



## Glades Academy, Inc

7368 STATE ROAD 15 BUILDING E, Pahokee, FL 33476

[www.gladesacademy.org](http://www.gladesacademy.org)

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

99%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

96%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>29</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Through the cooperation of teachers, staff, parents, and the community for which we serve, Glades Academy will create a learning environment that will provide students with best opportunities for academic achievement. It is our mission to increase student achievement in all academic studies. Our primary goal is to provide a rigorous, systematic, intense instructional programs for English Language Arts and Math.

##### **Provide the school's vision statement**

Glades Academy provides a safe and nurturing school setting that will promote emotional and social growth while developing a self confidence and academic advancements, needed to become active and productive citizens.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Glades Academy believes that every child can succeed. Every student that attends brings different cultures and beliefs to the Glades Academy family. All staff listens, learns, and respects their students' cultures and does not pass judgement or allow their personal bias to stand in the way of educating their students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

All staff members are responsible for providing a positive and safe learning environment. All students have the potential to learn in a positive, accepting, nonjudgmental, trusting school environment. Glades Academy will build a trusting learning community where teachers and students feel comfortable taking risk, asking questions, and trying new things. All collaborating will be done in a flexible, respectful, trustworthy, and positive manner.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Glades Academy uses Palm Beach County CHAMPS school wide behavior plan. The following steps will be taken to address classroom behavior that are disruptive to teaching, learning, and functioning of school activities:

1. Student will be given a verbal warning.
2. Student will lose recess or free activity time; classroom seat or location may be changed.
3. Student citation will be given; must be returned with parent signature
4. Parent will be emailed and/or telephoned.
5. Parent meeting will be requested.

Should the student's inappropriate behavior continue after the parent/teacher meeting, a formal

behavior referral will be given and the Principal will then request a mandatory parent meeting to devise an action plan.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Glades Academy will not discriminate on the basis of any social-emotional needs. All Glades Academy students will be respected for where he or she is on the learning continuum and who they are. Teachers will be aware of each student individual needs and provide additional interventions for students with learning, emotional, social, and behavior problems with a referral to the School Base Team. It is our responsibility as educators to place students in an environment where they will flourish.

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

An Early Warning System uses indicators to identify students at risk of not graduating high school, with the ultimate goal of providing them with additional supports to help them get back on track. The teachers at Glades Academy look at the data from Diagnostic testing, Reading Running Records and FCAT scores to see which students need more assistance. Teachers work with these students in small groups to help them improve their scores.

Academic success is determined on student motivation, family involvement, instructional quality and school climate. Students at Glades Academy are motivated to attend school so that they can get awards at the end of the school year. Some of the awards they receive are perfect attendance, honor role, principal's award, etc.

It is important to target students who are most in need of intervention. The school needs to work with the people in the community so that the students receive the best education which will help the students become positive citizens in the community.

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

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Attendance below 90 percent	2	2	2	2	2	2	2	2	16
One or more suspensions	0	2	1	1	4	2	1	2	13
Course failure in ELA or Math	1	2	2	5	1	1	1	1	14
Level 1 on statewide assessment	0	0	2	8	4	2	11	2	29

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Students exhibiting two or more indicators	1	1	1	1	1	1	1	1	8

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The teachers at Glades Academy are concerned for the struggling students and those with diverse learning needs. The model that is used in the school to support students is called Response to Intervention or RTI. Students are referred to the School Based team. This team meets on a biweekly basis, to discuss different strategies that can be used to best help the student. The School Based team is made up of General Education teachers, as well as ESE teachers (Exceptional Student Education). The teacher of the struggling student then implements the different strategies, and keeps careful documentation for at least 6 weeks. After six weeks, the team discusses the results, and either the student is to continue with the same interventions or work on new ones which would better help the student.

The students at Glades Academy who have diverse learning needs work with an ESE teacher on a weekly basis. The ESE teacher and the General Ed teacher follow the students IEP, making sure that the student is receiving the proper accommodations within the classroom. Students who have limited skills of the English language have an LEP (Limited English Proficiency). The teachers are to follow these plans while they are planning for instruction for the students. Lastly, students who do not qualify for exceptional student education, but have a medical diagnosis may have a 504 plan which lists any accommodations that the teachers follow while planning for instruction and testing of these students. There are many programs in place at Glades Academy to help improve struggling students and those with diverse educational needs.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191206>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

By sharing resources, expertise, and accountability, community schools can address challenges related to economic hardship and create essential conditions for learning. It is essential that everyone in the entire community agrees on the same goals and expectations. The board of directors and the teachers of Glades Academy work together to best meet the needs of the students. Throughout the year, the students at Glades Academy collaborate with different organizations so that they can learn outside of the classrooms. There are many field trips, both in and out of the classrooms for the children. We also collaborate with the aftercare programs and help with some events after school hours, such as a Christmas Toy Drive.

Parents are an important asset to the school as well. Throughout the year, Glades Academy holds monthly parent meetings so we can encourage the parents to be active participants in the school. These meetings are held in both English and Spanish, so that all parents are encouraged to participate. Glades Academy utilizes funds from Title 1 and from IDEA money to better reach the needs of the students. Items are purchased for the students using these funds that increase students learning.

Working with people in the community helps ensure that the needs of the students and their families are met in appropriate ways.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Zumpano, Don	Principal
Phelps, Dena	Teacher, K-12

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The school leadership team (teacher and administrator) will focus meetings around one question: how do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and our students? The team will meet once a week to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at all grade levels to identify students who are meeting/exceeding benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The school principal provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI, skills of school staff, insures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based plans and activities. All General education teachers: provide information concerning all core instruction, participated in school data collection, delivers Tier 3 instruction/intervention collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. ESE and ELL contacts provide support and guidance to Glades Academy students, staff, and family members as needed. Glades Academy is a Title I school. Glades Academy will utilize these allocated funds for the 2014-2015 school years in the following areas: Family Involvement activities, parent workshops/training, staff development, and tutorial. Glades Academy will hire a paraprofessional to assist and supplement the classroom teacher.

Title I, Part C Migrant - Migrant Liaison provides services and support to our students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I Part D - District receives funds to support the Educational Outreach Program. Services are coordinated with District Out Prevention Programs.

Title II - District receives supplemental funds for improving basic education programs through the purchase of small equipment and supplemental education programs. Funds at Glades Academy are

used to purchase additional (supplemental program) materials.

Title III - Services are provided through the district for education materials and ELL district support services improve the education of immigrants and English Language Learners.

Title X Homeless - District homeless social workers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Program - Glades Academy offers a Violence Prevention Program to all grades 2 through 7 students. Volunteer police officers conduct student workshops on a regular basis.

Nutrition Program-Students are provided a healthy breakfast and lunch.

Business partners include Palm Beach Day Academy, Preservation Society, and Florida Crystal.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Emilia Fanjul	Business/Community
Alexandar Borell	Business/Community
Guillermo Rivera	Business/Community
Ann Blades	Business/Community
Lilian Azqueta	Business/Community
Craig Kelly	Business/Community
John Raul	Business/Community
Daniel Martell	Business/Community

#### Duties

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

##### *Evaluation of last year's school improvement plan*

The School Improvement Plan is written to determine how to best meet the needs of the students. The School advisory council is made up of the Board Members. The School Advisory committee creates and votes on the School Improvement Plan. Meetings of the School Advisory committee must be scheduled when parents, students, teachers, and members of the community can attend. A quorum must be present before a vote is taken by the school advisory council. A majority of the membership of the council constitutes a quorum. All minutes are recorded by the members of the board.

##### *Development of this school improvement plan*

The purpose of the SAC is to assist in the developing and evaluating of the SIP. It is the responsibility of the SAC to help enhance student success. In the process of developing the School Improvement Plan, SAC conducts a needs assessment that identifies internal and external factors that affect student learning. Working with the information revealed by the needs analysis, the SAC assists in clarifying the vision for the school and establishing indicators for student success. The SAC focuses on the needs of the students including what they need to know (curriculum content) and be able to do (performance application). Another primary task of the SAC is to regularly communicate with parents, educators, students and community about the school Improvement Plan.

##### *Preparation of the school's annual budget and plan*

The Glades Academy accountant brings a monthly budget report and presents it to the SAC. The SAC provides feedback. Changes are made based on SAC feedback.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Glades Academy used their school improvement funds to provide staff development (\$4,650), tutoring(\$5,000), supplies/software/postage(\$6,500), computers(\$5,200), part parent liaison stipend(\$1,000), kindergarten round-up materials(\$300), leveled readers (\$9,500) and salary and benefits for a full time paraprofessional(\$14,350).

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Zumpano, Don	Principal
Phelps, Dena	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The principal and leadership team will meet with individual teachers at weekly meetings or one on one to discuss assessment results and student progress. During these meetings lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessments, and differentiation to address individual student needs. Progress monitoring logs and data chats will be utilized to document the process of teaching, assessing, and reassign students.

**Public and Collaborative Teaching**

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

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Helping new teachers become veterans is an important step in addressing teacher shortages. New teachers tend to leave because of such factors as inadequate preparation and poor salaries and benefits. In order to keep beginning teachers in the classroom, it is essential that we provide prospective teachers with quality teaching for content and classroom management.

The employees at Glades Academy are encouraged to work together and help each other. The teachers have weekly learning team meetings where we are encouraged to share our knowledge and work together on the curriculum. Also, teachers are required to attend monthly literacy roll out meetings at a local elementary school. Teachers are required to collaborate with other teachers in order to create a positive working environment. The veteran teachers mentor the new teachers, giving the new teachers the ability to share his/her knowledge.

## **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Glades Academy Board of Directors places an emphasis on a good compensation package for all employees which includes salary and benefits. A strong emphasis is also placed on a strong teacher support system from administration. On-going professional development opportunities and appropriate education opportunities are available to all staff members. An emphasis is placed on low teacher/pupil ratios. A gas stipend is provided. Opportunities for additional salary provided through after school tutoring.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentor and the mentee will meet on a weekly basis in a professional learning community to discuss evidenced based strategies for each domain. The mentor is allocated release time to observe the mentee. Time is also allocated for feedback, coaching, and planning assistance.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Glades Academy curriculum consists of the core knowledge sequence produced by the core knowledge foundation. We believe in a good curriculum, well delivered, and consistently assessed reminding our students that life and learning are not just happening to them - rather they are making it happen. The curriculum will focus on clear and measurable expectations for student learning. Our dedicated staff will use multi level reinforcement as well as intentional daily practice time. The curriculum will stretch the children with support for higher level thinking questions, concepts and readings appropriate for our population. It will be challenging while still meeting the needs of the students who are struggling in the core areas and need to gain the skills to meet the grade level standards. Reading will be a key component to our curriculum because it is our experience that students with low academic abilities struggle in this area. School Board-adopted instructional materials will support the curriculum as outlined in state and college readiness expectations with the same high-quality materials. These expectations shall build on one another as students advance from one grade to the next.

Glades Academy uses these instructional resources that are proven effective with a similar student population.

Glades Academy teachers must develop their own instructional materials that fills in the gaps in the district selected program. Teachers at Glades Academy use data to determine which instructional materials are appropriate for the success of the student. We use the district provided Performance Matters test generator to make up teacher generated test based on Florida's standards.

We feel our curriculum will offer our students a variety of learning opportunities that should meet all their needs and learning styles that align with the Florida standards..

#### **Instructional Strategies**

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Differentiated instruction is the way a teacher responds to a variety of student needs in the classroom. To meet student needs, teachers differentiate by modifying the content (material that is

being taught), the process (the way it its taught) and the product (how students demonstrate their learning. Teachers at Glades Academy use data from Running Records, Diagnostic tests, SRI, etc. to determine which students need the most assistance in reading. The teachers help these students by working in small group using the Triumphs curriculum on a daily basis. Teachers keep explicit data and records that map out exactly what the students will be learning that day. Furthermore, teachers create small group word study activities depending on the needs of the students. While planning these activities, the teachers keep in mind the learning styles of the students. The teachers at Glades Academy create lessons that are auditory, tactile and visual so that they can meet all learning styles of the students.

Since Glades Academy expand their work day, the teachers are also able to use the data from Diagnostics, classroom observations, tests and quizzes to see who is having difficulty in math. Teachers create small group center activities based on the student's individual needs, Teachers also keep in mind the various learning styles of the students in order to best meet the needs of the students.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Glades Academy is extending our school day for the 2014-2015 school years in order to provide additional learning time in the core areas of math and reading for all students.

***Strategy Rationale***

Additional one on one time, tutoring, and small group instruction

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Zumpano, Don, don.zumpano@palmbeachschools.org

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data collection and analysis is very important to Glades Academy. Data collection and analysis is vital in creating a successful year for both students and teachers. The following instruments are used in collecting data: classroom observation, document review such as work samples, report cards, homework, core curriculum tests and quizzes, teacher made tests and quizzes, Diagnostic tests, FSA tests, SRI, etc.

Student monitoring is a continuous process. When teachers monitor our school literacy program, they keep a watchful eye on the students achievement and successes in all core subject areas. The collect literacy-focused assessment data, including Standardized Tests, and Alternative Assessments, (such as samples of students' work and observations of students behavior and performance). They also look beyond assessment data to children's attitude toward all core subject areas, comments from families, and any other information that will shed light on whether the goals of our literacy program are being met. Next they review and analyze this information to determine the value of various elements of the literacy program and how well these elements foster student success. Finally, they make adjustments in areas that need improvement.

**Student Transition and Readiness**

## PreK-12 Transition

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

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Strategies for assisting preschool children in transition from early childhood programs to local elementary programs is as follows:

- \*Parents are directly involved in the transition
- \*The kindergarten program is developmentally appropriate for the students
- \*The FLKRS test is administered to all incoming students to determine their readiness for kindergarten
- \*Ongoing communication and cooperation between Glades Academy and several local pre-schools, all local pre-schools are invited to visit Glades Academy during the school year, Pre-Kindergarten students participate in structured "formal and informal" activities
- \*Parent involvement opportunities are provided for parents to ask questions and to provide information about them selves, and their program is an open atmosphere, the foundation is laid for effective cooperation during the transition
- \*Open House every Fall
- \*Written material concerning our program is made available to all new parents
- \*Arrangements are made to provide special information and assistance for Non-English Speaking parents
- \*Teacher plan phase in groups during the first week of school in order to provide more individual attention to each student
- \*Parents are invited to come and spend a minimal amount of time with their child on the first day of school
- \*Parents of all upcoming kindergarten students are cordially invited to visit the school during the month of May. As in previous years, Glades Academy will schedule an Open-House for the parents to view the school, meet our entire staff, and participate in an hour of formal and informal activities
- \*Parents of all up-coming kindergarteners will be given transitional materials which will assist them and their children.

## College and Career Readiness

### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Staff will actively seek and invite members of the community into the school to share with students the steps they needed to take in order to reach their career goals including college requirements and any other training necessary. Also, teachers will share informational text about both colleges and careers. By sharing a range of careers, students will be exposed to a variety of career opportunities available to them.

### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Middle school students will complete the career planning course before the end of 8th grade. Through this program, students will be given options of possible career choices available to them based on their interests and strengths.

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

NA

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Parents will be supported academically and socially.
- G2.** Students will receive strategic instruction align to the new standards.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Parents will be supported academically and socially.** 1a

G047980

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	15.0

**Resources Available to Support the Goal** 2

- Parent recourse room and part time parent liaison

**Targeted Barriers to Achieving the Goal** 3

- Parents have limited understanding of new standards being assessed.

**Plan to Monitor Progress Toward G1.** 8

Sign-in sheets, evaluations, parent surveys

**Person Responsible**

Dena Phelps

**Schedule**

Quarterly, from 10/15/2014 to 3/11/2015

**Evidence of Completion**

Collect agenda, sign-in sheets, evaluations, parent survey results

**G2. Students will receive strategic instruction align to the new standards.** 1a

G047948

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	15.0

**Resources Available to Support the Goal** 2

- Leveled Readers, Computers, Units of Study, Paraprofessional, Phonic Kits, Software

**Targeted Barriers to Achieving the Goal** 3

- Students and teachers have limited understanding of the new standards.

**Plan to Monitor Progress Toward G2.** 8

Collect assessment data and conduct data chats.

**Person Responsible**

Dena Phelps

**Schedule**

Daily, from 9/17/2014 to 5/29/2015

**Evidence of Completion**

Payroll register, lesson plans, assessment data, tutoring schedule

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Parents will be supported academically and socially. **1**

 G047980

**G1.B1** Parents have limited understanding of new standards being assessed. **2**

 B119521

**G1.B1.S1** Provide parents opportunities to learn strategies to support new standards. **4**

 S131361

#### Strategy Rationale

Additional support for academics at home.

#### Action Step 1 **5**

Provide parents with four trainings to support content area standards.

#### Person Responsible

Dena Phelps

#### Schedule

Quarterly, from 10/21/2014 to 3/11/2015

#### Evidence of Completion

training schedule, parent invitation, evaluations, agenda, sign- in sheets

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

Invite parents to trainings, evaluate training

**Person Responsible**

Dena Phelps

**Schedule**

Quarterly, from 10/15/2014 to 3/11/2015

***Evidence of Completion***

Collect invitations, evaluations, sign-in sheets, agendas

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

use feedback from evaluations

**Person Responsible**

Dena Phelps

**Schedule**

Quarterly, from 10/15/2014 to 3/11/2015

***Evidence of Completion***

Collect the evaluations, agendas, sign-in sheets

**G2.** Students will receive strategic instruction align to the new standards. 1

G047948

**G2.B1** Students and teachers have limited understanding of the new standards. 2

B119452

**G2.B1.S1** Provide extended learning opportunities. 4

S131315

**Strategy Rationale**

Additional instruction for below grade level students.

**Action Step 1** 5

Tutoring will be provided Monday through Friday.

**Person Responsible**

Dena Phelps

**Schedule**

Daily, from 10/13/2014 to 12/19/2014

**Evidence of Completion**

Students sign in sheets, Payroll register, Lesson Plans, Student Progress Monitoring

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Create tutoring schedule

**Person Responsible**

Dena Phelps

**Schedule**

Daily, from 10/13/2014 to 12/19/2014

**Evidence of Completion**

Collect lesson plans, walk throughs,

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

Pre-Post test students

**Person Responsible**

Dena Phelps

**Schedule**

Daily, from 10/13/2014 to 12/19/2014

**Evidence of Completion**

Data from pre-post tests

**G2.B1.S2 Teachers will be provided professional development.** 4

 S131316

**Strategy Rationale**

Provide additional strategies for reading program.

**Action Step 1** 5

Teachers will be provided training on the Scholastic Reading Program.

**Person Responsible**

Dena Phelps

**Schedule**

On 7/24/2014

**Evidence of Completion**

Agenda, sign-in, evaluation

**Action Step 2** 5

Teachers will participate in the LEA monthly Literacy Roll Out Trainings.

**Person Responsible**

Don Zumpano

**Schedule**

Monthly, from 8/25/2014 to 4/30/2015

**Evidence of Completion**

Agenda, sign-in, evaluation, classroom walkthrough

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

Teachers will be observed implementing the Scholastic Program.

**Person Responsible**

Don Zumpano

**Schedule**

Monthly, from 7/24/2014 to 6/3/2015

**Evidence of Completion**

Collect lesson plans, data chats, and walk throughs

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

Teachers will attend monthly reading support for the Literacy Roll Out Program.

**Person Responsible**

Don Zumpano

**Schedule**

Monthly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Unit of study scope and sequence, agenda, classroom walk through notes

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Tutoring will be provided Monday through Friday.	Phelps, Dena	10/13/2014	Students sign in sheets, Payroll register, Lesson Plans, Student Progress Monitoring	12/19/2014 daily
G2.B1.S2.A1	Teachers will be provided training on the Scholastic Reading Program.	Phelps, Dena	7/24/2014	Agenda, sign-in, evaluation	7/24/2014 one-time
G1.B1.S1.A1	Provide parents with four trainings to support content area standards.	Phelps, Dena	10/21/2014	training schedule, parent invitation, evaluations, agenda, sign- in sheets	3/11/2015 quarterly
G2.B1.S2.A2	Teachers will participate in the LEA monthly Literacy Roll Out Trainings.	Zumpano, Don	8/25/2014	Agenda, sign-in, evaluation, classroom walkthrough	4/30/2015 monthly
G1.MA1	Sign-in sheets, evaluations, parent surveys	Phelps, Dena	10/15/2014	Collect agenda, sign-in sheets, evaluations, parent survey results	3/11/2015 quarterly
G1.B1.S1.MA1	use feedback from evaluations	Phelps, Dena	10/15/2014	Collect the evaluations, agendas, sign-in sheets	3/11/2015 quarterly
G1.B1.S1.MA1	Invite parents to trainings, evaluate training	Phelps, Dena	10/15/2014	Collect invitations, evaluations, sign-in sheets, agendas	3/11/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Collect assessment data and conduct data chats.	Phelps, Dena	9/17/2014	Payroll register, lesson plans, assessment data, tutoring schedule	5/29/2015 daily
G2.B1.S1.MA1	Pre-Post test students	Phelps, Dena	10/13/2014	Data from pre-post tests	12/19/2014 daily
G2.B1.S1.MA1	Create tutoring schedule	Phelps, Dena	10/13/2014	Collect lesson plans, walk throughs,	12/19/2014 daily
G2.B1.S2.MA1	Teachers will attend monthly reading support for the Literacy Roll Out Program.	Zumpano, Don	9/10/2014	Unit of study scope and sequence, agenda, classroom walk through notes	5/29/2015 monthly
G2.B1.S2.MA1	Teachers will be observed implementing the Scholastic Program.	Zumpano, Don	7/24/2014	Collect lesson plans, data chats, and walk throughs	6/3/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** Students will receive strategic instruction align to the new standards.

**G2.B1** Students and teachers have limited understanding of the new standards.

**G2.B1.S2** Teachers will be provided professional development.

### **PD Opportunity 1**

Teachers will be provided training on the Scholastic Reading Program.

#### **Facilitator**

Scholastic Representative

#### **Participants**

All Teachers

#### **Schedule**

On 7/24/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Parents will be supported academically and socially.	4,190
<b>Goal 2:</b> Students will receive strategic instruction align to the new standards.	42,036
<b>Grand Total</b>	<b>46,226</b>

### Goal 1: Parents will be supported academically and socially.

Description	Source	Total
<b>B1.S1.A1</b> - salary and benefits for part time liaison	Title I Part A	3,000
<b>B1.S1.A1</b> - Family involvement supplies-paper, ink, books, materials for parent training, materials for kindergarten round up	Title I Part A	1,190
<b>Total Goal 1</b>		<b>4,190</b>

### Goal 2: Students will receive strategic instruction align to the new standards.

Description	Source	Total
<b>B1.S1.A1</b> - Salary and Benefits for Tutoring	Title I Part A	2,000
<b>B1.S1.A1</b> - Classroom/Tutoring Supplies-paper, ink, classroom library, science boards, materials for hands on experiments, notebooks, folders, pencils, composition books, chart paper, highlighters, chart paper, post it, white boards, easels, computer software, ink, copy paper, leveled readers, writing kits, phonic kits	Title I Part A	10,662
<b>B1.S1.A1</b> - Salary and benefits for classroom professional	Title I Part A	26,374
<b>B1.S2.A1</b> - Consultant for Scholastic PD	Title I Part A	3,000
<b>Total Goal 2</b>		<b>42,036</b>