

Miami-Dade County Public Schools

# North Glade Elementary School



2015-16 School Improvement Plan

## North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	94%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	C	C	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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	27
Technical Assistance Items	29
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

North Glade Elementary School accepts the responsibility of preparing our students to become lifelong learners, while preparing them for the global marketplace.

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

North Glade Elementary envisions a school where everyone feels capable, connected, and contributing. Our vision is to instill a sense of belonging. With belonging, comes comfort. With comfort, comes confidence. Through confidence, true potential is unleashed

#### School Environment

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

We provide academic and enrichment activities to help students learn about other cultures, countries and their traditions.

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

We have safety patrol, peer mentoring, and security monitors before, during and after school. There is limited entry to the school and all visitors must provide identification and sign in. We implement monthly safety drills and provide safety instructions from staff and community partners. Boys have the opportunity to participate in the 5000 Role Models of Excellence Program. Girls have the opportunity to participate in the Role Models of Distinction. We provide enrichment activities in dance, chess, robotics, sports, cheer leading, and multicultural activities.

##### **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**

North Glade implements a School-Wide Discipline Plan which follows the guidelines in the Districts' Code of Student Conduct. The School-Wide Discipline Plan was reviewed with the staff by administration at the beginning of the school year.

##### **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**

Teachers, parents and students may request for counseling service from the school counselor or referral to community agencies. We provide peer mediation, Bully Free School program, Do the Right Thing, 5000 Role Models of Excellence and Role Models of Distinction programs, to our students to ensure their social-emotional needs are being met.

#### 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**

Students not reading on grade level by grade 3  
 Students that are retained

**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	
Attendance below 90 percent	4	5	4	11	2	5	31
One or more suspensions	0	0	0	0	1	1	2
Course failure in ELA or Math	3	12	5	15	14	13	62
Level 1 on statewide assessment	0	0	0	29	12	18	59
Retained Students	2	6	3	16	0	0	27

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Wonder Works K-5  
 Spanish S for Spanish Speakers  
 I Ready  
 Saturday Academy  
 After School Tutoring  
 ESOL Tutoring

**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/49564>.

**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**

The administrators and selected staff members of North Glade, will visit local businesses throughout the year to solicit partnerships. The partnerships will include financial assistance, in-kind donations, incentives for student achievement, and/or volunteer services.

**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
Sands, Raymond	Principal
Williams, Wanda	Assistant Principal
Howell, Annette	Teacher, K-12
Howard, La Shunda	Teacher, ESE
Lewis, Jaslyn	Instructional Coach
Burden, Feleshia	Guidance Counselor
Garcia, Karen	Teacher, K-12
Santana, Raysa	Teacher, K-12
Walker, LaShawn	Instructional Coach

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

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

The responsibilities of team members are listed below:

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

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

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

Grade Level Chairpersons, grades K, 1, and 2, Raysa Santana, grades 3, 4, and 5, Karen Garcia, ESE- Lashunda Howard, and ESOL Annette Howell, provide leadership within their assigned grade levels by providing information about core instruction, participating in data gathering activities, analyzing data as it is collected ensuring that teacher and student data chats occur to support making

adjustments to lesson plans and class organization that addresses needs discovered in the data collection.

**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**

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

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

2. Managed data will include:

Academic

- FAIR assessment grade 3-5
- Oral Reading Fluency Measures
- Wonder Works Checkpoints
- Baseline Benchmark Assessments
- I Ready
- Interim assessments
- State/District Science assessments
- Florida Standards Assessment
- Student grades
- School site specific assessments

3. Behavior

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

Title I Services-

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

Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title III-

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

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

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

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and
- 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

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

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

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

#### Nutrition Programs-

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's HIV Curriculum

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

•  
Violence Prevention

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

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Raymond Sands	Principal
Annette Howell	Teacher
Ruthie Poole-Glass	Teacher
Gwenette Seldon	Education Support Employee
Alexandra DelRosario	Parent
Carsha Biglow	Education Support Employee
Elorine McIntosh	Education Support Employee
Evonne Palomino	Parent
Kevin Bolanos	Student
Luis Ascencio	Parent
Maggie Fitts	Business/Community
Michael Garcia	Student
Natasha Phillips	Teacher
Norinne Petersen	Teacher
Rosibal Montoya	Parent
Vaughn Minnis	Parent
Vilma Vazquez	Parent
Yahajaira Beaton	Teacher
Yahica White	Parent
Yvonne Yates	Business/Community
	Education Support Employee

**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 SAC committee, which consist of a team of teachers, parents, community partners, students and administration, evaluated each section of the School Improvement Plan. Revisions were made to educational goals based on the school's data and desired outcomes for next year.

*Development of this school improvement plan*

The SAC members contributed to each section of the school improvement plan. They were involved in reviewing, revising, identifying goals and gathering student data . Additionally, they participated in the school's SIP review and planning meetings held May and June 2015, to assist with the creation of the 2015-16, School Improvement Plan. Additionally, adjustments to the plan were made by the Education Transformation Office (ETO).

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

The SAC committee is responsible ensuring SAC funds benefit all students and that all procedures, and guidelines are met regarding expenditures. Allocations budgeted were approved by vote and were made at monthly meetings and documented in the EESAC minutes. For the 2014-15, school year, no EESAC funds were used.

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

No EESAC funds were used for 2014-15 school year. 2015-16 ESSAC current budget is \$1,559.

**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
Sands, Raymond	Principal
Williams, Wanda	Assistant Principal
Howell, Annette	Teacher, K-12
Howard, La Shunda	Teacher, ESE
Lewis, Jaslyn	Instructional Coach

**Duties**

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

We will provide incentives for students for my own reader, monthly student reading logs submission, and meeting IReady reading targets. Additionally, we will incorporate reading literacy across the curriculum and monitor the implementation and fidelity of core standards for the MacGraw-Hill program. The Literacy Team (LLT) will meet to discuss and implement updates to the instructional and intervention programs, monitor and adjust the school's academic behavioral goal through data gathering and analysis. Literacy will be an integral part of the content areas. The overall goal is for all students to gain confidence and competence and view themselves as successful readers.

- Wonder Works Intervention/Spanish Intervention for all students reading below grade level.
- Reciprocal Teaching will be incorporated within the schema of literacy in all content areas.
- Writing is embedded in all subjects.
- Phonics and Structural Analysis is embedded in the Reading program

**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**

Teachers have common planning time with the coach to share best practices and receive professional development from the curriculum support specialist. Teachers will participate in PLC's and job embedded professional development to share/learn instructional strategies, discuss concerns, conduct data reviews, and review the Florida Standards in relationship to the District's Pacing Guide. Additionally, teachers and coach will review data with administration to discuss strategies to improve student achievement.

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

The school site principal is responsible for hiring effective teachers at the worksite. North Glade Elementary School's strategies to recruit highly qualified, certified-in-field, and effective teachers to the school are as follows:

- Allowing college students from various universities to obtain field experience/intern with a supervising teacher at North Glade Elementary School.
- Partnering new teachers with veteran teachers
- Providing leadership experiences to highly-qualified teachers
- Recruiting from local colleges
- Vertical teaching activities
- Provide professional development for teachers

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

New teachers will be paired with veteran teachers of the same subject area that have a record of effective instruction based on test scores and observations.

## **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***

- Provide ongoing professional development on the implementation of the District's Pacing Guide and Florida Standards.
  - Weekly common planning with coaches/CSS/administration, to assist in building teachers' capacity as they effectively implement the Florida Standards.
  - Monitoring the fidelity of the Wonders reading program, whole group instruction, differentiated Instruction, and Wonder Works Intervention programs.
- Monitoring the fidelity of the Go Math program, whole group instruction, differentiated Instruction, and remediating secondary standards/provide enrichment.

#### **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 Leadership Team regularly meets to analyze, discuss, disaggregate and disseminate student data. Students are identified and monitored vertically to lessen the possibility of regression and to ensure that students who are not performing well make necessary adjustments so they can move toward proficiency, narrowing the achievement gap. Level 1 targeted students receive Reading Invention through McGraw-Hill Wonder Works, in addition to the 90 minute reading block. Targeted level 1 students in Mathematics, receive small group instruction during the 60 minute Mathematics block, or in addition to the 60 minute Mathematics block, and push in assistance for targeted students. During weekly collaborative planning, item specifications and pacing guides are utilized to ensure that lessons, bell ringers, and Teacher Led Center lessons are aligned to the Florida Standards. Students scoring level 1 and 2 on state assessments receive ongoing data reviews to target students' needs and plan mini lessons to be used at the Teacher Led Center (TLC) providing differentiated instruction (DI) to targeted students. Professional Development will focus on incorporating rigor to meet the challenges of the Florida Standards Assessment (FSA).



**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:** 2,280

Nineteen weeks of intervention sessions in math and reading to prepare students for the high stakes testing.

**Strategy Rationale**

Instruction in core academic subjects.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Howell, Annette, aehowell@dadeschools.net

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

Students will be accessed on a weekly bases using formative assessments in order to monitor the effectiveness of the strategies and to differentiate instruction during the Extended Learning time as needed.

**Strategy:** Weekend Program

**Minutes added to school year:** 720

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

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

Students will take a pre- and post-test.

**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**

Title I Administration provides supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. Providing young children with a variety of meaningful

experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children. All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener

(FLKRS) and i-Ready to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students' needs as well as assist in placement of students in classes that are based on individual needs.

In order to prepare incoming Kindergarten students for school, administrators visit Pre-Kindergarten sites and centers in the area surrounding North Glade Elementary to network with the administrators of those sites and to inform them of the expectations for kindergarten so that the students will be better prepared for school. Special education teachers attend Pre-Kindergarten staffings to assist in the transition of students to our special education Kindergarten classes. As needed, incoming Kindergarten students are assessed with the MDCPS OLPs to determine their English language level, prior to the school year beginning.

K-1

Articulation meetings with K and 1st grade teachers to discuss strengths, weaknesses and specific needs of students entering 1st grade.

5-6

Articulation meetings with students' future middle school to provide counseling services, assistance with middle school course selection, middle school articulation presentations to our students, and magnet schools of choice information to the students and parents.

### 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***

NA

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

NA

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

NA

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

## 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:

.

### **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**

G070579

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	26.0
AMO Math - All Students	70.0
AMO Reading - African American	59.0
AMO Reading - ELL	63.0
AMO Reading - Hispanic	73.0
AMO Reading - SWD	48.0
AMO Reading - ED	68.0
AMO Math - African American	61.0
AMO Math - SWD	46.0
FCAT 2.0 Science Proficiency	33.0
FSA English Language Arts - Achievement	9.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	76.0
Math Lowest 25% Gains	71.0
Math Gains	0.63
FSA Mathematics - Achievement	0.32

**Resources Available to Support the Goal 2**

- Core: McGraw-Hill Reading Wonders/WonderWorks including ELL Leveled Readers, Supplemental: MyOnReader, i-Ready
- GoMath Teacher Edition; Go Math (Online) - Destination Math, Animated Math Models, HMH Mega Math (K-5); GoMath (Paper - based) - Reteach Book Supplement: i-Ready, Ready Common Core Workbooks, Additional 30 minute intervention block outside of the 60 minute instructional block
- "Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Waterford (K-2), Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams "

**Targeted Barriers to Achieving the Goal 3**

- Inconsistent use of State Standards to guide planning and delivery of rigorous instruction in grades 2-5.

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

District Midyear Interim Assessments

**Person Responsible**

Raymond Sands

**Schedule**

Annually, from 10/1/2015 to 5/31/2016

***Evidence of Completion***

Student Data

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

I READY PROGRESS MONITORING FOR STUDENTS IN TIER 2 AND 3

**Person Responsible**

Wanda Williams

**Schedule**

Monthly, from 11/1/2015 to 4/30/2016

***Evidence of Completion***

Student Data

## 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**

 G070579

**G1.B1** Inconsistent use of State Standards to guide planning and delivery of rigorous instruction in grades 2-5. **2**

 B183901

**G1.B1.S1** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students. **4**

 S195512

### Strategy Rationale

To ensure that the instructional program is meeting the needs of students.

### Action Step 1 **5**

Provide professional development (during early release and collaborative grade level common planning) on data-guided instruction and the resources and practices to be used during differentiated instruction to meet various needs of students.

#### Person Responsible

Wanda Williams

#### Schedule

Monthly, from 9/14/2015 to 5/23/2016

#### Evidence of Completion

Agenda; sign-in sheets; handouts

## Action Step 2 5

Plan with grades 2-5 to effectively plan and focus lessons incorporating the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Use interim data to guide whole group and small group instruction.

### **Person Responsible**

Raymond Sands

### **Schedule**

Weekly, from 9/7/2015 to 6/6/2016

### **Evidence of Completion**

Agenda; sign-in sheets; handouts

## Action Step 3 5

Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.

### **Person Responsible**

Raymond Sands

### **Schedule**

Weekly, from 9/7/2015 to 5/25/2016

### **Evidence of Completion**

lesson plans and student artifacts



#### Action Step 4 **5**

Support teachers in disaggregating data from chapter and standard assessments to the District's Midyear Interim assessment and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

##### **Person Responsible**

Wanda Williams

##### **Schedule**

Semiannually, from 10/8/2015 to 1/29/2016

##### **Evidence of Completion**

Data debriefing agenda, sign- in sheets; data from classroom assessment and Midyear Interim Assessment; Instructional action plans/lesson plans to include primary/secondary benchmarks for DI centers.

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

Classroom Walkthroughs, Lesson Plans

##### **Person Responsible**

Raymond Sands

##### **Schedule**

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

##### **Evidence of Completion**

Administration will meet with IS/CSS/ Science Gr. 5, to ensure all guidelines of the plan are fully implemented.

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

Student Work Samples

##### **Person Responsible**

Raymond Sands

##### **Schedule**

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

##### **Evidence of Completion**

Leadership team will review ongoing data and instructional activities and make adjustments as necessary to ensure the reduction/elimination of barriers.

## 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 professional development (during early release and collaborative grade level common planning) on data-guided instruction and the resources and practices to be used during differentiated instruction to meet various needs of students.	Williams, Wanda	9/14/2015	Agenda; sign-in sheets; handouts	5/23/2016 monthly
G1.B1.S1.A2	Plan with grades 2-5 to effectively plan and focus lessons incorporating the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Use interim data to guide whole group and small group instruction.	Sands, Raymond	9/7/2015	Agenda; sign-in sheets; handouts	6/6/2016 weekly
G1.B1.S1.A3	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.	Sands, Raymond	9/7/2015	lesson plans and student artifacts	5/25/2016 weekly
G1.B1.S1.A4	Support teachers in disaggregating data from chapter and standard assessments to the District's Midyear Interim assessment and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	Williams, Wanda	10/8/2015	Data debriefing agenda, sign- in sheets; data from classroom assessment and Midyear Interim Assessment; Instructional action plans/lesson plans to include primary/secondary benchmarks for DI centers.	1/29/2016 semiannually
G1.MA1	District Midyear Interim Assessments	Sands, Raymond	10/1/2015	Student Data	5/31/2016 annually
G1.MA2	I READY PROGRESS MONITORING FOR STUDENTS IN TIER 2 AND 3	Williams, Wanda	11/1/2015	Student Data	4/30/2016 monthly
G1.B1.S1.MA1	Student Work Samples	Sands, Raymond	8/24/2015	Leadership team will review ongoing data and instructional activities and make adjustments as necessary to ensure the reduction/elimination of barriers.	6/9/2016 biweekly
G1.B1.S1.MA1	Classroom Walkthroughs, Lesson Plans	Sands, Raymond	8/24/2015	Administration will meet with IS/CSS/ Science Gr. 5, to ensure all guidelines of the plan are fully implemented.	6/9/2016 biweekly

## 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** Inconsistent use of State Standards to guide planning and delivery of rigorous instruction in grades 2-5.

**G1.B1.S1** Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

### PD Opportunity 1

Provide professional development (during early release and collaborative grade level common planning) on data-guided instruction and the resources and practices to be used during differentiated instruction to meet various needs of students.

#### Facilitator

CCS ,Coaches, District,

#### Participants

all reading teachers

#### Schedule

Monthly, from 9/14/2015 to 5/23/2016

### PD Opportunity 2

Plan with grades 2-5 to effectively plan and focus lessons incorporating the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Use interim data to guide whole group and small group instruction.

#### Facilitator

Coach/CCS

#### Participants

All reading teachers

#### Schedule

Weekly, from 9/7/2015 to 6/6/2016

### **PD Opportunity 3**

Support teachers in disaggregating data from chapter and standard assessments to the District's Midyear Interim assessment and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.

#### **Facilitator**

Math Coach/CSS

#### **Participants**

All Math Teachers

#### **Schedule**

Semiannually, from 10/8/2015 to 1/29/2016

## 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 professional development (during early release and collaborative grade level common planning) on data-guided instruction and the resources and practices to be used during differentiated instruction to meet various needs of students.	\$0.00
2	G1.B1.S1.A2	Plan with grades 2-5 to effectively plan and focus lessons incorporating the District Constructed Response (DCR) to reach the rigor in reading/writing followed by the reading coach conducting the coaching cycle as needed in classrooms. Use interim data to guide whole group and small group instruction.	\$0.00
3	G1.B1.S1.A3	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through Reading Wonders and consistent utilization of the Pacing Guides.	\$0.00
4	G1.B1.S1.A4	Support teachers in disaggregating data from chapter and standard assessments to the District's Midyear Interim assessment and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	\$0.00
<b>Total:</b>			<b>\$0.00</b>