
Students with disabilities	23%	22%	No	30%
Economically disadvantaged	58%	41%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	23%	27%
Students scoring at or above Achievement Level 4	29	17%	19%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		59%	63%

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	58%		No	62%
American Indian				
Asian				
Black/African American	44%		No	50%
Hispanic	64%		No	68%
White				
English language learners	57%		No	61%
Students with disabilities	23%		No	30%
Economically disadvantaged	58%		No	62%

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	<i>[data excluded for privacy reasons]</i>		16%
Students scoring at or above Achievement Level 4	10	22%	24%

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)	0		
Participation in STEM-related experiences provided for students	0		100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> 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 <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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	29	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	31	8%	7%
Students who are not proficient in reading by third grade	52	73%	66%
Students who receive two or more behavior referrals	117	31%	30%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Middle School Indicators

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

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

Title I Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Title I Parental Involvement Plan			

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NA			

Goals Summary

- G1.** The results of the 2013 FCAT-Reading indicate that 40% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 46 %.
- G2.** The results of the 2013 FCAT-Writing indicate that 38% of our students achieved 3.5 proficiency or higher. Our goal for the 2013-2014 school year is to increase 3.5 or higher student proficiency by 6 percentage points to 44 %.
- G3.** The results of the 2013 FCAT-Mathematics indicate that 42% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 48 %.
- G4.**
- G5.** The results of the 2013 FCAT-Science indicate that 38% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 44 %.
- G6.** North Glade Elementary will increase the number of students earning first or second honors at its 2013-2014 Science Fair as compared to 2012-2013.
- G7.** North Glade Elementary will decrease the number of students absent ten and eighteen days for the 2013-2014 school year in comparison to the 2012-2013 school year.

Goals Detail

G1. The results of the 2013 FCAT-Reading indicate that 40% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 46 %.

Targets Supported

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

Resources Available to Support the Goal

- Reading Coach Interventionists/deliverer of tutorials Wonders Reading Series Wonder Works Accelerated Reading Success Maker

Targeted Barriers to Achieving the Goal

- Forty percent (40%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and twenty-eight percent (28%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.
- Twenty-nine percent (29%) of North Glade Elementary Black subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 47%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.
- Forty-five percent (45%) of North Glade Elementary Hispanic subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 65%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.
- Twenty-five percent (25%) of North Glade Elementary ELL subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 52%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.
- Thirty-nine percent (39%) of North Glade Elementary EC subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 59%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.
- Fifty-nine percent (59%) of North Glade Elementary students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and five percent (5%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.
- Sixty-eight percent (68%) of North Glade Elementary lowest quartile students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) more than in 2012 and one percent (1%) more than in 2011. Barriers that limited this this change include the school's

failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the SPED program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

- Fifty-nine percent of North Glade Elementary students scored proficient on the Speaking/ Listening section of CELLA. Next year's goal is that sixty-four percent achieve mastery. Thirty two percent (32%) of the students at North Glade Elementary are in the ELL program. Nine percent (9%) of these students are in ESOL Levels 1 or 2.
- Twenty-five percent of North Glade Elementary students scored proficient on the Reading section of CELLA. Next year's goal is that thirty-three percent achieve mastery. Thirty two percent (32%) of the students at North Glade Elementary are in the ELL program. Nine percent (9%) of these students are in ESOL Levels 1 or 2.
- Twenty-six percent of North Glade Elementary students scored proficient on the Writing section of CELLA. Next year's goal is that thirty-three percent achieve mastery. Thirty two percent (32%) of the students at North Glade Elementary are in the ELL program. Nine percent (9%) of these students are in ESOL Levels 1 or 2.

Plan to Monitor Progress Toward the Goal

Monthly data chats

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

Monthly data chats

Evidence of Completion:

Interim results Monthly data points FCAT-Reading 2014

G2. The results of the 2013 FCAT-Writing indicate that 38% of our students achieved 3.5 proficiency or higher. Our goal for the 2013-2014 school year is to increase 3.5 or higher student proficiency by 6 percentage points to 44 %.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach Tutorial opportunities Wonder Reading Series Write Score

Targeted Barriers to Achieving the Goal

- Thirty-eight percent (38%) of North Glade Elementary students scored proficiency (3.5) or higher on the 2013 FCAT-Writing. This is forty percent (40%) less than in 2012 and fifty-two percent (52%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the state's increase in proficiency rate from 3.0 to 3.5 and to the rare fact that last year's fourth grade class had a particularly large group of SPED students. Last year, 28% of the fourth grade class was SPED. Despite this fact, 71% of our students earned a 3.0 last year which is only 7% less than the previous year's 3.0 touchstone. Our failure was clearly in moving students from 3.0 to 3.5. The major barrier of our school in this section is to figure the formula for moving students to 3.5.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The results of the 2013 FCAT-Mathematics indicate that 42% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 48 %.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math coach Go Math! Series Intervention/Tutorial Opportunities

Targeted Barriers to Achieving the Goal

- Forty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.
- DForty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.
- WWTwenty-nine percent (43%) of North Glade Elementary Hispanic subgroup scored Levels 3 or above on the 2013 FCAT-Mathematics. The 2014 target is 68%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.
- SSTwenty-five percent (32%) of North Glade Elementary ELL subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 61%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.
- Twenty-two percent (22%) of North Glade Elementary SWD subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 30%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for SWD students. The major challenge to our school in 2013-2014

is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5).

- Forty-one percent (41%) of North Glade Elementary EC subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 62%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.
- Forty percent (40%) of North Glade Elementary Black subgroup scored Levels 3 or above on the 2013 FCAT-Mathematics. The 2014 target is 43%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.
- Sixty-two percent (62%) of North Glade Elementary students made annual gains in mathematics on the 2013 FCAT-Math. This is three percent (3%) more than in 2012 and equal (0%) to 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the SPED/ELL programs. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. This area will be more difficult this year since the retired teacher who has assisted us for the past three years with pullout help for students may not be available to us this year. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.
- Fifty-nine percent (59%) of North Glade Elementary's lowest quartile students made annual gains in mathematics on the 2013 FCAT-Math. This is six percent (6%) less than in 2012 and two percent (2%) more than 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

Plan to Monitor Progress Toward the Goal

Conduct monthly data chats Analyze results from interim testing

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Intermim results

G4.

Targets Supported

Resources Available to Support the Goal

- Reading coach Intervention/tutoring program

Targeted Barriers to Achieving the Goal

- Fifty-nine percent (59%) of North Glade Elementary students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and five percent (5%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The results of the 2013 FCAT-Science indicate that 38% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 44 %.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Houghton-Mifflin Science Series (Grades K-4) P-Sell Science (Grade 5) Tutorial opportunities
- Houghton-Mifflin Science Series (Grades K-4) P-Sell Science (Grade 5) Tutorial opportunities

Targeted Barriers to Achieving the Goal

- Thirty-eight percent (38%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Science. This is one percent (1%) more than in 2012 and thirteen percent (13%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is twofold. We must meet the challenge of increased rigor with FCAT 2.0 in all strands. Strand percentages fluctuated between 63% and 70%. There are no high or low points, just a need to raise the bar further. Of particular concern is the grouping of fifth grade this year. This year's fifth grade class is small with 28% of the class in SPED. Nine of these students are in an EBD grade 3-5 combination class.
- Twenty-two percent (22%) of North Glade Elementary students scored Levels 4 or above on the 2013 FCAT-Science. Our barrier is to provide higher order thinking skills especially in the area of scientific thinking.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Interim results FCAT results

G6. North Glade Elementary will increase the number of students earning first or second honors at its 2013-2014 Science Fair as compared to 2012-2013.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science equipment Parent meetings Science Fair packets

Targeted Barriers to Achieving the Goal

- North Glade did not have a Science Fair in 2012-2013. We will have to expend additional training to students in the rules, format, and rigor of a Science Fair exhibit.
- North Glade did not have a science camp for science inquiry preparation.

Plan to Monitor Progress Toward the Goal

FCAT-Science results are the ultimate assessment.

Person or Persons Responsible

The leadership team will monitor the results as soon as FCAT results are available.

Target Dates or Schedule:

This will be done during the week following the ending of school.

Evidence of Completion:

Minutes of the Debriefing Conference will document that this activity occurred.

G7. North Glade Elementary will decrease the number of students absent ten and eighteen days for the 2013-2014 school year in comparison to the 2012-2013 school year.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Counselor Community Involvement Specialist Principal Assistant Principal

Targeted Barriers to Achieving the Goal

- While the percentage of students missing eighteen days during the 2012-2013 school year is reasonable, the percentage of students missing ten days or more is not. The attendance monitoring system in place is not adequate.
- During 2012-2013, thirty-one students were retained in their current grade level. Of these, four (4) were in first grade, eight (8) in second grade, and fifteen (19) in grade three. This is sixteen percent of the grade 1-3 population.
- Suspensions are not a major issue at North Glade Elementary. We had only four suspensions in 2012-2013. However, discipline can sometimes become an issue. The number of students receiving two or more referrals is one hundred and seventeen.
- During the 2012-2013 school year, fifteen students were retained in grade three. This was 22% of the total third grade population.

Plan to Monitor Progress Toward the Goal

2014 FCAT-Reading for grade 3

Person or Persons Responsible

Principal

Target Dates or Schedule:

End of the year

Evidence of Completion:

2014 FCAT-Reading

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2013 FCAT-Reading indicate that 40% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 46 %.

G1.B1 Forty percent (40%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and twenty-eight percent (28%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B1.S1 Students will be able to read and comprehend literature and informational text at the high end of their grade levels complexity band with independence and proficiency. Students will use close reads, collaborative learning, graphic organizers, and context clues.

Action Step 1

1. Teachers will use pacing guides to implement reading objectives. 2. Teachers will identify secondary focus benchmarks and include them in instruction even when not specified in the pacing guide. 3. Reading coach will assist teachers in planning to identify, plan, and implement identified focus calendar skills particular to their class.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Delivery will occur during established reading blocks.

Evidence of Completion

Lesson plans will be reviewed in order whether these skills are being consistently addressed.

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

Administration

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

This will be conducted through administrative walkthroughs and lesson plan/folder reviews.

Evidence of Completion

Lesson plans Student folders

Plan to Monitor Effectiveness of G1.B1.S1

Check data points to insure that strategies lead to student academic progress.

Person or Persons Responsible

The Leadership Literacy Team will review student data on a monthly basis. They will share personal observations experienced by walkthroughs. Plans will be made to offer support in areas where it is needed.

Target Dates or Schedule

Weekly

Evidence of Completion

Cabinet meeting agendas will be used to document that these conversations occur. Data points will be discussed and included in school data books.

G1.B1.S2 Teachers will be trained in the components of the new reading series, the gradual release model, using higher order questionings skills through task cards, and in Wonder Works. All K-5 reading teachers will be included in these trainings.

Action Step 1

Teachers will be trained in the new reading series, the gradual release model, the use of task cards, and Wonder Works. Training will be implemented by the reading coach, the CSS, and district/MacGraw-Hill staff. Training will be followed up with modeling and planning sessions by the reading coach.

Person or Persons Responsible

Training will be implemented by the reading coach and CSS for reading.

Target Dates or Schedule

Gradual release, basal, and intervention training will occur from August until October. Task card training will be completed in November and December. Followup/modeling of training will occur in the weeks immediately following each training.

Evidence of Completion

Training logs and reading coach logs will document that these events have occurred.

Facilitator:

Reading coach

Participants:

Reading teachers

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

Training logs will be reviewed to document the delivery of each training. Coach's log will be reviewed to document follow-up. Administrative walkthroughs will demonstrate if strategies are being properly implemented by staff.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Logs will be reviewed during weekly cabinet meetings.

Evidence of Completion

Training logs Coach's log Walkthroughs

Plan to Monitor Effectiveness of G1.B1.S2

Training is not an end in itself. This training must result in better student performance. Student data, particularly in the area of reading application, will be reviewed in order to assess progress.

Person or Persons Responsible

Progress of students will be discussed in cabinet meetings.

Target Dates or Schedule

Cabinet meetings are held weekly.

Evidence of Completion

All data points, including benchmark, fall interim, and winter interim results will be analyzed.

G1.B1.S3 Differentiate instruction in order to meet the needs of all students, especially in the area of reading application. Identify and implement approved accommodations that enable special need populations to perform to their highest potential.

Action Step 1

Teachers will create small group instruction opportunities so students can receive individualized instruction in reading applications.

Person or Persons Responsible

Teachers, in conjunction with the reading coach, will plan deliberate fluid group assistance for all students.

Target Dates or Schedule

These groups will meet during the reading block. The frequency of a child's participation in small group instruction will vary from 1-5 times per week depending upon the child's needs.

Evidence of Completion

Lesson plans will indicate the occurrence of these activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Walkthroughs will be conducted in order to confirm that small group instruction is occurring on a regular basis. These visits will also monitor the fluidity of the groups and the correlation to data sources.

Person or Persons Responsible

The principal and the assistant principal will conduct these walkthroughs.

Target Dates or Schedule

They will occur during the regular reading block.

Evidence of Completion

Walkthrough logs will document this monitoring.

Plan to Monitor Effectiveness of G1.B1.S3

Student progress will be documented at data points corresponding to the fall and winter intermims. An EXCEL spreadsheet will be created logging the progress of each child.

Person or Persons Responsible

The data sheet will be created by the principal and reviewed by the administrators and coaches at cabinet meetings.

Target Dates or Schedule

Data will be reviewed at weekly cabinet meetings.

Evidence of Completion

Student progress will be reviewed in order to make determination of service needs. As a result of this data, students will be assigned to intervention activities

G1.B1.S4 Restructure both in-school tutorial to include 30 minutes of intervention instruction (outside of the reading block) for all grades 2-5 students who scored Levels 1-2 on the 2013 FCAT-Reading or 49% or less on the 2013 SAT and provide outside of school tutorial opportunities for students.

Action Step 1

Provide scheduling opportunities for students scoring Levels 1-2 on FCAT and 49% and lower on SAT so that they can receive in-school tutorial services in reading application outside of the core instructional block. Also provide after-school and Saturday opportunities for students to receive tutorial help. Materials will have to be obtained and training will provided to teachers in the implementation of these tutorials.

Person or Persons Responsible

The principal will initiate scheduling activities to make the in-school tutorial opportunities possible and obtain funding for the the after-hours tutorial sessions. The reading coach will train involved staff.

Target Dates or Schedule

The in-school tutorial program will begin during the second week of school. The after-hours tutorial will begin in February unless additional funding can be located.

Evidence of Completion

The in-school tutorial students will be listed in the ISIS student locator. Attendance logs will be maintained fo the after-hours sessions.

Facilitator:

Reading Coach

Participants:

Tutors

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Administrators will walkthrough classes during tutorial times to make sure the curriculum is being delivered with fidelity.

Person or Persons Responsible

The principal and the assistant principal will conduct this monitoring.

Target Dates or Schedule

It will occur during the scheduled tutorial sessions.

Evidence of Completion

Walkthroughs and attendance logs will document this fidelity.

Plan to Monitor Effectiveness of G1.B1.S4

Data for the affected participants will be collected in an EXCEL spreadsheet. Comparisons will be made among the baseline, fall interim, and winter interim in order to chart progress.

Person or Persons Responsible

The principal will create and populate the spreadsheet. The reading coach will monitor the growth of the students in the affected tutorials, and she will report results at cabinet. Decisions will be made in cabinet based upon the results of the data. The after-school and weekend tutorials will be measured by a reading probe at the beginning and at the end of the twelve hour session.

Target Dates or Schedule

The results of the in-school tutorial will be analyzed in November, January, and June. The results of the after-hours tutorials will be analyzed at the conclusion of the twelve hour session.

Evidence of Completion

G1.B2 Twenty-nine percent (29%) of North Glade Elementary Black subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 47%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B2.S1 Provide after-school and Saturday Academy opportunities to students in this subgroup in order provide assistance in the area of reading application, to remediate and to provide test practice coaching.

Action Step 1

Tutoring sessions

Person or Persons Responsible

Interventionist/Tutors

Target Dates or Schedule

After school Saturday

Evidence of Completion

Attendance logs

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

Walkthroughs

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

After-school Saturdays

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G1.B2.S1

FCAT results

Person or Persons Responsible

Principal

Target Dates or Schedule

June

Evidence of Completion

Comparison of FCAT-2014 results to FCAT-2013 results for students receiving these services.

G1.B3 Forty-five percent (45%) of North Glade Elementary Hispanic subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 65%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B3.S1 Apply for a Title III tutorial grant for the ELL population. Implement an after-school tutorial program for this subgroup.

Action Step 1

One hour twice a week tutorial sessions

Person or Persons Responsible

Grade 3-5 present ELL students

Target Dates or Schedule

Tuesday and Thursday afternoons from October until April

Evidence of Completion

Attendance logs

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

Walkthroughs

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Tuesday and Thursday afternoons

Evidence of Completion

Attendance logs

Plan to Monitor Effectiveness of G1.B3.S1

Winter Interim

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

January

Evidence of Completion

Comparison of results between the fall and the winter interim

G1.B4 Twenty-five percent (25%) of North Glade Elementary ELL subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 52%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B4.S1 Restructure the ELL program so that one resource teacher as grade 2-3 students and that the other teacher has grade 4-5 students. This will provide a fluidity of instruction and services.

Action Step 1

Prioritize ELL scheduling

Person or Persons Responsible

Principal

Target Dates or Schedule

Before school begins

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Walkthroughs

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Planning

Plan to Monitor Effectiveness of G1.B4.S1

Analyze test results of affected students

Person or Persons Responsible

Data team

Target Dates or Schedule

June-July

Evidence of Completion

Compare FCAT-2014 results to FCAT-2013 results for this population

G1.B5 Thirty-nine percent (39%) of North Glade Elementary EC subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 59%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B5.S1 Train teachers in the components of the new reading series, questioning skills using Webb's Depth of Knowledge, the gradual release model, and the new Wonder Works intervention program.

Action Step 1

In-service Modeling Coaching

Person or Persons Responsible

Reading coach

Target Dates or Schedule

September-November

Evidence of Completion

Training logs

Facilitator:

Participants:

Reading coach

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitor trainings Monitor implementation of skills learned in training

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

August-June

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of G1.B5.S1

Review fall interim, winter interim , and FCAT results

Person or Persons Responsible

Principial Assistant Principal Coaches

Target Dates or Schedule

November, January, June

Evidence of Completion

Comparison of FCAT-2014 results to FCAT-2013 results

G1.B5.S2 Differentiate instruction in order to meet the needs of all students, especially the non-proficient.

Action Step 1

Small group instruction will be geared in individual needs.

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

During guided reading

Evidence of Completion

Lesson planning

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Walk-throughs

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Reading block

Evidence of Completion

Guided reading is differentiated

Plan to Monitor Effectiveness of G1.B5.S2

Review interim results

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

November January

Evidence of Completion

Comparison of FCAT 2-14 results with FCAT 2013 results

G1.B6 Fifty-nine percent (59%) of North Glade Elementary students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and five percent (5%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G1.B6.S1 Differentiate instruction by using instructional focus calendars and lesson planned specifically to meet the needs of all students, especially the non-proficient student.

Action Step 1

Guided reading will be planned to meet the individual needs of each child

Person or Persons Responsible

Teachers

Target Dates or Schedule

During reading block

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Differentiated instruction

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

Reading block

Evidence of Completion

Review lesson plans Walkthroughs

Plan to Monitor Effectiveness of G1.B6.S1

View student results on interim testing and FCAT

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

August November January June

Evidence of Completion

EXCEL spreadsheet containing the baseline, fall, winter, and FCAT levels for each student

G1.B7 Sixty-eight percent (68%) of North Glade Elementary lowest quartile students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) more than in 2012 and one percent (1%) more than in 2011. Barriers that limited this this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the SPED program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G1.B7.S1 Restructure in-school tutorial services to include 30 minutes of intervention instruction (outside of the reading block) for all students who scored Levels 1 or 2 on the 2013 FCAT-Reading or 49% or less on the 2013 SAT-Reading. Use Wonder Works as the curriculum for this program.

Action Step 1

30 minutes of reading intervention, four times a week for grades 2-5

Person or Persons Responsible

Principal will create the schedule. HR teachers will implement the strategies.

Target Dates or Schedule

August-June

Evidence of Completion

Walkthroughs

Facilitator:

Participants:

Principal will create the schedule. HR teachers will implement the strategies.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Walkthroughs

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Intervention blocks

Evidence of Completion

Walkthrough evidence of face-to-face intervention for fifteen minutes and fifteen minutes of additional Success Maker

Plan to Monitor Effectiveness of G1.B7.S1

FCAT results for lowest quartile group

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

June

Evidence of Completion

Comparison of FCAT-2014 results to FCAT-2-13 results for the lowest quartile group

G1.B8 Fifty-nine percent of North Glade Elementary students scored proficient on the Speaking/Listening section of CELLA. Next year's goal is that sixty-four percent achieve mastery. Thirty two percent (32%) of the students at North Glade Elementary are in the ELL program. Nine percent (9%) of these students are in ESOL Levels 1 or 2.

G1.B8.S1 In order to insure that these students make normal annual gains and make progress towards grade level proficiency, the following accommodations are necessary: • Modeling • Use Illustrations/ Diagrams • Use simple, direct language • Cooperative learning • Repetition • Role playing • Think aloud • Language experience

Action Step 1

Teachers will provide appropriate accommodations. They will establish them as routine so students will become accustomed to them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During reading instruction

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Walkthrough in order to see implementation.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of G1.B8.S1

Review FCAT test results

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

June

Evidence of Completion

Compare FCAT-2014 test results with FCAT-2013 test results.

G1.B9 Twenty-five percent of North Glade Elementary students scored proficient on the Reading section of CELLA. Next year's goal is that thirty-three percent achieve mastery. Thirty two percent (32%) of the students at North Glade Elementary are in the ELL program. Nine percent (9%) of these students are in ESOL Levels 1 or 2.

G1.B9.S1 In order to insure that these students make normal annual gains and make progress towards grade level proficiency, the following accommodations are necessary: • Activate prior knowledge • Picture walk • Prediction • Use task cards • Read aloud • Cooperative learning • Focus on key vocabulary • Interactive word walls • Graphic organizers • Reciprocal teaching • Verbal cues/pictures • Story maps • Retelling • Think/pair/share

Action Step 1

Provide accommodations to assist learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Adapt lessons to meet the needs of the students.

Evidence of Completion

Lesson planning

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Walkthrough to insure that accommodations are being delivered

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

Reading block

Evidence of Completion

Walkthrough

Plan to Monitor Effectiveness of G1.B9.S1

Interim test results FCAT scores

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

November January June

Evidence of Completion

Compare FCAT-2014 scores to FCAT-2013 scores

G1.B10 Twenty-six percent of North Glade Elementary students scored proficient on the Writing section of CELLA. Next year's goal is that thirty-three percent achieve mastery. Thirty two percent (32%) of the students at North Glade Elementary are in the ELL program. Nine percent (9%) of these students are in ESOL Levels 1 or 2.

G1.B10.S1 The following classroom strategies will be used to assist ELL students obtain writing skills: - Graphic organizers -Reading response logs -Dialogue journals -Process writing

Action Step 1

Use listed ESOL strategies

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During reading block

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Walkthrough to view implementation of strategies

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Reading block weekly

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of G1.B10.S1

Monthly writing tests

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

September-June

Evidence of Completion

Results form monthly writing tests

G2. The results of the 2013 FCAT-Writing indicate that 38% of our students achieved 3.5 proficiency or higher. Our goal for the 2013-2014 school year is to increase 3.5 or higher student proficiency by 6 percentage points to 44 %.

G2.B1 Thirty-eight percent (38%) of North Glade Elementary students scored proficiency (3.5) or higher on the 2013 FCAT-Writing. This is forty percent (40%) less than in 2012 and fifty-two percent (52%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the state's increase in proficiency rate from 3.0 to 3.5 and to the rare fact that last year's fourth grade class had a particularly large group of SPED students. Last year, 28% of the fourth grade class was SPED. Despite this fact, 71% of our students earned a 3.0 last year which is only 7% less than the previous year's 3.0 touchstone. Our failure was clearly in moving students from 3.0 to 3.5. The major barrier of our school in this section is to figure the formula for moving students to 3.5.

G2.B1.S1 Train fourth teachers in strategies needed to enable students to move from the 3.0 to 3.5 proficiency mark of the FCAT, and train K-3 teachers in the new PARC standards for writing.

Action Step 1

Train the new fourth grade writing teacher in the FCAT-Writing rubric, and train K-3 teachers in the new PARC-Writing system.

Person or Persons Responsible

The training will be conducted by the reading coach and CSS. The teacher will be sent to district trainings as they become available.

Target Dates or Schedule

Training must occur as early in the year as possible, and it must be ongoing.

Evidence of Completion

The reading coach will indicate training, support, and follow-up on weekly coaching logs.

Facilitator:

Participants:

Reading Coach Fourth Grade Teachers Principal Assistant Principal Write Score

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

Teacher training needs to occur in order to support fourth grade FCAT-Writing and K-3 (+5) PARC-Writing.

Person or Persons Responsible

The administrators will monitor the implementation of this program.

Target Dates or Schedule

Coaching logs will be reviewed and discussed at weekly cabinet meetings.

Evidence of Completion

Coach's log and cabinet agendas will be used as evidence.

Plan to Monitor Effectiveness of G2.B1.S1

These training activities need to result in higher student performance in writing.

Person or Persons Responsible

The effectiveness of this training will be measured by Write Score results in grade four during the months of August-January and in grades 2-3 during the months of February through May.

Target Dates or Schedule

Fourth grade Write Score results will be analyzed in August, September, December, and January. Second and third grade Write Score results will be analyzed in February, March, April, and May.

Evidence of Completion

Write Score data will evidence progress in writing.

G2.B1.S2 Provide in-school tutorial sessions for bubble children six weeks prior to the FCAT.

Action Step 1

In December, a list of bubble students will be created based upon writing data. These students will be provided with a six week intervention period. Groups will be handled by the reading coach and principal (and any other interventionist budget permitting).

Person or Persons Responsible

The reading coach will develop the groups with the assistance of the teacher. The interventionists will work with the students for three half hour sessions a week for six weeks.

Target Dates or Schedule

This will begin six weeks prior to the administration of the FCAT-Writing.

Evidence of Completion

Student attendance logs and lesson plans will be maintained as evidenced.

Action Step 2

In December, a list of bubble students will be created based upon writing data. These students will be provided with a six week intervention period. Groups will be handled by the reading coach and principal (and any other interventionist budget permitting).

Person or Persons Responsible

The reading coach will develop the groups with the assistance of the teacher. The interventionists will work with the students for three half hour sessions a week for six weeks.

Target Dates or Schedule

This will begin six weeks prior to the administration of the FCAT-Writing.

Evidence of Completion

Student attendance logs and lesson plans will be maintained as evidenced.

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

Intervention activities will be scheduled six weeks prior to the FCAT. These sessions will be driven by data and provide the student with individualized assistance in writing.

Person or Persons Responsible

The cabinet will discuss curriculum, program implementation, and monitoring at weekly sessions.

Target Dates or Schedule

Administrators will monitor the fidelity of instruction.

Evidence of Completion

Attendance logs and lesson plans will be used as evidence.

Plan to Monitor Effectiveness of G2.B1.S2

Students participating in this training should achieve competence in writing so that they can achieve a 3.5 on FCAT-Writing.

Person or Persons Responsible

The cabinet will review the progress of individual students as we approach FCAT.

Target Dates or Schedule

This will be done at weekly cabinet meetings.

Evidence of Completion

FCAT results will be used to evaluate the effectiveness of this program.

G3. The results of the 2013 FCAT-Mathematics indicate that 42% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 48 %.

G3.B1 Forty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B1.S1 Train K-5 teachers of mathematics in the following areas so that more collaborative, hands-on, and higher order thinking activities will be implemented in math classrooms: -Gradual Release Model of instruction -Hands-on and virtual manipulatives, including media simulations -Using the Item Specifications as a model for assessment

Action Step 1

K-5 teachers need to be trained in the following areas: Gradual Release Model Hands-on and virtual manipulatives, including media simulations Using the Item Specifications to drive assessment

Person or Persons Responsible

The math coach (with the assistance of the CSS) will initiate all training and follow-up activities.

Target Dates or Schedule

Training will be implemented in stages before November with follow-up occurring on an ongoing basis.

Evidence of Completion

Training logs and lesson plans will be used as evidence that activities have occurred.

Facilitator:

Math coach

Participants:

K-5 mathematics teachers

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

Training will occur in stages prior to November. Follow-up will be ongoing in common planning periods.

Person or Persons Responsible

The principal and the assistant principal will monitor that these activities occur.

Target Dates or Schedule

Training activities will be monitored in weekly cabinet meetings.

Evidence of Completion

The math coach will present training schedules to the administrators. Training will be included in the weekly coach's log.

Plan to Monitor Effectiveness of G3.B1.S1

Student performance in mathematics will improve based upon the use of collaborative instruction (gradual release model), hands-on instruction, and teaching focused by the Item Specifications.

Person or Persons Responsible

Student performance results will be monitored in weekly cabinet meetings.

Target Dates or Schedule

This will occur in November, January, and June when interim tests are available. It will also occur as needed when other formative data sources are deemed necessary.

Evidence of Completion

Interim and monthly test results will be used to evidence student growth.

G3.B1.S2 Differentiate instruction for all students. Provide appropriate accommodations to students eligible for these adjustments, especially in grade five where 28% of the students are part of the SPED subgroup.

Action Step 1

Teachers will differentiate instruction and provide appropriate accommodations to students as evidenced by student performance in class.

Person or Persons Responsible

Teachers will implement these sessions. Groupings and instructional strategies will be discussed in weekly common planning times.

Target Dates or Schedule

Plans for differentiation will be discussed weekly.

Evidence of Completion

Lesson plans will indicate differentiated instruction and accommodations to be used in the classroom setting.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Differentiation of instruction and accommodations for SPED/ELL learners will occur within classroom settings.

Person or Persons Responsible

This will be monitored by the administrators as they complete their walkthroughs.

Target Dates or Schedule

Walkthroughs will occur several times a week, and they will be shared at weekly cabinet meetings.

Evidence of Completion

The agendas from cabinet meetings and walkthrough logs will evidence that these activities are occurring.

Plan to Monitor Effectiveness of G3.B1.S2

Differentiation of instruction and the use of student accommodations should result in increased student growth with in the classroom.

Person or Persons Responsible

The cabinet will monitor effectiveness. A log of student assessments will be kept on an EXCEL spreadsheet displaying student progress.

Target Dates or Schedule

This log will include baseline, fall interim, winter interim, and FCAT results.

Evidence of Completion

A comparison of FCAT-2114 results to FCAT-2013 results in the area of annual gains will indicate if this strategy has been successful.

G3.B1.S3 Provide an in-school pull out remediation program for students not mastering weekly goals and after-school/Saturday school programs for other students.

Action Step 1

Students in grades 3-5 not mastering weekly benchmarks (as evidenced by weekly probes) will receive additional remedial instruction from an hourly interventionist during the week after the noting of their deficiency. Additional, students who scored Levels 1-2 will be given the opportunity to attend a six week (twelve hour) after-school tutorial session; all students will be given the opportunity to attend a four week (twelve hour) Saturday Academy.

Person or Persons Responsible

The administrators will initiate these intervention programs. The number of sessions will be dependent upon resources. The math coach, in conjunction with teachers, will identify the students for each of these programs.

Target Dates or Schedule

Pending resources, the after-school tutorial sessions will begin in November. The Saturday sessions will begin in January.

Evidence of Completion

Attendance logs will be used in order to prove the implementation of these programs.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

After-school and Saturday tutorial opportunities will be offered.

Person or Persons Responsible

The administrators will monitor that these programs are initiated with fidelity of purpose.

Target Dates or Schedule

Administrators will walk through these sessions on a bi-weekly schedule.

Evidence of Completion

Sessions will be part of the agenda in weekly cabinet meetings.

Plan to Monitor Effectiveness of G3.B1.S3

Summative pre-tests and post-tests will be given in hour one and hour twelve of each session.

Person or Persons Responsible

Tests will be created by the math coach and implemented by the interventionist.

Target Dates or Schedule

These will be accomplished at the beginning and the end of each twelve hour session.

Evidence of Completion

Pre- and post- test results will be analyzed for progress.

G3.B2 Forty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Masurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B2.S1 Provide after school and Saturday opportunities for tutorial assistance.

Action Step 1

Tutorial sessions

Person or Persons Responsible

Principal

Target Dates or Schedule

After-school twice a week Saturday (duration of services is dependent upon budget)

Evidence of Completion

Attendance logs

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

Walkthroughs

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

During tutorial sessions

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of G3.B2.S1

Review fall interim, winter interim, and FCAT-2014

Person or Persons Responsible

Principal Assistant principal Math coach

Target Dates or Schedule

November January June

Evidence of Completion

Testing Excel log

G3.B3 WWTwenty-nine percent (43%) of North Glade Elementary Hispanic subgroup scored Levels 3 or above on the 2013 FCAT-Mathematics. The 2014 target is 68%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B3.S1 Provide after-school. and Saturday tutorial opportunities

Action Step 1

Math tutorial sessions

Person or Persons Responsible

Principal and assistant principal will create and organize tutorial opportunities, identify curriculum, and identify staff.

Target Dates or Schedule

Tutorial sessions will be six weeks in length, beginning as early in the year as possible. The number of sessions offered will depend upon budget.

Evidence of Completion

Attendance logs

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

Walkthroughs

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

During tutorial sessions

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of G3.B3.S1

Review fall interim, winter interim, and FCAT-2014 results for students participating in tutorial opportunities.

Person or Persons Responsible

Principal Assistant principal Math coach

Target Dates or Schedule

November January June

Evidence of Completion

EXCEL testing log

G3.B4 SSTwenty-five percent (32%) of North Glade Elementary ELL subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 61%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Masurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B4.S1 Restructure the ELL program so that ESOL Level 1-2 students receive CCHL/ESOL services from the same teacher. One teacher will instruct grade 2-3 students; the other will instruct grade 4-5 students.

Action Step 1

Create separate grade 2-3, grade 4-5 resource sections for ESOL 1-2 students.

Person or Persons Responsible

Principal will prioritize the ELL program in the master scheduling process.

Target Dates or Schedule

During the before the start of school scheduling process.

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Review schedules

Person or Persons Responsible

Principal

Target Dates or Schedule

Before August 15

Evidence of Completion

Master schedule

Plan to Monitor Effectiveness of G3.B4.S1

Analyze FCAT-Math results

Person or Persons Responsible

Principal Assistant principal Math coach

Target Dates or Schedule

June, 2014

Evidence of Completion

Compare FCAT-2014 results with FCAT-2013 results for the affected students.

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B5 Twenty-two percent (22%) of North Glade Elementary SWD subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 30%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for SWD students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Masurement (Grade 4), and Base Ten/Fractions (Grade 5).

G3.B5.S1 Provide authorized accommodations and teach students how these accommodations can assist them in learning.;

Action Step 1

Identify and provide accommodations

Person or Persons Responsible

Teachers SWD teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Walkthroughs by administrators

Facilitator:

Participants:

Teachers SWD teachers

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Monitor that accommodations have been identified, taught, and implemented

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

Ongoing

Evidence of Completion

IEP Walkthrough

Plan to Monitor Effectiveness of G3.B5.S1

Log results from interims and FCAT for this subgroup

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

November January June

Evidence of Completion

Compare FCAT-2014 results to FCAT-2013 results

G3.B6 Forty-one percent (41%) of North Glade Elementary EC subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 62%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B6.S1 Train instructional staff into the gradual release model of instruction, the use of hands-on and virtual manipulatives (GIXMO, etc.), and the use of item specifications in instruction.

Action Step 1

Train and assist teachers in the gradual release model, manipulatives, and the use of the item analysis

Person or Persons Responsible

Math coach

Target Dates or Schedule

August-October

Evidence of Completion

coaches log

Facilitator:

Math coach

Participants:

Math coach

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Administrators will monitor that training does occur and that strategies transfer to the classrooms

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthroughs

Plan to Monitor Effectiveness of G3.B6.S1

Monitor interims

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

November January June

Evidence of Completion

Compare FCAT-2014 results to FCAT-2013 results

G3.B7 Forty percent (40%) of North Glade Elementary Black subgroup scored Levels 3 or above on the 2013 FCAT-Mathematics. The 2014 target is 43%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B7.S1 Provide after-school and Saturday tutorial opportunities.

Action Step 1

Tutorial sessions

Person or Persons Responsible

Principal will schedule tutorials. Math coach will work at scheduling students into these tutorials.

Target Dates or Schedule

Beginning in October (budget permitting)

Evidence of Completion

Attendance logs

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Walkthrough

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

During tutorial sessions

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of G3.B7.S1

Analyze interim and FCAT results and chart on an EXCEL log

Person or Persons Responsible

Principal Assistant principal Math coach

Target Dates or Schedule

November January June

Evidence of Completion

Compare FCAT-2014 results to FCAT-2013 results for participating students

G3.B8 Sixty-two percent (62%) of North Glade Elementary students made annual gains in mathematics on the 2013 FCAT-Math. This is three percent (3%) more than in 2012 and equal (0%) to 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the SPED/ELL programs. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. This area will be more difficult this year since the retired teacher who has assisted us for the past three years with pullout help for students may not be available to us this year. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B8.S1 Differentiate instruction in order to meet the needs of all students, especially the non-proficient student.

Action Step 1

Teachers will implement small group instruction based upon student secondary instructional needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During math block

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Walkthroughs

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

During math blocks

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of G3.B8.S1

Analyze interim results and FCAT results

Person or Persons Responsible

Principal Assistant principal Math coach

Target Dates or Schedule

November January June

Evidence of Completion

Comparison of FCAT-2014 learning gain results to FCAT-2013 learning gain results.

G3.B9 Fifty-nine percent (59%) of North Glade Elementary’s lowest quartile students made annual gains in mathematics on the 2013 FCAT-Math. This is six percent (6%) less than in 2012 and two percent (2%) more than 2011. Barriers that have led to this change include the school’s failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school’s mission statement of “North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child” must be upheld. Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B9.S1 Provide a pull out intervention period for students who are not mastering the weekly pacing guide benchmarks.

Action Step 1

30 minute blocks opposite specials time

Person or Persons Responsible

Principal will schedule the intervention (budget permitting) Math coach will work with interventionist to plan instruction and curriculum

Target Dates or Schedule

October through April

Evidence of Completion

Attendance logs

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Walkthroughs

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

During intervention blocks

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of G3.B9.S1

Analyze interim and FCAT results

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

November January June

Evidence of Completion

Compare FCAT-2014 annual gain results to FCAT-2013 annual gain results for the affected population.

G4.

G4.B1 Fifty-nine percent (59%) of North Glade Elementary students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and five percent (5%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G4.B1.S1 Strategies needed to increase reading performance include the following: • Differentiate instruction by using instructional focus calendars and lesson planned specifically to meet the needs of all students, especially the non-proficient student. • Identify and implement approved accommodations that enable special need populations to perform to their highest potential. This is especially critical in grade 5 where 28% of the testing population is SPED. • Retool instructional staff into the gradual release model of instruction. • Restructure in-school tutorial services to include 30 minutes of intervention instruction (outside of the reading block) for all students who scored Levels 1 or 2 or the 2013 FCAT-Reading or 49% or less on the 2013 SAT-Reading. Use Wonder Works as the curriculum for this program. • Provide after-school or Saturday School tutorial opportunities as permitted by the budget.

Action Step 1

Intervention Tutoring

Person or Persons Responsible

Reading Coach Principal Assistant Principal Teachers

Target Dates or Schedule

1. Monitor implementation of differentiated instruction, 2) Retrain teachers where necessary, 3) Offer tutorial/intervention opportunities, budget permitting.

Evidence of Completion

Logs

Facilitator:

Reading coach

Participants:

Reading Coach Principal Assistant Principal Teachers

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

Monitor reading block Monitor intervention blocks Monitor tutorials

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through log

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. The results of the 2013 FCAT-Science indicate that 38% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 44 %.

G5.B1 Thirty-eight percent (38%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Science. This is one percent (1%) more than in 2012 and thirteen percent (13%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is twofold. We must meet the challenge of increased rigor with FCAT 2.0 in all strands. Strand percentages fluctuated between 63% and 70%. There are no high or low points, just a need to raise the bar further. Of particular concern is the grouping of fifth grade this year. This year's fifth grade class is small with 28% of the class in SPED. Nine of these students are in an EBD grade 3-5 combination class.

G5.B1.S1 Encourage students to use higher order thinking skills by training teachers in the scientific process and the use of the gradual release model. Provide content specific training to K-4 teachers.

Action Step 1

Provide training to teachers in incorporating higher order thinking in science classrooms through the scientific process and the gradual release model and in scientific content.

Person or Persons Responsible

Science Coach Science CSS

Target Dates or Schedule

These trainings should occur prior to the end of October.

Evidence of Completion

Training logs will be used as evidence that the training occurred. Review of lesson plans and administrative walkthroughs will document whether the topics of training are being implemented in the classroom.

Facilitator:

Science Coach

Participants:

Science teachers

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

Administrators will collect training attendance logs to insure that training was delivered. They will walk through classrooms to monitor the implementation of strategies learned in the training.

Person or Persons Responsible

The principal and the assistant principal will conduct the walkthroughs.

Target Dates or Schedule

Ongoing

Evidence of Completion

Training logs and administrative walkthrough will be used to monitor fidelity.

Plan to Monitor Effectiveness of G5.B1.S1

The strategies learned in training should result in higher test results for students. Test scores will be monitored.

Person or Persons Responsible

Principal Assistant principal

Target Dates or Schedule

Scores will be monitored and charted in November, January, and June.

Evidence of Completion

Progress on interim tests and monthly tests will be used to evaluate effectiveness.

G5.B1.S2 Deliver hands-on teaching experiences (including essential laboratories created by MDCPS) and media simulations to students in order to encourage inquiry based learning.

Action Step 1

Students in grades K-5 will experience hands-on science experiences a minimum of twice a month. Teachers will receive training and coaching in the delivery of these experiments.

Person or Persons Responsible

Teachers will implement this strategy with the assistance of the science coach.

Target Dates or Schedule

These activities will occur at least twice a month.

Evidence of Completion

Lesson plans and student lab journals will be used as evidence.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Administrators will monitor the implementation of these higher level thinking opportunities.

Person or Persons Responsible

Principal and assistant principal will do the monitoring.

Target Dates or Schedule

This will be done by walkthroughs during the science block.

Evidence of Completion

Teacher lesson plans and student lab journals will be used to monitor the fidelity of the program.

Plan to Monitor Effectiveness of G5.B1.S2

Administrators (with the help of the science coach) will review fall interim, winter interim, and FCAT-2014 test results.

Person or Persons Responsible

The administrators will work with the science coach to initially analyze data. This data will be shared in cabinet with all coaches and administrators.

Target Dates or Schedule

Data will be reviewed in November, January, and June.

Evidence of Completion

Baseline, fall interim, winter interim, and FCAT-2014 will be analyzed. Effectiveness will be judged by comparing these 2013-2014 results. The composition of the 2013-2014 fifth grade class is much different than the 2012-2013 class. This years class has four times the amount of SPED students and one half the amount of gifted students as the class of 2013.

G5.B1.S3 Provide after-school and Saturday Academy tutorial opportunities to provide opportunities for students to participate in scientific enrichment activities.

Action Step 1

Tutorial sessions need to be created, curriculum identified, teachers trained, and student taught.

Person or Persons Responsible

Principal and assistant principal will work with the science coach in identifying materials and training teachers. Administrators will set up tutorial sessions.

Target Dates or Schedule

After-school sessions will begin in February and Saturday sessions in March unless more funding becomes available.

Evidence of Completion

Attendance logs fro students will document the implementation of the program.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G5.B1.S3

After materials have been identified and teachers trained, the administrators will walk through tutorial sessions making sure that the program is implemented properly.

Person or Persons Responsible

The principal and assistant principal will monitor this program.

Target Dates or Schedule

This will be done during training and during tutorial sessions.

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of G5.B1.S3

Pre- and post-tests will be developed for each twelve hour tutorial session. They will be implemented in the first and last class.

Person or Persons Responsible

Science coach

Target Dates or Schedule

The science coach will tabulate data from each tutorial session, then present the data at a cabinet meeting.

Evidence of Completion

The program's effectiveness will be measured by the results of the pre-post test and the result of the affected population on FCAT-2014.

G6. North Glade Elementary will increase the number of students earning first or second honors at its 2013-2014 Science Fair as compared to 2012-2013.

G6.B1 North Glade did not have a Science Fair in 2012-2013. We will have to expend additional training to students in the rules, format, and rigor of a Science Fair exhibit.

G6.B1.S1 1) Form a Science Fair committee 2) Provide training materials for students and parents on Science Fair expectations. 3) Train students and parents. 4) Plan, judge, reward, and exhibit Science Fair projects.

Action Step 1

1) Form a Science Fair committee 2) Provide training materials for students and parents on Science Fair expectations. 3) Train students and parents. 4) Plan, judge, reward, and exhibit Science Fair projects.

Person or Persons Responsible

Science Fair committee Principal

Target Dates or Schedule

January- April

Evidence of Completion

Science Fair records

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Progress of plans for Science Fair

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

January-April

Evidence of Completion

Science Fair

Plan to Monitor Effectiveness of G6.B1.S1

Analyse FCAT-Science results, especially in the area of scientific process

Person or Persons Responsible

Prinicpal

Target Dates or Schedule

June

Evidence of Completion

FCAT-Science

G6.B2 North Glade did not have a science camp for science inquiry preparation.

G6.B2.S1 Schedule a science camp during the month before FCAT.

Action Step 1

A science camp will be scheduled during the month before FCAT.

Person or Persons Responsible

The camp will be organized by our science coach. The three fifth grade teachers, the gifted teacher, and the science coach will create five groups of activities for this camp.

Target Dates or Schedule

This camp will occur during the month before FCAT.

Evidence of Completion

Camp organization memorandum will serve as proof of implementation of this activity. Student divisions into five teams will also evidence the activity.

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Administrative monitoring will occur during the creation stage and the implementation stage of this activity.

Person or Persons Responsible

The administrators will oversee this activity.

Target Dates or Schedule

Planning for this event will be completed by the end of February with the implementation date prior to the end of March.

Evidence of Completion

Cabinet agendas will document these activities.

Plan to Monitor Effectiveness of G6.B2.S1

The FCIM model will be used to monitor for effectiveness. Results will be used to improve future implementation.

Person or Persons Responsible

The administrators (with the assistance of the science coach) will monitor for effectiveness.

Target Dates or Schedule

Student and teacher reaction logs will be completed at the end of the activity.

Evidence of Completion

The event will be discussed in the end of the year Debriefing activity.

G7. North Glade Elementary will decrease the number of students absent ten and eighteen days for the 2013-2014 school year in comparison to the 2012-2013 school year.

G7.B1 While the percentage of students missing eighteen days during the 2012-2013 school year is reasonable, the percentage of students missing ten days or more is not. The attendance monitoring system in place is not adequate.

G7.B1.S1 For 2013-2014, we will implement the following plan: • The counselor will speak to each student on their third absence during the first semester or their fifth absence during the second semester. • The community involvement specialist will speak to each parent on the seventh absence. • The principal will meet with each parent on the tenth absence. The principal will initiate referrals to counselor. Referrals will be sent back to the principal, then forwarded to the CIS at the seventh absence. Upon ten absences, referrals will be forwarded to the principal, then entered into the SCM system.

Action Step 1

Counseling Parent contact Truancy meeting Truancy referral

Person or Persons Responsible

Principal Counselor Community Involvement Specialist Visiting Teacher

Target Dates or Schedule

1. Initiate referral to counselor on a student's third absence 2. Forward referral to the community involvement specialist on the fifth absence. 3. The principal will initiate a truancy meeting with the parent at the tenth absence. 4. A truancy referral will be initiated on the fifteenth absence.

Evidence of Completion

Reduced numbers of students with ten and with 18 absences in 2013-2014

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Principal will initiate original referral, collect referrals form counselor for distribution to CIS when needed, and for trauncy letters/referrals as necessary.

Person or Persons Responsible

Principal

Target Dates or Schedule

daily

Evidence of Completion

SCM's

Plan to Monitor Effectiveness of G7.B1.S1

Monitor the numbers of students reaching ten and eighteen absences

Person or Persons Responsible

Prinicpal

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance reports

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B4 During the 2012-2013 school year, fifteen students were retained in grade three. This was 22% of the total third grade population.

G7.B4.S1 The progress of third grade students will be closely monitored. Intervention services and tutoring opportunities will be provided to students falling below acceptable standards.

Action Step 1

In-school reading interventions will be offered to third grade students scoring less than 50% on last year's SAT.

Person or Persons Responsible

The principal (with the assistance of the reading coach) will take charge of the scheduling, hiring, and curriculum for these sessions.

Target Dates or Schedule

Interventions will begin during the second week of school and continue until the end of school.

Evidence of Completion

The master schedule and the student's individual schedule will document these services.

Plan to Monitor Fidelity of Implementation of G7.B4.S1

The administrators will conduct walkthroughs in order to monitor the fidelity of this program.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough logs

Plan to Monitor Effectiveness of G7.B4.S1

Interim tests will be used to chart progress of the identified children. An EXCEL spreadsheet will be used to document this progress.

Person or Persons Responsible

The principal will create and fill the EXCEL spreadsheet. Teachers and coaches will analyze this data. Administrators will discuss curricular modifications with teachers.

Target Dates or Schedule

ongoing

Evidence of Completion

Baseline, fall interim, winter interim tests

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 Services-

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school after-school programs and Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III-

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

Title X - Project UP-START, The Homeless Education Program

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and
- 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the

rights and services of students identified as homeless.

- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs-• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Miami-Dade County public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School system that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

Nutrition Programs-

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's
- 4) North Glade has been awarded a Healthy Fruits/Vegetables grant from the federal government which provides a healthy snack to all students three times a week.

HIV Curriculum

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS
- instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

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Violence Prevention

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

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. The results of the 2013 FCAT-Reading indicate that 40% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 46 %.

G1.B1 Forty percent (40%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and twenty-eight percent (28%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B1.S2 Teachers will be trained in the components of the new reading series, the gradual release model, using higher order questionings skills trough task cards, and in Wonder Works. All K-5 reading teachers will be included in these trainings.

PD Opportunity 1

Teachers will be trained in the new reading series, the gradual release model, the use of task cards, and Wonder Works. Training will implemented by the reading coach, the CSS, and district/MacGraw-Hill staff. Training will be followed up with modeling and planning sessions by the reading coach.

Facilitator

Reading coach

Participants

Reading teachers

Target Dates or Schedule

Gradual release, basal, and intervention training will occur from August until October. Task card training will be completed in November and December. Followup/modeling of training will occur in the weeks immediately following each training.

Evidence of Completion

Training logs and reading coach logs will document that these events have occurred.

G1.B1.S4 Restructure both in-school tutorial to include 30 minutes of intervention instruction (outside of the reading block) for all grades 2-5 students who scored Levels 1-2 on the 2013 FCAT-Reading or 49% or less on the 2013 SAT and provide outside of school tutorial opportunities for students.

PD Opportunity 1

Provide scheduling opportunities for students scoring Levels 1-2 on FCAT and 49% and lower on SAT so that they can receive in-school tutorial services in reading application outside of the core instructional block. Also provide after-school and Saturday opportunities for students to receive tutorial help. Materials will have to be obtained and training will provided to teachers in the implementation of these tutorials.

Facilitator

Reading Coach

Participants

Tutors

Target Dates or Schedule

The in-school tutorial program will begin during the second week of school. The after-hours tutorial will begin in February unless additional funding can be located.

Evidence of Completion

The in-school tutorial students will be listed in the ISIS student locator. Attendance logs will be maintained fo the after-hours sessions.

G1.B5 Thirty-nine percent (39%) of North Glade Elementary EC subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 59%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B5.S1 Train teachers in the components of the new reading series, questioning skills using Webb's Depth of Knowledge, the gradual release model, and the new Wonder Works intervention program.

PD Opportunity 1

In-service Modeling Coaching

Facilitator

Participants

Reading coach

Target Dates or Schedule

September-November

Evidence of Completion

Training logs

G1.B7 Sixty-eight percent (68%) of North Glade Elementary lowest quartile students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) more than in 2012 and one percent (1%) more than in 2011. Barriers that limited this this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the SPED program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G1.B7.S1 Restructure in-school tutorial services to include 30 minutes of intervention instruction (outside of the reading block) for all students who scored Levels 1 or 2 or the 2013 FCAT-Reading or 49% or less on the 2013 SAT-Reading. Use Wonder Works as the curriculum for this program.

PD Opportunity 1

30 minutes of reading intervention, four times a week for grades 2-5

Facilitator

Participants

Principal will create the schedule. HR teachers will implement the strategies.

Target Dates or Schedule

August-June

Evidence of Completion

Walkthroughs

G2. The results of the 2013 FCAT-Writing indicate that 38% of our students achieved 3.5 proficiency or higher. Our goal for the 2013-2014 school year is to increase 3.5 or higher student proficiency by 6 percentage points to 44 %.

G2.B1 Thirty-eight percent (38%) of North Glade Elementary students scored proficiency (3.5) or higher on the 2013 FCAT-Writing. This is forty percent (40%) less than in 2012 and fifty-two percent (52%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the state's increase in proficiency rate from 3.0 to 3.5 and to the rare fact that last year's fourth grade class had a particularly large group of SPED students. Last year, 28% of the fourth grade class was SPED. Despite this fact, 71% of our students earned a 3.0 last year which is only 7% less than the previous year's 3.0 touchstone. Our failure was clearly in moving students from 3.0 to 3.5. The major barrier of our school in this section is to figure the formula for moving students to 3.5.

G2.B1.S1 Train fourth teachers in strategies needed to enable students to move from the 3.0 to 3.5 proficiency mark of the FCAT, and train K-3 teachers in the new PARC standards for writing.

PD Opportunity 1

Train the new fourth grade writing teacher in the FCAT-Writing rubric, and train K-3 teachers in the new PARC-Writing system.

Facilitator

Participants

Reading Coach Fourth Grade Teachers Principal Assistant Principal Write Score

Target Dates or Schedule

Training must occur as early in the year as possible, and it must be ongoing.

Evidence of Completion

The reading coach will indicate training, support, and follow-up on weekly coaching logs.

G3. The results of the 2013 FCAT-Mathematics indicate that 42% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 48 %.

G3.B1 Forty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B1.S1 Train K-5 teachers of mathematics in the following areas so that more collaborative, hands-on, and higher order thinking activities will be implemented in math classrooms: -Gradual Release Model of instruction -Hands-on and virtual manipulatives, including media simulations -Using the Item Specifications as a model for assessment

PD Opportunity 1

K-5 teachers need to be trained in the following areas: Gradual Release Model Hands-on and virtual manipulatives, including media simulations Using the Item Specifications to drive assessment

Facilitator

Math coach

Participants

K-5 mathematics teachers

Target Dates or Schedule

Training will be implemented in stages before November with follow-up occurring on an ongoing basis.

Evidence of Completion

Training logs and lesson plans will be used as evidence that activities have occurred.

G3.B5 Twenty-two percent (22%) of North Glade Elementary SWD subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 30%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for SWD students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5).

G3.B5.S1 Provide authorized accommodations and teach students how these accommodations can assist them in learning.;

PD Opportunity 1

Identify and provide accommodations

Facilitator

Participants

Teachers SWD teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Walkthroughs by administrators

G3.B6 Forty-one percent (41%) of North Glade Elementary EC subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 62%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the need to find successful accommodations for ELL students. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B6.S1 Train instructional staff into the gradual release model of instruction, the use of hands-on and virtual manipulatives (GIXMO, etc.), and the use of item specifications in instruction.

PD Opportunity 1

Train and assist teachers in the gradual release model, manipulatives, and the use of the item analysis

Facilitator

Math coach

Participants

Math coach

Target Dates or Schedule

August-October

Evidence of Completion

coaches log

G4.

G4.B1 Fifty-nine percent (59%) of North Glade Elementary students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and five percent (5%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G4.B1.S1 Strategies needed to increase reading performance include the following: • Differentiate instruction by using instructional focus calendars and lesson planned specifically to meet the needs of all students, especially the non-proficient student. • Identify and implement approved accommodations that enable special need populations to perform to their highest potential. This is especially critical in grade 5 where 28% of the testing population is SPED. • Retool instructional staff into the gradual release model of instruction. • Restructure in-school tutorial services to include 30 minutes of intervention instruction (outside of the reading block) for all students who scored Levels 1 or 2 or the 2013 FCAT-Reading or 49% or less on the 2013 SAT-Reading. Use Wonder Works as the curriculum for this program. • Provide after-school or Saturday School tutorial opportunities as permitted by the budget.

PD Opportunity 1

Intervention Tutoring

Facilitator

Reading coach

Participants

Reading Coach Principal Assistant Principal Teachers

Target Dates or Schedule

1. Monitor implementation of differentiated instruction, 2) Retrain teachers where necessary, 3) Offer tutorial/intervention opportunities, budget permitting.

Evidence of Completion

Logs

G5. The results of the 2013 FCAT-Science indicate that 38% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 44 %.

G5.B1 Thirty-eight percent (38%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Science. This is one percent (1%) more than in 2012 and thirteen percent (13%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is twofold. We must meet the challenge of increased rigor with FCAT 2.0 in all strands. Strand percentages fluctuated between 63% and 70%. There are no high or low points, just a need to raise the bar further. Of particular concern is the grouping of fifth grade this year. This year's fifth grade class is small with 28% of the class in SPED. Nine of these students are in an EBD grade 3-5 combination class.

G5.B1.S1 Encourage students to use higher order thinking skills by training teachers in the scientific process and the use of the gradual release model. Provide content specific training to K-4 teachers.

PD Opportunity 1

Provide training to teachers in incorporating higher order thinking in science classrooms through the scientific process and the gradual release model and in scientific content.

Facilitator

Science Coach

Participants

Science teachers

Target Dates or Schedule

These trainings should occur prior to the end of October.

Evidence of Completion

Training logs will be used as evidence that the training occurred. Review of lesson plans and administrative walkthroughs will document whether the topics of training are being implemented in the classroom.

G5.B1.S2 Deliver hands-on teaching experiences (including essential laboratories created by MDCPS) and media simulations to students in order to encourage inquiry based learning.

PD Opportunity 1

Students in grades K-5 will experience hands-on science experiences a minimum of twice a month. Teachers will receive training and coaching in the delivery of these experiments.

Facilitator

Participants

Target Dates or Schedule

These activities will occur at least twice a month.

Evidence of Completion

Lesson plans and student lab journals will be used as evidence.

G5.B1.S3 Provide after-school and Saturday Academy tutorial opportunities to provide opportunities for students to participate in scientific enrichment activities.

PD Opportunity 1

Tutorial sessions need to be created, curriculum identified, teachers trained, and student taught.

Facilitator

Participants

Target Dates or Schedule

After-school sessions will begin in February and Saturday sessions in March unless more funding becomes available.

Evidence of Completion

Attendance logs fro students will document the implementation of the program.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT-Reading indicate that 40% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 46 %.	\$6,650
G3.	The results of the 2013 FCAT-Mathematics indicate that 42% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 48 %.	\$11,850
G5.	The results of the 2013 FCAT-Science indicate that 38% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 44 %.	\$950
Total		\$19,450

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School discretionary budget	\$7,100	\$7,100
Title III grant	\$2,400	\$2,400
None needed	\$0	\$0
ETO intervention funds	\$9,000	\$9,000
	\$0	\$0
School discretionary account	\$950	\$950
Total	\$19,450	\$19,450

Budget Details

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

G1. The results of the 2013 FCAT-Reading indicate that 40% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 46 %.

G1.B1 Forty percent (40%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and twenty-eight percent (28%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B1.S2 Teachers will be trained in the components of the new reading series, the gradual release model, using higher order questionings skills trough task cards, and in Wonder Works. All K-5 reading teachers will be included in these trainings.

Action Step 1

Teachers will be trained in the new reading series, the gradual release model, the use of task cards, and Wonder Works. Training will implemented by the reading coach, the CSS, and district/McGraw-Hill staff. Training will be followed up with modeling and planning sessions by the reading coach.

Resource Type

Evidence-Based Program

Resource

Substitute teachers for all reading teachers to attend full day McGraw-Hill training.

Funding Source

School discretionary budget

Amount Needed

\$1,400

G1.B1.S4 Restructure both in-school tutorial to include 30 minutes of intervention instruction (outside of the reading block) for all grades 2-5 students who scored Levels 1-2 on the 2013 FCAT-Reading or 49% or less on the 2013 SAT and provide outside of school tutorial opportunities for students.

Action Step 1

Provide scheduling opportunities for students scoring Levels 1-2 on FCAT and 49% and lower on SAT so that they can receive in-school tutorial services in reading application outside of the core instructional block. Also provide after-school and Saturday opportunities for students to receive tutorial help. Materials will have to be obtained and training will provided to teachers in the implementation of these tutorials.

Resource Type

Evidence-Based Program

Resource

After-school tutorial assistance for grade 3-5 bubble students (ten hours times ten students times two sessions for grade 3-5 reading.

Funding Source

School discretionary budget

Amount Needed

\$1,500

G1.B2 Twenty-nine percent (29%) of North Glade Elementary Black subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 47%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B2.S1 Provide after-school and Saturday Academy opportunities to students in this subgroup in order provide assistance in the area of reading application, to remediate and to provide test practice coaching.

Action Step 1

Tutoring sessions

Resource Type

Evidence-Based Program

Resource

Saturday Academy (five weeks times three hours)

Funding Source

School discretionary budget

Amount Needed

\$1,350

G1.B3 Forty-five percent (45%) of North Glade Elementary Hispanic subgroup scored Levels 3 or above on the 2013 FCAT-Reading. The 2014 target is 65%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is to develop Reporting Category 2: Reading Application skills in our students.

G1.B3.S1 Apply for a Title III tutorial grant for the ELL population. Implement an after-school tutorial program for this subgroup.

Action Step 1

One hour twice a week tutorial sessions

Resource Type

Evidence-Based Program

Resource

Tutoring sessions for ELL students (twice a week for 22 weeks)

Funding Source

Title III grant

Amount Needed

\$2,400

G2. The results of the 2013 FCAT-Writing indicate that 38% of our students achieved 3.5 proficiency or higher. Our goal for the 2013-2014 school year is to increase 3.5 or higher student proficiency by 6 percentage points to 44 %.

G2.B1 Thirty-eight percent (38%) of North Glade Elementary students scored proficiency (3.5) or higher on the 2013 FCAT-Writing. This is forty percent (40%) less than in 2012 and fifty-two percent (52%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the state's increase in proficiency rate from 3.0 to 3.5 and to the rare fact that last year's fourth grade class had a particularly large group of SPED students. Last year, 28% of the fourth grade class was SPED. Despite this fact, 71% of our students earned a 3.0 last year which is only 7% less than the previous year's 3.0 touchstone. Our failure was clearly in moving students from 3.0 to 3.5. The major barrier of our school in this section is to figure the formula for moving students to 3.5.

G2.B1.S2 Provide in-school tutorial sessions for bubble children six weeks prior to the FCAT.

Action Step 1

In December, a list of bubble students will be created based upon writing data. These students will be provided with a six week intervention period. Groups will be handled by the reading coach and principal (and any other interventionist budget permitting).

Resource Type

Evidence-Based Program

Resource

In-school tutorial sessions

Funding Source

None needed

Amount Needed

\$0

Action Step 2

In December, a list of bubble students will be created based upon writing data. These students will be provided with a six week intervention period. Groups will be handled by the reading coach and principal (and any other interventionist budget permitting).

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. The results of the 2013 FCAT-Mathematics indicate that 42% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 48 %.

G3.B1 Forty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B1.S3 Provide an in-school pull out remediation program for students not mastering weekly goals and after-school/Saturday school programs for other students.

Action Step 1

Students in grades 3-5 not mastering weekly benchmarks (as evidenced by weekly probes) will receive additional remedial instruction from an hourly interventionist during the week after the noting of their deficiency. Additional, students who scored Levels 1-2 will be given the opportunity to attend a six week (twelve hour) after-school tutorial session; all students will be given the opportunity to attend a four week (twelve hour) Saturday Academy.

Resource Type

Evidence-Based Program

Resource

In-school interventionist

Funding Source

ETO intervention funds

Amount Needed

\$9,000

G3.B2 Forty-two percent (42%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Mathematics. This is three percent (3%) less than in 2012 and twenty-six percent (26%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to discover and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B2.S1 Provide after school and Saturday opportunities for tutorial assistance.

Action Step 1

Tutorial sessions

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B3 Twenty-nine percent (43%) of North Glade Elementary Hispanic subgroup scored Levels 3 or above on the 2013 FCAT-Mathematics. The 2014 target is 68%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B3.S1 Provide after-school. and Saturday tutorial opportunities

Action Step 1

Math tutorial sessions

Resource Type

Evidence-Based Program

Resource

After-school tutorial help for grade 3-5 bubble children (10 hours per session times six sessions)

Funding Source

School discretionary budget

Amount Needed

\$1,500

G3.B7 Forty percent (40%) of North Glade Elementary Black subgroup scored Levels 3 or above on the 2013 FCAT-Mathematics. The 2014 target is 43%. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major challenge to our school in 2013-2014 is to develop critical problem solving skills in our students, especially in the areas of Fractions (Grade 3), Geometry/Measurement (Grade 4), and Base Ten/Fractions (Grade 5). Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G3.B7.S1 Provide after-school and Saturday tutorial opportunities.

Action Step 1

Tutorial sessions

Resource Type

Evidence-Based Program

Resource

Saturday Academy sessions (five weeks times three hours)

Funding Source

School discretionary budget

Amount Needed

\$1,350

G4.

G4.B1 Fifty-nine percent (59%) of North Glade Elementary students scored annual gains in reading on the 2013 FCAT-Reading. This is seven percent (7%) less than in 2012 and five percent (5%) less than in 2011. Barriers that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the expanded multi-grade format of the EBD program. The major challenge of our school in this section is to differentiate instruction so that the needs of each individual student are met. Our school's mission statement of "North Glade Elementary pledges to alter curriculum, instruction, and learning environment in order to meet the needs of each child" must be upheld. Additionally, we need to identify and to implement accommodations with special need populations that enable them to perform to their highest potential.

G4.B1.S1 Strategies needed to increase reading performance include the following: • Differentiate instruction by using instructional focus calendars and lesson planned specifically to meet the needs of all students, especially the non-proficient student. • Identify and implement approved accommodations that enable special need populations to perform to their highest potential. This is especially critical in grade 5 where 28% of the testing population is SPED. • Retool instructional staff into the gradual release model of instruction. • Restructure in-school tutorial services to include 30 minutes of intervention instruction (outside of the reading block) for all students who scored Levels 1 or 2 on the 2013 FCAT-Reading or 49% or less on the 2013 SAT-Reading. Use Wonder Works as the curriculum for this program. • Provide after-school or Saturday School tutorial opportunities as permitted by the budget.

Action Step 1

Intervention Tutoring

Resource Type

Evidence-Based Program

Resource**Funding Source****Amount Needed**

G5. The results of the 2013 FCAT-Science indicate that 38% of our students achieved Level 3 proficiency or higher. Our goal for the 2013-2014 school year is to increase Level 3 or higher student proficiency by 6 percentage points to 44 %.

G5.B1 Thirty-eight percent (38%) of North Glade Elementary students scored Levels 3 or above on the 2013 FCAT-Science. This is one percent (1%) more than in 2012 and thirteen percent (13%) less than in 2011. Indicators that have led to this change include the school's failure to respond to the increased rigor of FCAT 2.0 and the inclusion of SWD and ELL students in the testing population. The major barrier to our school in 2013-2014 is twofold. We must meet the challenge of increased rigor with FCAT 2.0 in all strands. Strand percentages fluctuated between 63% and 70%. There are no high or low points, just a need to raise the bar further. Of particular concern is the grouping of fifth grade this year. This year's fifth grade class is small with 28% of the class in SPED. Nine of these students are in an EBD grade 3-5 combination class.

G5.B1.S3 Provide after-school and Saturday Academy tutorial opportunities to provide opportunities for students to participate in scientific enrichment activities.

Action Step 1

Tutorial sessions need to be created, curriculum identified, teachers trained, and student taught.

Resource Type

Evidence-Based Program

Resource

1) After-school tutorial sessions (10 hours times 2 sessions) 2) Saturday Academy (5 days time 3 hours)

Funding Source

School discretionary account

Amount Needed

\$950