Greenglade Elementary School

2015-16 School Improvement Plan

Greenglade Elementary School

3060 SW 127TH AVE, Miami, FL 33175

http://greenglade.dadeschools.net/welcome.htm

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Greenglade Elementary is to promote a safe learning environment, develop an awareness of cultural and social differences, emphasize close communication among community, parents, and school, and encourage our students to reach their highest potential by educating each student in a nurturing and challenging curriculum.

Provide the school's vision statement

Our vision at Greenglade Elementary is to create a community of life-long learners.

School Environment

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

Greenglade Elementary School uses the Home Language Survey to survey the ELL students to determine their home language and are tested to determine their ESOL Levels. As a Title I school, we purchase a Community Involvement Specialist (CIS) who assists parents and provides support through the District parent outreach activities. All teachers have ESOL endorsement and participate in professional development on best practices for ESOL strategies. In addition, the school celebrates student diversity with cultural appreciation such as Hispanic Heritage, African-American, and Women's History activities. Greenglade Elementary School involves parents and extends an open invitation to our school's Parent Resource Center in order to provide information regarding available programs.

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

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and counseling. In conjunction with a school-wide service learning Character-Ed project, topics such as bullying
are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention
sessions to include internet safety.

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

The faculty and staff creates a safe learning environment to ensure academic success. By using strategies such as Core Values and examples of Model Student Behavior from the Code of Student Conduct-Elementary. The Alternative to Suspension Plan provides strategies and options to support the student into changing his/her behavior so that the student and others in the class can learn.

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

Our school creates a team of support (administrators, teachers, special education professionals, and counselor) who continually share information about our students. By understanding each student's life within the school, we can support the work that the students are doing. We also implement Class Dojo, an interactive behavior system which involves the student, the parents, and the teacher through a point system to achieve success. In addition, Student Services Programs are recommended resources to assist students and families.

Early Warning Systems

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

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

Greenglade Elementary provides parents and students with information relative to the district and school's attendance policy. We establish and implement a procedure that provides incentives for students who attend school regularly.
A total of 369 students have been identified with zero absences
A total of 6 students have been identified as having 5 or more absences
A total of 125 students have been identified with 1-4 absences
A total of 9 have been identified as retained third graders for the 2015-2016 school year.
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Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	14	9	4	3	6	12	0	48
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	5	3	1	1	4	0	17
Level 1 on statewide assessment	2	9	13	0	0	2	32	58

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

Indicator	Grade Level					Total
	K	1	2	4	5	
Students exhibiting two or more indicators	3	7	11	3	21	45

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

Communicate with parents via Connect-ED, email, and school's website the importance of daily attendance. Review attendance procedures as well as attendance contract during parent meetings. Additionally, establish an attendance review committee that implements an attendance plan consisting of an incentive program for regular attendance and implements procedures to monitor weekly student attendance and meet with parents of the students with excessive absences.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/196571.

Description

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

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

Parents participate in the design of the school's Parent Involvement Plan (PIP – which is provided in two languages), the school improvement process and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins.
School based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home
and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials,
and encourages parental participation in the decision making processes at the school site.
Additionally, Greenglade Elementary participates in several activities that fosters partnerships with local communities such as Principal for the Day, Executive Pass Program, Kendall Regional Hospital's Holiday Festival, and United Way. The school also develops partnerships through the Science with a Twist Night (SWAT), and Reading Under the Stars along with sponsored PTSA activities such as McTeacher Night with our local McDonald's.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Tercilla, Maria	Principal
Carpintero, Celina	Teacher, PreK
Varona, Iliana	Teacher, K-12
Naya-Villa, Nancy	Teacher, K-12
Somano, Caridad	Instructional Media
Motta, Kim	Teacher, K-12
Ortega, Sonia	Teacher, K-12
Figueroa, Giselle	Teacher, K-12
Rodriguez, Adis	Teacher, K-12
Garcia, Katherine	Teacher, K-12
Morin, Alina	Assistant Principal
Dawes, Elena	Teacher, K-12

Duties

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

The MTSS/RtI Leadership Team meets with the School Advisory Committee (SAC)
and principal to help develop the School Improvement Plan.
1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of
supporting needed strategies to ensure student academic success.

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

The MTSS/RtI Team meets weekly. The Team will review all new data which has become accessible since the previous meeting, e.g. District Baselines, iReady,and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers through Grade Level Meetings, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/ departments.
Greenglade Elementary School uses its Title I funds to supplement and enhance the programs for students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials

• hardware and software (Imagine Learning) for the development of language and literacy skills in reading, mathematics and science, to be used by ELL students.

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and

counseling. The school also participates in the Do the Right Thing Program which recognizes students that do what is right. In conjunction with a school-wide service learning Character-Ed project, topics such as bullying

are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention

sessions to include internet safety.

Greenglade Elementary School adheres to and implements the nutrition requirements stated in the District

Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Greenglade Elementary School promotes Career Pathways and Programs of Study such as Principal for the

Day and Career Day activities where students gain a better understanding and appreciation of the post secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of

those opportunities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Tercilla	Principal
Iliana Varona	Teacher
Iliana Munoz	Teacher
Alicia Cordova Reyes	Teacher
Yvette Marchetti	Teacher
Nancy Naya Villa	Teacher
Helen Hernandez	Teacher
Lydia Garcia	Teacher
Kevin Quinto	Teacher
Caridad Somano	Teacher
Dinia Ubeda	Education Support Employee
Katherine Garcia	Parent
Alejandro Munoz	Parent
Janeth Espinosa	Parent
Jaelin Fonticoba	Parent
Maylin Cantillo	Parent
Eddie McAuliff	Parent
Peter Jude	Business/Community
Isabella Espinosa	Student

Duties

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

Evaluation of last year's school improvement plan

The purpose of the Greenglade Elementary School Advisory Council is to work together to ensure improved student achievement by preparing and evaluating the School Improvement Plan. The regular meetings of the Council will be held as needed at least four times during the school year. All meetings shall be held at a time that is convenient to parents, students, teachers, and business/ community representatives. All meetings discuss the School Improvement Plan.
The end of year plan was presented to SAC for approval where all goals were pending based on Florida Standard Assessment scores for 2015.

Development of this school improvement plan

The purpose of the Greenglade Elementary School Advisory Council is to work together to ensure improved student achievement by preparing and evaluating the School Improvement Plan. The regular meetings of the Council will be held as needed at least four times during the school year. All meetings shall be held at a time that is convenient to parents, students, teachers, and business/ community representatives. All meetings discuss the School Improvement Plan. The School Improvement Plan team gathers data, analyzes, and prepares the plan.

Preparation of the school's annual budget and plan

The principal meets three times a year with SAC to discuss the budget and allocate funds appropriately.

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

The budget for the 2015-2016 school year is $2,750. Of these monies 1/3 will be spent on the purchase of licenses for the Accelerated Reader Program for grades K-5.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tercilla, Maria	Principal
Carpintero, Celina	Teacher, PreK
Varona, Iliana	Teacher, K-12
Naya-Villa, Nancy	Teacher, K-12
Somano, Caridad	Instructional Media
Morin, Alina	Assistant Principal
Motta, Kim	Teacher, ESE
Rodriguez, Adis	Teacher, K-12
Figueroa, Giselle	Teacher, K-12
Garcia, Katherine	Teacher, K-12
Dawes, Elena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will provide motivation and promote a spirit of collaboration within the faculty to create a schoolwide
focus on reading and mathematics achievement by establishing model classrooms; conferencing with teachers and administrators, and providing professional development. In addition, conferences will be conducted with teachers individually to analyze their students' data and determine strengths and weaknesses. Data will come from previous year's outcome, measure on-going progress monitoring and
program assessments.

Public and Collaborative Teaching

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

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

Greenglade Elementary promotes a spirit of collaboration within the faculty to create a school-wide focus on student achievement through common grade level planning, monthly vertical planning meetings; conferencing with teachers and administrators, and providing professional development. Greenglade utilizes the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions: What will all students learn? (curriculum based on standards); What progress is expected in each core area?; How will we determine if students have made expected levels of progress towards proficiency? (common assessments); How will we respond when grades, subject areas, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions); and How will we respond when students have learned or already know? (Enrichment opportunities).

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

Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching. A yearly orientation meeting is held by the administrators to welcome new teachers/

current
teachers and have the opportunity to introduce and review school procedures and policies.
The school's strategies to recruit highly qualified teachers also is done with the partnership of local
universities establishing an internship program for university students to experience the classroom
setting.

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

Fifth grade teachers are participating with Florida International University in their FIUteach, where the
professional mentors student teachers in specific curriculum areas. The student teachers, observe and
implement lessons through strategies learned.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Greenglade Elementary teachers use the District created Pacing Guides and the new Florida
Standards and Item Specifications to plan relevant lessons to meet the learning needs of all the
students in the classroom.
The administration analyzes data at all Tiers to determine professional development for faculty as
indicated by
group or individual student diagnostic and progress monitoring assessment. Use of the four step
problem solving process as the basis for goal setting, planning, and program evaluation during all
team meetings. Communication is ongoing with staff for input and feedback.

Instructional Strategies

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

The MTSS/RtI Team meets weekly.
1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through
data
gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will analyze student data for instructional support.
The Team will use this information to identify professional development needs and resources that are
available to enhance differentiating core instruction as well as interventions.

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

Strategy: After School Program

Minutes added to school year: 180

Students in the after school care program are provided opportunities to work on homework, extended sports activities, and technology on a daily basis.

Strategy Rationale

To provide students an enrichment and well rounded program in all areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Tercilla, Maria, mtercilla@dadeschools.net

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

The data is collected by the daily attendance sheets required by the After School Care program.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The Pre-Kindergarten classes at Greenglade Elementary are part of the VPK program with two allocated slots for special needs students. The main purpose for the transition from Pre-Kindergarten is the following: independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, and following directions. In addition to social skills, students will develop the concept of sharing with peers, participating in group games, and taking turns on activities or games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching; and fine motor skills such as lacing cards, stacking, holding pencils appropriately or any other visual motor perception activities. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and the concept of print. The Pre- and Post- Assessments tools used to determine readiness are as follows: For developmental skills, the AP1-3 assessments are used for phonological awareness and concept of print. Kindergarten students at Greenglade Elementary are evaluated using the FLKRS. Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of CONNECT-ED, emails, flyers, and face to face contact with parents. The parent conferences are scheduled informally and formally by teachers. Teachers and parents maintain contact via agendas, phone calls and emails on a regular basis. Greenglade Elementary is part of the annual Curriculum Fair in November for our fifth grade students. Middle and High schools from the Braddock Feeder Pattern set up booths and send representatives to discuss the various magnet programs offered at high schools. Students are invited to attend, ask questions and acquire brochures with information on the different programs. .

College and Career Readiness

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

Greenglade Elementary participates in an Annual Career Day where business leaders and community organizations present to students information about the world of work.

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

🔍 G070546

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0
AMO Math - All Students	77.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	61.0
FSA English Language Arts - Achievement	73.0
FSA Mathematics - Achievement	74.0
AMO Math - Hispanic	78.0
Math Lowest 25% Gains	82.0
ELA/Reading Gains	87.0
ELA/Reading Lowest 25% Gains	87.0
AMO Math - ED	76.0

Resources Available to Support the Goal 2

- Core Texts, District Pacing Guides, FLDOE Item Specifications, classroom computers, computer labs, Curriculum Leaders and Contacts, Grade Level Common Planning, Monthly Vertical Planning, Media Specialist, Cambridge Program, Data Chats, and teacher collaboration to share Best Practices.

Targeted Barriers to Achieving the Goal 3

- Limited evidence of the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks.

Plan to Monitor Progress Toward G1. 8

Data is collected related to the assessments

Person Responsible

Maria Tercilla

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plans, walk-through notes, debriefings and deliverables.

Action Plan for Improvement

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G070546

G1.B1 Limited evidence of the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks. 2

🔑 B183796

G1.B1.S1 Implement the Gradual Release of Responsibility Model (GRRM) as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

🔑 S195424

Strategy Rationale

Recognize the Gradual Release of Responsibility Model as an approach to move classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice.

Action Step 1 5

Provide a refresher of the Gradual Release of Responsibility Model at a faculty meeting.

Person Responsible

Giselle Figueroa

Schedule

On 11/3/2015

Evidence of Completion

Agenda, sign-in sheets, and deliverables

Action Step 2 `5`

Conduct a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.

Person Responsible

Schedule

On 10/26/2015

Evidence of Completion

Agenda, sign-in sheets, and deliverables

Action Step 3 `5`

Conduct Common Planning Meeting to strategically infuse the Gradual Release of Responsibility Model in instructional planning and reinforce the importance of providing corrective feedback on student work.

Person Responsible

Maria Tercilla

Schedule

On 11/4/2015

Evidence of Completion

Agenda, sign-in sheets, deliverables, and lesson plans.

Action Step 4 `5`

Conduct instructional walk-throughs to monitor the instructional delivery of lessons that implement the GRRM and monitor the corrective feedback through teacher led centers.

Person Responsible

Maria Tercilla

Schedule

Weekly, from 11/9/2015 to 6/9/2016

Evidence of Completion

Administrative walk-through notes and debriefing logs.

Action Step 5 `5`

Provide additional support in the effective implementation of the Gradual Release of Responsibility Model to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.

Person Responsible

Maria Tercilla

Schedule

Monthly, from 11/9/2015 to 6/9/2016

Evidence of Completion

Agenda,sign-in sheets, lessons plans, grade level minutes, debriefings and deliverables.

Action Step 6 `5`

Engage in continuous monitoring of the implementation of the Gradual Release of Responsibility Model in all content areas, ensuring that it's being implemented with fidelity.

Person Responsible

Maria Tercilla

Schedule

Monthly, from 11/9/2015 to 6/9/2016

Evidence of Completion

Agenda ,sign-in sheets, lessons plans, grade level minutes, walk-through notes, debriefings and deliverables.

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

Monitor bi-weekly or monthly assessments, and computer reports generated from Accelerated Reader, iReady programs.

Person Responsible

Maria Tercilla

Schedule

Monthly, from 11/9/2015 to 6/9/2016

Evidence of Completion

Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting instructional Focus Calendars as needed.

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

Administrative classroom walk-throughs to monitor teacher-student best practices of the Gradual Release of Responsibility Model.

Person Responsible

Maria Tercilla

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Administrative walk-through notes and debriefing logs.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide a refresher of the Gradual Release of Responsibility Model at a faculty meeting.	Figueroa, Giselle	11/3/2015	Agenda, sign-in sheets, and deliverables	11/3/2015 one-time
G1.B1.S1.A2	Conduct a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.		10/26/2015	Agenda, sign-in sheets, and deliverables	10/26/2015 one-time
G1.B1.S1.A3	Conduct Common Planning Meeting to strategically infuse the Gradual Release of Responsibility Model in instructional planning and reinforce the importance of providing corrective feedback on student work.	Tercilla, Maria	11/4/2015	Agenda, sign-in sheets, deliverables, and lesson plans.	11/4/2015 one-time
G1.B1.S1.A4	Conduct instructional walk-throughs to monitor the instructional delivery of lessons that implement the GRRM and monitor the corrective feedback through teacher led centers.	Tercilla, Maria	11/9/2015	Administrative walk-through notes and debriefing logs.	6/9/2016 weekly
G1.B1.S1.A5	Provide additional support in the effective implementation of the Gradual Release of Responsibility Model to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.	Tercilla, Maria	11/9/2015	Agenda,sign-in sheets, lessons plans, grade level minutes, debriefings and deliverables.	6/9/2016 monthly
G1.B1.S1.A6	Engage in continuous monitoring of the implementation of the Gradual Release of Responsibility Model in all content areas, ensuring that it's being implemented with fidelity.	Tercilla, Maria	11/9/2015	Agenda ,sign-in sheets, lessons plans, grade level minutes, walk-through notes, debriefings and deliverables.	6/9/2016 monthly
G1.MA1	Data is collected related to the assessments	Tercilla, Maria	8/24/2015	Lesson plans, walk-through notes, debriefings and deliverables.	6/9/2016 monthly
G1.B1.S1.MA1	Administrative classroom walk-throughs to monitor teacher-student best practices of the Gradual Release of Responsibility Model.	Tercilla, Maria	8/31/2015	Administrative walk-through notes and debriefing logs.	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitor bi-weekly or monthly assessments, and computer reports generated from Accelerated Reader, iReady programs.	Tercilla, Maria	11/9/2015	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting instructional Focus Calendars as needed.	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of the Gradual Release of Responsibility Model/Explicit Instruction (GRRM) in grade level appropriate tasks.

G1.B1.S1 Implement the Gradual Release of Responsibility Model (GRRM) as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Conduct a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.

Facilitator

Figueroa, Giselle

Participants

Teachers

Schedule

On 10/26/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide a refresher of the Gradual Release of Responsibility Model at a faculty meeting.				$0.00
2	G1.B1.S1.A2	Conduct a Professional Development of the Gradual Release of Responsibility Model during the Leadership Team Meeting.				$0.00
3	G1.B1.S1.A3	Conduct Common Planning Meeting to strategically infuse the Gradual Release of Responsibility Model in instructional planning and reinforce the importance of providing corrective feedback on student work.				$0.00
4	G1.B1.S1.A4	Conduct instructional walk-throughs to monitor the instructional delivery of lessons that implement the GRRM and monitor the corrective feedback through teacher led centers.				$0.00
5	G1.B1.S1.A5	Provide additional support in the effective implementation of the Gradual Release of Responsibility Model to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2261 - Greenglade Elementary School	School Improvement Funds		$1,000.00
			Notes: Accelerated Reader			
6	G1.B1.S1.A6	Engage in continuous monitoring of the implementation of the Gradual Release of Responsibility Model in all content areas, ensuring that it's being implemented with fidelity.				$0.00
					Total:	$1,000.00