

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: GLADES ACADEMY AGRI /ECOLO STUDIES

District Name: Palm Beach

Principal: Don Zumpano

SAC Chair: Emilia Fanjul

Superintendent: William F. Malone

Date of School Board Approval: December 2012

Last Modified on: 9/12/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Don Zumpano	BS Sociology/Urban Studies, MA School Administration, SAS Advanced Degree in School Administration and Supervision, Educational Doctorate Degree	8	16	For the 2011-2012 school year Glades Academy made AYP with 100% proficiency met in all required sub groups and core subject areas. For the 2010-2011 school year Glades Academy met 100% proficiency in all required subgroups and core subject areas. Glades Academy Elementary is no longer a school in need of improvement having made Annual Yearly Progress for two consecutive years in a row. Glades Academy scored a total of 543 points achieving a school grade of A. Eighty two percent (82) of all students tested met high standards in reading, eighty seven percent (87%) met high standards in math, seventy three percent (73%) met high standards in writing, ninety percent (90%) of all students tested made learning gains in reading, fifty five percent of all students tested made learning gains in math.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
NONE	Glades Acsademy currently has no Instructional Coaches.				

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	<ol style="list-style-type: none"> <li>1. Emphasis is placed on good compensation package, salary and benefits</li> <li>2. Emphasis is placed on strong teacher support system from administrator</li> <li>3. Ongoing professional development opportunities and appropriate education opportunities</li> <li>4. emphasis is placed on low teacher/pupil ratio</li> </ol>	Board of Directors Board of Directors Board of Directors Board of Directors	ongoing	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All Glades Academy teaching staff are highly qualified and are teaching in field.	

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
7	0.0%(0)	42.9%(3)	57.1%(4)	0.0%(0)	42.9%(3)	100.0%(7)	0.0%(0)	0.0%(0)	100.0%(7)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
			The mentor and the

Dena Phelps	Erica Jones	Erica is a Florida certified teacher with very little classroom experience. She is eager to learn additional teaching strategies which will result in high student achievement levels.	mentee are meeting 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. The reading coach is also utilized in classroom modeling lessons for Ms. Jones. She uses reading and writing strategies to teach language arts concepts.
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Glades Academy is a Title I school. Glades Academy will utilize these allocated funds for the 2012-2013 school years in the following areas: Family Involvement activities and parent workshops and trainings, staff development, 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 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. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy in math and reading of struggling students. Funds at Glades Academy are used to purchase additional (supplemental education 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 worker provides 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.

#### Supplemental Academic Instruction (SAI)

Glades Academy offers (Supplemental Education Services) tutoring companies approved through the State of Florida who work directly with students and teachers supplementing our core curriculum. Glades Academy offers in-school tutoring to all our students that fall within the lowest 25% in all core curriculum areas.

#### Violence Prevention Programs

Glades Academy offers a violence prevention program to all grade 2 through 5 students. Volunteer police officers conduct student workshops on a regular basis.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Principal: provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of 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: provides information concerning all core instruction, participates 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.

Instructional Coaches: develops, leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assist with whole school screening programs that provide early intervention services for children to be considered "at-risk "; assists in the design and implementation for progress monitoring, data collection, and data analyses, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

ESE AND ELL contacts: Provides support and guidance to Glades Academy students, staff and family members as needed.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The School Leadership Team 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 meets 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 level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting 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 role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The RTI Team will meet with the school Advisory Council (SAC) and principal to develop the 2011-2012 School Improvement Plan (SIP). The team will provide data on: Tier 1,2, and 3 targets; academic and social/emotional areas that need to be addressed, help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing), and aligned processes and procedures.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network (PMRN) Florida Comprehensive Assessment Test (FCAT) , Diagnostic Assessment for Reading (DAR), Scholastic Reading Inventory (SRI), FLKRS, determines Kindergarten Readiness, FCAT Diagnostic Test (Fall, Winter, Spring testing, Reading Running Records (ongoing assessment), Scott Foresman Reading Curriculum Assessments (weekly, monthly), Student Portfolios (ongoing) Teacher Development Assessment (ongoing), Office Discipline, Referrals, Retentions, Absences.

Describe the plan to train staff on MTSS.

Professional development on RTI strategies will be provided during teacher planning times, scheduled professional development days, after school and weekends throughout the school year. Professional development will be to RTI /Inclusion facilitator by district staff during 2011-2012. The school based RTI /Inclusion facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but not be limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data based decision making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading

Describe the plan to support MTSS.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Glades Academy school-based Literacy Leadership team consists of all teaching staff, principal, and coaches.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets on a weekly basis. At this time the learning team will review all assessment data and jointly make recommendations and corrections to the core curriculum as deemed necessary.

What will be the major initiatives of the LLT this year?

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 will be utilized to document the process of teaching, assessing, and re-assessing students.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/6/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

1. Parents are directly involved in the transition
2. The Kindergarten program is developmentally appropriate for the students
3. The FLKRS Test is given to all incoming students to determine their individual readiness
4. Students will be assessed using the Florida Kindergarten Readiness Screener to determine their readiness for Kindergarten
5. Ongoing communication and cooperation between Glades Academy and several local pre-schools, all local pre-school are invited to visit Glades Academy during the school year. Pre-Kindergarten students participate in structured "formal and informal" activities
6. Parent involvement opportunities are provided for parents to ask questions and provide information about themselves, and their programs in an open atmosphere, the foundation is laid for effective cooperation during the transition
7. Open House every fall
8. Written material concerning our program is made available to all new parents
9. Arrangements are made to provide special information and assistance for non-English Speaking Parents
10. Teachers plan phase in groups during the first week of school in order to provide more individual attention to each student
11. Parents are invited to come and spend a minimal amount of time with their child on the first day of school
12. 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. The Kindergarten curriculum will also be discussed in depth at this time.
13. Parents of all upcoming Kindergartners will be given transitional materials which will assist them and their children.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	By June 2013 increase by 5% or more the number of Glades Academy students in grades 3 through 5 that will score a level 3 on the 2013 Spring Reading FCAT Test,
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance for all grades 3 through 5 students who scored a level 3 on the 2012 Spring Reading FCAT Test is Eighty Two percent (82%).	The expected level of performance for all grade 3 through 5 students taking the 2013 Spring Reading FCAT Test will be 85% or higher.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low student effort in completing required tasks	Additional supplemental reading materials will be added to each classroom to support the core reading curriculum.	classroom teacher, principal	The principal and classroom teacher will monitor all reading assessments on an ongoing basis throughout the school year. Glades Academy will hold learning team meetings on a weekly basis throughout the school year to evaluate student progress and curriculum effectiveness.	With the use of weekly, monthly and quarterly assessments students progress will be monitored regularly.
2	1.1. Anticipated barrier: low student self esteem,	1.1. use student praise on a daily basis,	1.1. principal, teacher, paraprofessional, reading coach	1.1. The principal and teaching staff will monitor all reading assessments on an ongoing basis throughout the school year. Glades Academy will hold Learning Team Meetings on a weekly basis to analyze data, problem solve and make changes to the reading curriculum and strategies as deemed necessary.  1.2 The school will hold learning team meetings weekly to study test data information to determine student proficiency gains or losses in the core area of reading.  1.3. Student portfolios are checked on a regular basis by the school principal,, to determine	1.1. With the use of weekly, monthly and quarterly assessments student's progress will be monitored regularly. The following assessments will be used: SRI Diagnostic Tests in grades 1 through five quarterly, FLKRS, beginning school year to determine kindergarten readiness, FCAT Diagnostics, Fall, Winter, Spring testing, McMillan Heritage Core Reading Program assessments weekly/monthly, student portfolios, teacher developed assessments, FY2013 Spring

				gains or loses in reading proficiency.	FCAT results. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	By June of 2013 increase by twenty-five percent (25%) the number of Glades Academy students in grads 3 through 5 that will score a level 4 or 5 on the 2013 Spring Reading FCAT Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year seven percent (7%) of all grades 3 through 5 students scored a level 4 or 5 on the 2011 Spring Reading FCAT Test.	It is expected that twenty five-percent (25%) of all grades 3 through 5 students will score a level 4 or 5 on the 2013 Spring Reading FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low parent participation in all school matters.	The school will continue to keep in touch with parents by mail, phone calls, parent professional development programs etc.	teacher, principal	With the use of weekly, monthly and quarterly assessments student progress will be monitored throughout the school year.	all assessments, teacher made or standardized testing.
	2.1. anticipated barrier: Low student motivation levels,	2.1. Glades Academy will base all instruction on the k-5 Sunshine State Standards, Benchmarks, Grade Level	2.1. principal, teacher, reading coach	2.1. The process used to determine the effectiveness of this action step is as follows: The principal, teaching	2.1. With the use of weekly, monthly and quarterly assessments student's progress



2		Expectations, and ongoing student assessments with the primary focus on the five (5) critical areas of reading: phonics, fluency, comprehension, vocabulary, phonemic awareness,		stall and the reading coach will monitor all reading assessments on an ongoing basis throughout the school year.  Lesson plans will be observed during classroom walkthroughs and will be submitted weekly during LTM's.	will be monitored regularly. The following assessments will be used: SRI Diagnostic Test in grades 1 through 5 quarterly, FLKRS beginning school year (Kindergarten Readiness), SSS FCAT Diagnostics Fall, Winter, Spring Testing, Reading Running Records on-going assessment, McMillan Heritage Core Reading Program assessments, weekly, monthly, quarterly Academic and attendance records from tutoring sessions, student portfolios, teacher developed assessments, 2013 Reading FCAT results, classroom walkthroughs to determine frequency of higher order questions.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By June 2013 increase the number of students in grades 3 through 5 making learning gains in reading by five -percent (5%) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

<p>ninety percent (93%) of all grades 3 through 5 students made learning gains during the 2011-2012 school years</p>			<p>It is expected that by June 2013 at least ninety five percent (95% or higher of all grades 3 through 5 students will make learning gains in reading</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	absentee parent/parents in the students home	The school will keep in touch with all parents on a regular basis encouraging them to participate in their child's school activities and education.	teacher, principal	review of assessment data reports to ensure that teachers are teaching and assessing students according to their strengths and weaknesses.	diagnostic and FCAT data results
2	3.1. anticipated barrier: low parent involvement in school matters and activities,	3.1. Glades Academy teachers will keep in touch with their parents encouraging them to attend parent conferences, parent workshops and school programs	3.1. principal, teacher, Learning Team,	3.1. administrator will review student portfolios, teacher/student chats will be held on an on-going basis throughout the school year, weekly Learning Team meetings will be held to analyze data to determine student gains or losses in the core area of reading, the Learning Team will make adjustments to the curriculum as deemed necessary.	2.1. With the use of weekly, monthly and quarterly assessments student's progress will be monitored regularly. The following assessments will be used: SRI Diagnostic Test in grades 1 through 5 quarterly, FLKRS beginning school year (Kindergarten Readiness), SSS FCAT Diagnostics Fall, Winter, Spring Testing, Reading Running Records on-going assessment, McMillan Heritage Core Reading Program assessments, weekly, monthly, quarterly Academic and attendance records from tutoring sessions, student portfolios, teacher developed assessments, 2013 Reading FCAT results, classroom walkthroughs to determine frequency of higher order questions.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:</p>	
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June of 2013 at least eighty five percent (85%) of all grades 3 through 5 students in the lowest twenty five percent (25%) will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of grades 3 through 5 students in the lower 25% who made learning gains during the 2011-2012 school year was seventy-one percent (71%).	The expected level of learning gains for those students in the lowest 25% for the 2012-2013 school year is 85% or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of effort in completing classroom assignments	One on one teaching, small groups, guided learning environment continuous teacher supervision and observation of students	teacher	student observation, results from tests and quizzes	all test results
2	4.1. Anticipated barrier to high achievement levels in the lower 25% are as follows: student discipline problems,	4.1. Glades Academy will review and up-date the School Student Discipline Plan adding additional strategies which will result in higher student achievement levels in the core area of reading	4.1. Principal, teacher, reading coach.	4.1. Administrators will review portfolios for student achievement chats during daily walkthroughs.	4.1. All assessments
3	Anticipated barrier to high achievement levels in the lower 25% are as follows: student discipline problems,	Glades Academy will hire a paraprofessional to directly assist the teaching staff in the core area of reading.	Principal, teacher, reading coach	Administrators will review portfolios for student achievement chats during daily walkthroughs.	All assessments
4	Anticipated barrier to high achievement levels in the lower 25% are as follows: student discipline problems,	Glades Academy will offer a before school tutoring program in reading for all tiered III students.	Principal, teacher, reading coach	Administrators will review portfolios for student achievement chats during daily walkthroughs.	All assessments
5	Anticipated barrier to high achievement levels in the lower 25% are as follows: student discipline problems,	Glades Academy will utilize Wilson Foundations Supplemental Reading Strategies.	Principal	Administrators will review portfolios for student achievement chats during daily walkthroughs.	All assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June of 2013 95% or higher of all student subgroups will increase their proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Glades Academy subgroups met one-hundred percent AYP criteria for the 2011-2012 school year.criteria	It is expected that one-hundred percent 100% of all Glades Academy subgroups will meet all the necessary criteria to again in order to make AYP for the 2012-2013 school year by increasing their level of proficiency by at least 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	language barriers	ESOL strategies will be implemented within the classroom setting	teacher,principal	tests, quizzes, standardized testing, teacher observations	all test results
2	5A.1. White: Black: Hispanic: Asian: American Indian:  Anticipated barrier for all subgroups: lack of parental supervision,	5A.1.  parent workshops and trainings will be offered throughout the school year for the purpose of training parents in strategies in dealing with increased student behavior practices,	5A.1.  Principal, teacher, reading coach.	5A.1.  all assessments	5A.1.  all assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June of 2013 all subgroups not making adequate Yearly Progress will increase their proficiency levels in reading by at least fifteen percent (15%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
All glades Academy subgroups met all the criteria required to make Adequate Yearly Progress(AYP)for the 2011-2012 school year.	By June of 2013 all student subgroups will master all criteria necessary to make Adequate Yearly Progress (AYP)by increasing the proficiency by at least 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	ESOL program within the school and the classroom needs continuous adjustments	the classroom teacher must continue to monitor and make adjustments to the curriculum and classroom strategies to meet the needs of their ESOL students	teacher, principal	student attitudes, student motivation levels, test results	all tests and quizzes, FCAT,
2	5B.1. The anticipated barrier: low teacher expectations,	5B.1. teaching staff will be offered professional development opportunities throughout the school year with an emphasis placed on teacher strategies for instructing ELL Students,	5B.1. teacher, principal, reading coach	5B.1. The principal and teacher will monitor all reading assessments on an on-going basis.	5B.1. Effectiveness will be determined through FAIR assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June of 2013 all students labeled with a disability will increase their proficiency level in reading by at least fifteen percent (15%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
One hundred percent 100% of all grade 3 through 5 students with Disabilities met all the criteria necessary to make AYP for the 2011-2012 school year	It is expected that one-hundred percent of all grade 3 through 5 students with Disabilities will meet all criteria necessary to make Adequate Yearly Progress AYP by June of 2013 by increasing the proficiency by at least 15%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	behavior issues	teachers and staff will administer student behavior program on a daily basis,	teacher, principal	referrals, test scores, student observations	referrals, all test scores,
2	5C.1. Anticipated barrier: absentee parent/parents,	5C.1. The school and the teacher will keep in touch with parents on a regular basis encouraging them to participate in all school matters and scheduled activities/programs,	5C.1. principal, teacher, reading coach	5C.1. review Common Assessment data reports to ensure teachers are teaching and assessing students according to their weaknesses and following the school created schedule.	5C.1. Diagnostic and FCAT Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June of 2013 all students in grades 3 through 5 who are labeled as Economically Disadvantaged will increase their proficiency level in reading by at least ten percent (10%).
2012 Current Level of Performance:	2013 Expected Level of Performance:

One hundred percent 100% of all students labeled as being Economically Disadvantaged met all the criteria required to meet Adequate Yearly Progress AYP in reading for the 2011-2012 school year.

It is expected that all grade 3 through 5 students labeled as being Economically Disadvantaged will meet one-hundred percent 100% of the required criteria necessary for making Adequately Yearly Progress by June of 2013 by increasing the proficiency by at least 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	behavior problems	the teacher and the staff will continue to give positive reinforcement on a daily basis to all students labeled as Economically Disadvantaged	teacher, principal	referrals, student attendance records, classroom behavior, teacher, principal observations, test results	referrals, all test results, student behavior pattern
2	anticipated barrier: lack of time spent at home on homework assignments/incomplete assignments,	Glades Academy staff and parents will up-date the Parent Compact and the Family involvement policy,	teacher, principal, reading coach.	Review Common Assessment Data reports to ensure teachers are teaching and assessing students according to their individual needs/weaknesses.	all assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Charlette Danielson Group Certified Training.	Grade levels k-5 Subject-Reading	Charlette Danielson certified training staff.	All Glades Academy teachers and administrators will attend the trainings.	Target Dates: November 6, 2012 and February 19, 2013.	classroom walkthrough, teacher evaluations, student progress reports.	school principal/classroom teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Glades Academy will hire the Charlette Danielson I Observation Training Group to assist teaching staff and administration in having a better understanding of the Framework for Teaching the core subject of reading.	Glades Academy teachers and administrators will be trained in best practices in the core subject area of reading. A Charlette Danielson consultant will be engaged to provide training in both student and self evaluation.	Title I	\$5,700.00
Glades Academy will offer additional tutoring in the subject area of reading to all lower 25% students.	students will receive tutoring in the core area of reading before school 30 minutes daily.	Title I	\$1,500.00
Glades Academy will hire a paraprofessional to directly assist the teaching staff in the core area of reading.	The paraprofessional under the direct supervision of the teacher will assist the students in the core area of reading.	Title I	\$17,700.00
Subtotal:			\$24,900.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Re-charging Computer cart for reading lab computers.	additional computers will be purchased for our new computer Lab.	Title I	\$1,700.00
Glades Academy will purchase eighteen (18) additional computers for our new reading lab.	Glades Academy students will utilize these additional computers to perform supplemental reading activities.	Title I	\$13,800.00
I Observation Software Support teacher self Evaluation System.	Technical Training one-on-one virtual; Three sessions; I observation teacher growth plans, Student progress monitoring, Advanced monitoring.	Title I	\$1,097.00
			Subtotal: \$16,597.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$41,497.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		By the end of the 2012-2013 school years eighty percent (80%) of all CELLA students will be proficient in listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
for the 2012-2013 academic school years seventy five percent (75% of all Cella students are proficient in listening and speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effort	Teaching staff and support staff will continue to support our ESOL students on an on-going basis. Supplemental technology will be added to the core curriculum to support the educational needs of all ESOL students.	Classroom teacher, Principal	Tests and quizzes; teacher observation;	tests and quizzes; tacher observation, homework;

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:		By the end of the 2012-2013 academic school years eighty-two percent (82%) of all (CELLA) students will read grade level text in English in a manner similar to non ELL students.			
2012 Current Percent of Students Proficient in reading:					
The current percent of students proficient in reading is fifty-percent (50%)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effort	additional supplemental reading materials will be introduced to all ELL students.	classroom teacher, principal, learning team	classroom observations, homework, tests and quizzes, standardized testing results	tests, quizzes, homework, standardized tests, teacher observation

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		By the end of the 2012-2013 school year forty-percent of all ELL students will be proficient in writing.			
2012 Current Percent of Students Proficient in writing:					
For the 2012-2013 school years presently, thirty-percent (30%) of all ELL students are proficient in writing.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of parental support	Throughout the 2012-2013 school years Glades Academy will offer parent workshops to all ELL parents which will enable them to better assist their children with their homework.	classroom teacher, principal, learning team.	classroom observations, writing homework, tests and quizzes.	Palm Beach Writes, FCAT Writes, homework, tests and quizzes.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount



No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	By June of 2013 45% or higher of all grades 3 through five students will achieve proficiency level 3 on the 2013 Spring FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Thirty percent (33%) of all grade 3 through 5 students who took the 2012 Spring Math FCAT Test scored a level 3 on the test.	It is expected that 75% of all grade 3 through 5 students taking the Spring 2013 FCAT Math test will score a level 3 or higher on the test.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	low student self esteem	teaching staff will hold weekly chats with individual students in reference to all student/school matters	classroom teacher	the teacher will monitor all math assessments on an on-going basis. The school will hold learning team meetings on a weekly basis to determine student individual progress and curriculum effectiveness.	With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis.
2	low student motivation levels	Additional real life experiences and hands on materials will be added to the science curriculum.	teacher, principal	The principal and the teacher will monitor all science assessments on an ongoing basis throughout the school year.	common assessments, chapter tests, Diagnostics and Year end Science FCAT Test.
3	student behavior problems	all teaching staff will attend student behavior modification strategy workshops throughout the 2012-2013 school year.	the school principal and the school learning team	The number of weekly/monthly behavior referrals written will be monitored throughout the school year. Student assessment results will also be monitored throughout the school year.	Monitoring of weekly/monthly referrals written and monitoring of weekly/monthly assessments to determine gains and losses.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By June 2013 all students in grades 3 through 5 who scored a level 4 or 5 on the 2013 Spring Math FCAT Test will make yearly gains of at least ten percent (10% or higher.)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Twelve percent (12%) of all grade 3 through 5 students scored a level 4 or 5 on the Spring 2012 Math FCAT Test.	For the 2012-2013 school year, it is expected that Twenty five percent (25%) or greater will score a level 4 or 5 on the Spring 2013 Math FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	low student expectations	learning team meetings will be held on a weekly basis to determine student progression and to adjust curriculum as needed.	principal, teacher	daily principal walkthrough with an emphasis placed on lesson plans.	All assessments
2	student behavior problems	behavior modification program will be offered throughout the school year.	teacher, principal	daily principal classroom walkthrough with an emphasis placed on student behavior and classroom atmosphere	All assessments
3	2.1.  low parent involvement in all school matters and planned school trainings and programs,	2.1.  The school and teaching staff will keep in touch with our parents on a regular basis encouraging them to be involved in all school planned activities,	2.1.  principal, teacher, Learning Team,	2.1.  The process used to determine the effectiveness of these strategies are as follows: With the use of weekly, monthly, and quarterly assessments student progress will be monitored on a regular basis.  The learning team will collect and analyze data on a weekly basis, ex, math diagnostic tests, classroom assessments, observation records; adjustments to the math curriculum will be made as deemed necessary.  Glades Academy Learning Team will continue to review the implementation of math strategies used on an ongoing basis, setting new goals and strategies as needed	2.1.  All assessments,  With the use of weekly, monthly and quarterly assessments student progress will be monitored on a on-going basis.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	By June of 2013 the percent of students making learning gains in math will increase by at least twenty percent (20%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
fifty five percent (55%) of all grades 3 through 5 students made learning gains in math during the 2011-2012 school years.	It is expected that 75 percent (75%) or higher of all grades 3 through 5 students will make learning gains by June 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	curriculum will be adjusted to accommodate all ESOL students in the classrooms.	teacher, principal	the principal, teacher and the learning team will hold weekly meetings to determine student progress and make adjustments to the curriculum when deemed necessary.	the use of weekly, monthly and quarterly tests and quizzes, diagnostics, FCAT
	3.1. expected barrier: too much time was spent on "too difficult text" and not enough time spent on "just right text."	3.1 Professional development will be provided for classroom teachers throughout the school year with an emphasis placed on curriculum construction	3. principal, teacher, Learning Team.	Process Used to Determine Effectiveness of Strategy 3.1. The principal, learning team and teaching staff will monitor all math assessments on a weekly basis throughout the school year.  The school will hold	.1. With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis.  Glades Academy Learning Team will continue to review the implementation

2			<p>learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of math.</p> <p>Teachers will make the necessary changes to classroom math strategies when deemed necessary.</p> <p>The principal will monitor student progress on a daily basis using the following techniques: the principal will conduct daily classroom walkthroughs placing an emphasis on teacher organizational skills, mastery of subject area, lesson plans, student portfolios, technology used, and teacher lesson presentation.</p>	<p>of math strategies used on an ongoing basis, setting new goals and strategies as needed. Common needed.</p> <p>Common assessments tied to Next Generation math standards administered as appropriate after instruction.</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>By June of 2013 the number of students in the lowest twenty five percent (25%) will make learning gains of at least fifteen percent (15%).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students in the lowest 25% making learning gains in math during the 2011-2012 school year was	For the 2012-2013 school year it is expected that one-hundred percent (100%) of all grade 3 through 5 students in

one-hundred percent percent (100%).			the lowest 25% in math will make learning gains in math.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of math supplemental materials	additional math supplemental materials will be added to the classroom	teacher principal	student observation, tests, quizzes etc.	all test results
2	4.1. anticipated barrier: low student expectations,	4.1. Learning Team meetings will be held on a weekly basis to analyze data, add additional strategies to classroom structure and make changes to the math curriculum as deemed necessary,	4.1. principal, Learning Team,	4.1. principal daily walk through with an emphasis placed on lesson plans, structure, atmosphere, teacher knowledge of subject matter, student portfolios, presentation etc.	4.1. All assessments,
3	4.1. anticipated barrier: low student expectations,	Glades Academy will offer a before school tutoring program in reading for all tiered III students.	principal, Learning Team,	tutorial documentation	All assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	By June of 2013 all student sub-groups not making AYP in the core area of math will make learning gains of at least ten percent (10%) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By June of 2012 all student sub-groups made adequate Annual Yearly Progress (AYP) in the core area of math.	It is expected that all grade 3 through 5 student subgroups will meet all criteria necessary for making Adequate Yearly Progress (AYP) for the 2012-2013 school year by increasing the proficiency by at least 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of parent support for students education	continue to encourage all parents to assist and encourage their children to complete assignments and work hard in school.	teacher principal	parent participation in all school related matters, tests quizzes FCAT	all test results
	It is expected that all grade 3 through 5	5A.1.	5A.1.	SA.1.	5A.1.

2	<p>student subgroups will meet all criteria necessary for making Adequate Yearly Progress AYP for the 2012-2013 school year.</p> <p>White Black: Hispanic Asian: American Indian</p>	<p>School/teaching staff will keep in touch with parents on a regular basis encouraging the to be directly involved in all student school matters and planned activities,</p>	<p>Principal, teacher, Learning Team</p>	<p>Administrative walkthroughs, administrators will review portfolio for Student Achievement Chats during walkthroughs, teacher observation and classroom performance, review common assessment data to ensure teachers are teaching and assessing students according to their weaknesses and following the school created schedule, lessons will be reviewed during classroom walkthroughs, the principal, learning team and teacher will monitor all math assessments on a weekly basis throughout the school year.</p>	<p>With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis. Common assessments tied to Next Generation Math Standards administered as appropriate after instruction,</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>By June of 2013 one-hundred percent 100% of all grades 3 through 5 students labeled English Language Learners ELL will make learning gains in math of ten percent (10%) or higher.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>One-hundred percent 100% of all students labeled as being English Language Learners ELL met all the criteria necessary to make Adequate Yearly Progress AYP for the 2011-2012 school year.</p>	<p>It is expected that one-hundred percent 100% of all students labeled as being English Language Learners ELL will make learning gains in math of ten percent (10%) or higher for the 2012-2013 school year.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	culture barriers	the teacher and all staff dealing with ESOL students during the school day must have an understanding of their students cultural ways as compared to ours.	teacher, principal	student attitude, test results, behavior, FCAT, teacher observation	all tests and quizzes, FCAT
2	lack of motivation	teacher will continue to give positive reinforcement to all ESOL students on a daily basis	teacher, principal	student attitude, behavior, test results, student attendance records	all tests and quizzes, FCAT, Referrals
	5B.1. language barrier: student behavior problems,	5B.1. Behavior modification programs will be offered to our students throughout the school year, ex. Local police agency volunteers,	5B.1. Teacher, principal, learning team.	5B.1. The principal, Learning Team and staff will monitor all math assessments on a weekly basis throughout the school year, the school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency	5B.1. The use of weekly, monthly and quarterly assessments students' progress will be monitored on a regular basis. The Learning Team will collect and analyze data on a

3			gains or loses in math, the principal will monitor student progress on a daily basis using the following techniques: the principal will conduct daily walkthroughs placing an emphasis on teacher organizational skills, mastery of subject area, student portfolios, technology used, and teacher lesson presentation.	weekly basis ex, math Diagnostic Tests, classroom assessments, observation records, adjustments to the math curriculum will be made as deemed necessary, Glades Academy Learning Team will continue to review the implementation of math strategies used on an on-going basis, setting new goals and strategies as nee
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	By June of 2013 all grades 3 through 5 students labeled as Students With Disabilities will make learning gains in math of at least ten percent (10%) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
One-hundred percent 100% of all grade 3 through 5 students labeled with Disabilities met all the criteria necessary to make Adequate Yearly Progress for the 2011-2012 school year.	It is expected that one-hundred percent 100% of all grade 3 through 5 subgroups will meet all the criteria necessary to make Adequate Yearly Progress AYP for the 2012-2013 school year by increasing the proficiency by at least 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	low self esteem	teachers and staff will continue to give positive reinforcement to all students with disabilities on a daily basis	teacher, principal	referrals, behavior/student attitude, test results, attendance	referrals, attendance records, all tests and quizzes
2	low motivation levels	Glades Academy will continue to introduce interesting and relivant curriculum within the classrooms.	teacher, principal	student motivation level, test and quiz results, student behavior pattern	student attendance, all test results
3	5C.1.  Anticipated barrier: student tardiness/absentee rate,	5C.1.  Glades Academy Learning Team will make necessary changes to our Glades Academy Student Behavior Plan, adding new strategies which are intended to increase student tardiness, absence,	5C.1.  Principal, Learning Team, teacher.	5C.1.  The principal, learning team and teaching staff will monitor all math assessments on a weekly basis throughout the school year, the school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in math, teachers will make continued changes to math strategies as deemed necessary throughout the school year.	5C.1.  With the use of weekly, monthly and quarterly assessments student progress will be monitored on a regular basis, the learning team will collect and analyze data on a weekly basis ex, math diagnostic testa, common assessments, observation records, adjustments to the math curriculum will be made as



					deemed necessary, Glades Academy learning team will continue to review the implementation of math strategies used on an on-going basis, setting new goals and strategies as deemed necessary.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	By June of 2013 all students that are labeled as Economically disadvantaged not making AYP will make learning gains of at least ten percent (10%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
One hundred percent 100% of all students in grades 3 through 5 labeled as being Economically Disadvantage met all the criteria for making Adequate Yearly Progress AYP for the 2011-2012 school year.	It is expected that one-hundred percent 100% of all grades 3 through 5 students labeled as being Economically Disadvantaged will met all the criteria necessary for making Adequate Yearly Progress AYP for the 2012-2013 school year by increasing the proficiency by at least 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	low self esteem	the teacher and the staff will continue to encourage students using positive reinforcement strategies on a daily basis	teacher, principal	attendance records, teacher, principal observations, test and quizzes	all test results, student attitude and behavior patterns
2	poverty	the teacher and the staff are there at all times to support our disadvantaged students to the fullest of our ability	teacher, principal	referrals, attendance records, student behavior, direct observation	all test results, student attitude
3	Anticipated barrier: lack of supplemental math technology/materials,	5D.1. Glades Academy will add additional technology/math materials to our core math curriculum during the 2012-2013 school year,	5D.1. Teacher, learning team, principal.	5D.1. The principal, Learning Team and teaching staff will monitor all math assessments on a weekly basis throughout the school year, the school will hold learning team meetings on a weekly basis to decipher test data information to determine proficiency gains or loses in the core area of math, teachers will make the necessary changes to math strategies when deemed necessary, the principal will monitor student progress on a daily basis using the following techniques: the principal will conduct daily walkthroughs placing an emphasis on teacher	5D.1. Common assessments tied to Next Generation Math Standards administered as appropriate after instruction, RTI Team Grade Level Teams will review results of common assessment data to determine student progress, all assessments, principal walk throughs, administrator will speak with students at random about assessment concern

			organizational skills, mastery of subject area, lesson plans, student portfolios, technology used, teacher presentation.	
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End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Glades Academy will offer all lower 25% students additional tutorial time.	Before school tutoring 30 minutes daily.	Title I	\$1,567.00
			Subtotal: \$1,567.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,567.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science. Science Goal #1a:	By June of 2013 the percent of grade 5 students scoring a level 3 on the 2012 FCAT Science Test will be 50% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Forty-three percent (43%) of all grade 5 students taking the 2011 Spring Science FCAT Test scored a level 3 on the test.	It is expected that 50% of all grade 5 students taking the 2013 Spring Science FCAT Test will score a level 3 on the test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	low student motivation levels	Additional real life experiences and hands on materials will be added to the science curriculum.	teacher, principal	The principal and the teacher will monitor all science assessments on an ongoing basis throughout the school year.	common assessments, chapter tests, Diagnostics and Year end Science FCAT Test.
2	1.1. Anticipated barrier: lack of school/teacher emphasis placed on core science curriculum ,	1.1. All teachers will teach appropriate level science benchmarks and Grade Level Expectations using the Scott Foresman science text, and additional technology/science materials will be introduced into the classroom,	1.1. Teacher, principal, Learning Team.	1.1. The principal, learning team and the teacher will monitor all science assessments on an ongoing basis, the Learning Team will review assessment results to determine progress toward benchmark mastery on common assessments/chapter tests, administrative walkthroughs.	1.1. All assessments, the staff will conduct Learning Team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in teacher strategies will be made and additional supplement materials will be introduced to the science curriculum.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	By June of 2013 the percent of grade 5 students scoring a level 4 or 5 on the Spring 2012 Science FCAT Test will be fifteen-percent 15% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Zero percent (0%) of all grade 5 students taking the 2012 Spring Science FCAT Test scored a level 4 or 5 on the test.	It is expected that fifteen percent (15%) of all grade 5 students will score a level 4 or 5 on the 2013 Spring science FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student behavior problems	behavior modification program will be offered throughout the school year.	teacher, principal	daily principal classroom walkthrough with an emphasis placed on student behavior and classroom atmosphere	All assessments
2	2.1. Expected barrier: low student motivation levels,	2.1. Additional "real life" experiences and "hands on materials" will be added to the science curriculum,	2.1. Teacher, Learning Team, principal.	2.1. The principal, Learning Team and the teacher will monitor all science assessments on an on-going basis throughout the school year; Learning Team will review results of common assessment data on a weekly basis to determine student progress toward Benchmark mastery.	2.1. Common assessments, chapter Tests tied to Florida Science Standards administered as appropriate after instruction, all assessments, Science FCAT Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	By June 2013 the percentage of students in grade 4 who will score a level 3 or higher on the 2013 Spring Writing FCAT Test will be eighty-percent (80%).
2012 Current Level of Performance:	2013 Expected Level of Performance:

Sixty-five percent (100%) of the grade four (4) students scored a level 3 or higher on the 2012 Spring Writing FCAT Test.

It is expected that eighty percent (80%) of the grade 4 students will score a level 3 or higher on the 2013 Spring Writing FCAT Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Anticipated barrier: low parent involvement in all school matters and planned trainings and programs,	1.1. Glades Academy teachers and administration will keep in touch with our parents on a on-going basis throughout the school year encouraging them to get directly involved in their child's education be attending all school related conferences, workshops, parent trainings,.	.1. teachers, principal, Learning Team, teacher,principal	1.1. The principal, teachers and learning team will monitor all writing assessments throughout the school year, the school will hold Learning Team Meetings on a weekly basis to decipher test data results and make changes in classroom strategies and supplemental core curriculum materials as deemed necessary, the school principal will monitor student progress by conducting daily classroom walkthroughs, checking lesson plans, teacher lesson presentations, organizational skills, structure, knowledge of subject matter, technology used.	1.1. With the use of weekly, monthly and quarterly teacher assessments student progress will be monitored on an ongoing basis throughout the school year, the staff will conduct learning team meetings on a weekly basis to perform data analysis in order to monitor student progress, changes in classroom strategies will be made as deemed necessary and additional supplemental writing materials will be introduced as needed, the progress of students will be measured using common assessments, teacher developed teacher developed quality assessments, and the Palm Beach Writes.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Writing Goals*

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	

Attendance Goal # 1:	By June of 2013 the Glades Academy attendance rate will have increased by at least two percent (2%).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Glades Academy daily attendance rate for the 2011-2012 school year was 93%	Glades Academy expected attendance rate for the 2012-2013 school year is predicted to be 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
seven students (6) students had 10 or more absences during the 2011-2012 school year.	Glades Academy hopes to increase student attendance by 2% for the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The current number of students with excessive tardies is 3.	The expected number of student with excessive tardies for the 2012-2013 school year will be approximately 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The absence of a stable home/living arrangement	1.1. Glades Academy will monitor student attendance and absence through a computerized attendance record-keeping system that keeps track of any unexcused tardiness/absences that are more than 30 minutes.	1.1. principal, Data processor	1.1. Glades Academy will keep accurate attendance records that will show student absences on a daily basis	1.1. Glades Academy evaluation tool is our daily attendance record keeping process.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By June of 2013 the Glades Academy suspension rate will have decreased by at least ten percent (10%).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions for the 2011-2012 school year was five (6).	The expected number of in-school suspensions for the 2012-2013 school years is five (5).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of student's suspended in-school for the 2011-2012 school years was five (5).	The total number of students that will be suspended in-school for the 2012-2013 school years will be 5 or fewer.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The number of out of school suspensions for the 2011-2012 school years was Twelve (9).	The number of out of school suspensions for the 2012-2013 school years will be 5 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of out of school suspensions for the 2011-2012 school years was five (9).	The total number of out of school suspensions expected for the 2012-2013 school year will be five (5) or less.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Anticipated barrier: student discipline problems,	1.1. teacher/student chats on a regular basis, throughout the school year,	1.1. Teacher, principal, Learning Team	1.1. detention/suspension records, teacher observation, principal observation, Learning Team records, parent conference records, increase or decrease in the number of suspensions or detention during the school year, parent/student/teachers end of the school year surveys.	1.1. weekly, monthly yearly suspension/detention records, principal walk through, number of parent conferences dealing with discipline matters, number of detentions, suspensions both in and out of school during the school year, principal/teacher observation.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent FCAT workshop	k-5	Dena Phelps	all k-5 parents teaching staff	January of 2013	tests and quizzes; teacher/principal observations	classroom teacher; principal
parent reading workshop	k-5	Dena Phelps	all k-5 parents and teachers	November 2012	tests and quizzes; teacher/principal observations	classroom teacher principal
parent math workshop	k-5	Dena Phelps	all k-5 parents and teachers	November 2012	tests and quizzes; teacher/principal observations	classroom teacher principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June of 2013 Glades Academy will have increased its parent involvement participation rate by at least ten percent (10%).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In conducting the end of the 2011-2012 school years Parent/School Survey seventy percent (70%) of our parents participated in completing and returning this survey. On average approximately thirty-five percent (35%) of all Glades Academy Parents participated in trainings and workshops throughout the 2011-2012 school	By the end of the 2012-2013 school year Glades Academy will increase our parent participation/involvement an additional ten percent (10%) to forty -five percent (45%).

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent transportation issues 1.2. low parent concern/involvement in all school sponsored activities 1.3. Language barriers	1.1. Encourage fellow parents to car pool and volunteer to pick up those parents in need of transportation 1.2. FCAT NIGHT, Language facilitators for Spanish/Creole will be available 1.3. FCAT and Literacy night with language facilitators available for Spanish/Creole speakers.	1.1. principal, SAC committee, teachers 1.2. principal ,SAC committee, teachers 1.3. principal, SAC Committee, teachers	1.1 The number of parents attending parent trainings and special school programs. 1.2. Parent participation with sign in sheets, 1.3. Parent participation with sign in sheets	1.1. Sign in sheets at parent trainings and school special programs. 1.2. Parent participation with sign in sheets, 1.3. Parent's participation with sign in sheets.
2	low parent concern/involvement in all school sponsored activities	Recruit and retain parent volunteers and business partners.	principal, SAC Committee, teachers	Parent participation with sign in sheets	Parent's participation with sign in sheets.
3	low parent concern/involvement in all school sponsored activities	Host Title I Annual Meeting, review compact and policy/plan and allow for parent input.	principal, SAC Committee, teachers	Parent participation with sign in sheets	Evaluations

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent writing workshop	three through five	Donna Masucci and Dena Phelps	All grades three through five teachers and parents	February 2013	Palm Beach Writes results, classroom activities, teacher observation, FCAT Writes.	classroom teacher, principal, Learning Team.
Parent Reading Workshop	Grades k through five	Dena Phelps and Donna Masucci	All grades k through five teachers and parents	November 2012	teacher/principal observations, classroom tests and quizzes, Reading Diagnostics Tests, FCAT Reading results.	classroom teacher, principal, learning team.
FCAT parent training night	k-5 reading-math	Dena Phelps	all teaching staff; parents.	January 2013.	teacher/principal student observation; test results	classroom teacher; principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
All glades Academy parents attending the workshops will be provided with food and drinks. Hopefully, this strategy will encourage additional parent participation.	food and drinks	Title I	\$1,100.00
Subtotal:			\$1,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$1,100.00

*End of Parent Involvement Goal(s)*

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	
STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$0.00</b>			

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Glades Academy will hire the Charlette Danielson I Observation Training Group to assist teaching staff and administration in having a better understanding of the Framework for Teaching the core subject of reading.	Glades Academy teachers and administrators will be trained in best practices in the core subject area of reading. A Charlette Danielson consultant will be engaged to provide training in both student and self evaluation.	Title I	\$5,700.00
Reading	Glades Academy will offer additional tutoring in the subject area of reading to all lower 25% students.	students will receive tutoring in the core area of reading before school 30 minutes daily.	Title I	\$1,500.00
Reading	Glades Academy will hire a paraprofessional to directly assist the teaching staff in the core area of reading.	The paraprofessional under the direct supervision of the teacher will assist the students in the core area of reading.	Title I	\$17,700.00
Mathematics	Glades Academy will offer all lower 25% students additional tutorial time.	Before school tutoring 30 minutes daily.	Title I	\$1,567.00
Parent Involvement	All Glades Academy parents attending the workshops will be provided with food and drinks. Hopefully, this strategy will encourage additional parent participation.	food and drinks	Title I	\$1,100.00
				Subtotal: \$27,567.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Re-charging Computer cart for reading lab computers.	additional computers will be purchased for our new computer Lab.	Title I	\$1,700.00
Reading	Glades Academy will purchase eighteen (18) additional computers for our new reading lab.	Glades Academy students will utilize these additional computers to perform supplemental reading activities.	Title I	\$13,800.00
Reading	I Observation Software Support teacher self Evaluation System.	Technical Training one-on-one virtual; Three sessions; I observation teacher growth plans, Student progress monitoring, Advanced monitoring.	Title I	\$1,097.00
				Subtotal: \$16,597.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$44,164.00

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

- \* The School Advisory Council is the sole body responsible for final decision making relating to the implementation of the provisions of the School Improvement Plan.
- \* Each School Advisory Council member shall assist in the preparation of the schools annual budget.
- \* The school advisory council makes recommendations to the school principal regarding the prioritization of expenditures of school money's.
- \* The School Advisory Council meets monthly to discuss means for determining whether decisions affecting the educational process are advancing or impeding student achievement.
- \* The School Advisory Council meets monthly to discuss school safety issues.
- \* Prior to the beginning of each school year the School Advisory Council adopts high, but achievable goals and objectives for the school.
- \* The School Advisory Council adopts a plan for the schools accountability program designed to measure the adequacy and efficiency of the education program.
- \* The school Advisory Council will review the school 2012-2013 School Improvement before it's submission to the district and the state.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

- \* Adopt goals and objectives for improvement of education in the school;
- \* Make recommendations to the school's principal relative to the prioritization of the school budget;
- \* Discuss the means for determining whether decisions affecting the educational process are advancing or impeding student achievement;
- \* Report to students, parents, and the Board of Education on the educational performance of the school and provide data for the appraisal of the school's performance;
- \* Make recommendations to the school principal on the expenditure of school grants;
- \* Discuss safety issues related to the school environment;
- Any issue dealing with specific student, staff member, or parent;
- \* Individual student discipline issues;
- \* Personal issues, including hiring or evaluation of staff.



# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District GLADES ACADEMY ELEMENTARY SCHOOL I NC 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	87%	73%	8%	250	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	90%	55%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	93% (YES)	55% (YES)			148	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District GLADES ACADEMY AGRI / ECOLO STUDIES 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	85%	58%	61%	278	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	78%	96%			174	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	78% (YES)	96% (YES)			174	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					626	
Percent Tested = 100%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested