

Glades Middle School



2016-17 Schoolwide Improvement Plan

Glades Middle School

9451 SW 64TH ST, Miami, FL 33173

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	B

**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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Glades Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Glades Middle School's mission statement is to empower students with the highest quality education so all of our students are provided with lifelong learning skills to become successful in leading productive, responsible and fulfilling lives as a member of society. Glades Middle School is dedicated to standing by their 5 core values. The core values are: Responsibility, Respect, Trust, Caring and Family.

b. Provide the school's vision statement.

Glades Middle School is committed to a comprehensive and inclusive learning environment to provide educational excellence for all.

2. School Environment

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

Upon entering Glades Middle School, our students are exposed to a variety of programs through an academic advisement intake process where students are introduced to the different academic, athletic, and activities programs available at the school. In addition, at the beginning of the school year students participate in grade-level orientations to better understand their roles within the building. Student Services counselors have an assigned group of students who they track and monitor academically and behaviorally throughout their middle school years. Within individual classes, teachers utilize interest inventories, ice breaker activities, and creating memoirs to further acquaint themselves with their particular students. In addition, other activities that provide an opportunity to know our students include: Student Council, advisement in homogeneous groups, Open House, Resource Fair, family orientation before school begins, critical thinking classes (pairing up student and teacher), parent-teacher conferences, ESOL parent workshops, iPrep Math Parent Orientations, DREAMS & Cambridge Coffee Talks, High School Magnet Fair, Gators for a Day, before/after school care, and Student Services--Parent Resource Center.

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

Glades Middle School creates an environment where students feel safe before and after school by providing administrative supervision before/after school; in addition, select faculty (safety facilitators), security, and substitutes are assigned posts in high traffic areas to reduce roaming and decrease the possibilities of off-task/potential disruptive behaviors. To further reduce student roaming in the building, Glades Middle School offers before and after school care, the computer lab and Media Center are also available to foster safe zones where students can engage in academic tasks. Additionally, we offer a plethora of supervised extra-curricular activities such as after-school clubs and sports. Our School Resource Officer is also available to patrol the area/neighborhood to maintain a safe environment.

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

Glades Middle School incorporates many techniques to engage students and minimize distractions during instructional time. All students start each academic year with a grade-level discipline assembly where behavior expectations are reviewed and all stakeholders are held accountable via the behavior contract. Within the Physical Education classes, the teachers spend a week reviewing in detail the MDCPS Code of Student Conduct. Additionally, each teacher provides expected behaviors in his/her course syllabus. Our school-wide behavior policy requires that, before a student receives an administrative referral, the student receives several verbal/non-verbal warnings and a parent contact. In the classroom, The Gradual Release Model is highly encouraged to keep students engaged and actively participating with peers. Bell ringers are used to maintain a routine and insure instruction begins immediately. Differentiated Instruction activities and technology are infused in the delivery of instruction to engage students and maintain on-task behavior.

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

Glades Middle School ensures the social and emotional needs of our students are being met by providing students with counseling services for academic issues, peer mediation, social interactions, and referral to outside agencies when necessary. When warranted, we also initiate behavior interventions, SSTs, RTIs, BIPs, and LEP committee meetings. Daily and weekly progress reports are used to communicate student behaviors and/or academic performance to parents and/or guardians. These methods, combined with anecdotal records, allow teachers and counselors to work together with parents/guardians in monitoring the social/emotional needs of our students.

3. Early Warning Systems

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

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

In the 2015-2016 school year, the 6th grade, Glades Middle School had 1 student with 18 or more absences. In the 7th grade, 14 students had 18 or more absences, and in the 8th grade, there were 9 students with 18 or more absences.

There were 0 students with one or more suspensions.

40 students failed two or more classes. 6 students in the 6th grade failed ELA or Math, 18 students in the 7th grade failed ELA or Math and 16 students in the 8th grade failed ELA or MATH.

There were no students retained in the 6th grade. 10 students were retained in 7th grade and 4 students were retained in the 8th grade.

Based on the Early Warning Signs Report, Glades Middle School had 0 Level I students in 6th grade on the statewide assessment. 82 7th graders scores level 1 on the statewide assessment and 90 8th grade students scored level 1 on the statewide assessment. At this time, the Florida Standards Assessment (FSA) data is not available.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	1	14	9	0	0	0	0	24	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	6	18	16	0	0	0	0	40	
Level 1 on statewide assessment	0	0	0	0	0	0	0	82	90	0	0	0	0	172	
Retention	0	0	0	0	0	0	0	10	4	0	0	0	0	14	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	6	82	92	0	0	0	0	180	

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

Students are identified through standardized testing for placement in an intensive reading elective. Additionally, students without technology access are allowed to use the Media Center computers or computer lab before school with teacher supervision. Comprehension skills are targeted through the use of iReady for all students, MyNGConnect.com through intensive reading for lower level students, Imagine Learning, Teen Biz and Achieve 3000 for ESOL students. Students who have failed two or more core courses receive notification every grading period of the need to recover the failed course. These students are offered enrollment in Florida Virtual School to make up the missing credits. In order to better prepare students early on, we engage students in technology interventions using our "Crunch Time" schedule and computer interventions.

To focus on attendance, students are motivated through school-wide recognition activities such as the School Attendance Race, where each grading period homerooms compete for perfect attendance. Attendance is monitored throughout the school year, and the top three homerooms each grading period receive incentives or are invited to attend school events such as the Blue and Gold Game. Also, daily attendance is monitored weekly by the Assistant Principal of Attendance and Guidance Counselors. Students with three or more absences are identified, designated personnel contact parents, and attendance contracts are created. When necessary, the Community Involvement Specialist and/or Social Worker is involved. The Assistant Principal and the counselors monitor student progress and revise interventions and incentives as needed. Counselors follow up with students when needed with one on one conferences.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Glades Middle School works to build positive relationships with families to increase involvement and foster communication using various methods. For example, we have a bilingual administrative team that assists parents in gaining needed information. Glades Middle School also has an electronic marquee that is up to date with current school happenings. ConnectEd is another tool we use to communicate. Pertinent information including the school's mission and vision is available online, in each teacher's classroom, and in high traffic areas.

Progress reports, report cards, and parent portal access all maintain the line of communication open by providing parents with information regarding their child's progress on an ongoing basis. Face to face opportunities exist to engage in building positive relationships via Open House, Family Orientation, Curriculum Expos, Coffee Talks, parent workshops, and informational sessions.

2. 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.

As a school we are building and sustaining partnerships with the local community by working with Winn-Dixie and Main Street Dentistry as our Dade Partners to fundraise and to promote our school. These partners are providing student supplies, free dental hygiene products, food donations for school activities, and school recruitment displays. Our school participates in numerous community activities and programs such as the Fairchild Challenge, Do the Right Thing, and various charities through National Junior Honor Society, Student Council, Cambridge, and FCCLA. We also frequently invite guest speakers from a variety of fields such as professionals in the medical, forensic, and law enforcement fields, children's book authors, and motivational speakers to expose students to real world experiences. We are also implementing a Glades Newsletter and Facebook page to inform the community of what is happening at our school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Valdes-Garcia, Cynthia	Principal
Alvarez-Garcia, Aryam	Assistant Principal
Alexander, Gizella	Teacher, K-12
Garcia, Lola	Teacher, K-12
Rivera, Catherine	Teacher, K-12
Griffin, Helen	Teacher, K-12
Siles, Elieser	Assistant Principal
Jarrett, Natasha	Teacher, K-12
Facio-Valderrama, Madeline	Teacher, K-12
Ruiz, Barbara	Teacher, K-12

b. Duties

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

The Leadership Team is comprised of administrators and teachers. The team members work to build staff support, internal capacity and sustainability over time. The team discusses student data and academic progress. In addition, the team also creates school related activities, recruitment, professional development and needs assessment of each core subject.

2. 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.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance. (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The MTSS/RtI Leadership Team meets with the principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Interactive Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Cynthia Valdes-Garcia	Principal
Cassandra Dye	Teacher
Tessie Izquierdo Nunez	Teacher
Julian Corrales	Teacher
Keith Barnes	Education Support Employee
Patty Choy	Parent
Maria Gomez	Parent
Jackie Dixon	Parent
Ivette Saavedra	Parent
Juan Calleiro	Parent
Steven Jaramillo	Parent
Elizabeth Leuvre	Parent
Mairelys Diomeadios	Teacher
Suzanne Schultze-Clark	Parent
Marilyn Bandarian	Parent
Elhana Goldstein	Student
Natasha Jarrett	Teacher
Maria Arguelles	Teacher
Raul Espinoza	Teacher
Ivania Woodmore	Parent
Linda Montero	Parent
Colleen McKenzie	Parent
Saylin Paez	Parent
Jada Anderson	Student
Andres Anderson	Student
Alfred Billings	Business/Community
Cecilia Gonzalez	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met and reviewed last year's School Improvement Plan. Recommendations were made. After reviewing last year's SIP it was deemed to have effective strategies. At this time the 2015-2016 data is not available.

b. Development of this school improvement plan

The SAC serves in the process to develop to the SIP. The SAC will meet on scheduled meeting dates to review, monitor and analyze data of the school improvement plan making sure the changes made are causing the students to improve academically and demonstrate gains.

c. Preparation of the school's annual budget and plan

The projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2016 meeting the budget was \$4,996.00.

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

The SAC assists the school with any needs that the school may have. Possible expenditures include purchasing materials to enhance the DREAMS Academy, Cambridge Academy, school beautification and teacher incentives. The funds allocated is \$2,500.00.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Valdes-Garcia, Cynthia	Principal
Alvarez-Garcia, Aryam	Assistant Principal
Alexander, Gizella	Teacher, K-12
Garcia, Lola	Teacher, K-12
Griffin, Helen	Teacher, K-12
Rivera, Catherine	Teacher, K-12
Siles, Elieser	Assistant Principal
Jarrett, Natasha	Teacher, K-12
Facio-Valderrama, Madeline	Teacher, K-12
Ruiz, Barbara	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Glades Middle School LLT promotes literacy within the school by utilizing data to drive instructional practices and isolate specific reading needs across grade levels. The data is also used to create instructional focus calendars and crunch time plans to support student needs. Data is gathered from a variety of assessments including prior year's FCAT 2.0 scores, baseline and interim assessments, iReady Data, FSA Data, End of Course Exams (EOC) Data and CELLA data. Professional Development opportunities are also provided to align with literacy needs. These opportunities expand to all content areas and include topics such as effectively utilizing reading and writing strategies, differentiating instruction, using the Gradual Release of Responsibility Model, and

various strategies to increase rigor and text complexity.

The LLT at Glades Middle School also works to guarantee fidelity of the implementation of the K-12 CRRP. In an effort to achieve reading success, the administration team carries out classroom walk-throughs weekly and observes various elements of the CRRP such as a print-rich environment, classroom libraries, and differentiated instruction. Glades Middle School literacy initiatives will be extended to include several competitive opportunities to include the Fairchild Challenge, participation in the Miami-Dade Youth Fair, 6-word Memoirs, and FIU's Jewish Center competition.

D. Public and Collaborative Teaching

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

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

Glades Middle School has a variety of strategies to encourage positive working relationships between teachers. Through Professional Learning Communities teachers can focus on a specific need and work collaboratively to create strategies that reduce or eliminate the targeted need. Also, professional development during faculty meetings, department meetings and early release days will be carried out through collaborative planning. Teachers will share best practice, participate in a grade level planning as well as vertical planning to ensure cohesiveness and student growth through their time at Glades Middle School.

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

To recruit and retain highly qualified, certified-in-field, and effective teachers Glades will recruit from local State and Private Universities, carry out teacher interview from District Eligibility Candidate Roster, provide mentors for beginning teachers and veteran teachers, if needed and provide teachers with opportunities for professional growth. The person responsible for carrying out these strategies is the principal, Cynthia Valdes-Garcia and assistant principals, Elieser Siles and Aryam Alvarez-Garcia. The district and the school uses TeacherMatch.

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

At the beginning of every year, all beginning teachers are paired with a veteran teacher within their department and grade level. More than likely, the veteran teacher is a department chairperson, team leader, or other instructional leader. The pairs work together to create short term and long terms goals that will impact the students in the beginning teacher's class. Beginning teachers are encouraged to attend various professional development sessions in topics ranging from Classroom Management to Curricular issues.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that the instructional programs are aligned with the Florida Standards by encouraging that all teachers include the benchmarks that pertain to the subject being taught each day in their lesson plans. It is also suggested to include the District's Pacing Guides with weekly lesson plans. The administration has introduced the Common Board Configuration to further show

proof of alignment to the Florida Standards. The teachers are also using the iSpecs to further guide instruction. Students are required to participate in the District mandated Interim Assessments to show what progress has been made in mastery of the Florida Standards. In addition to the District assessments, the teachers participate in data chats and regularly evaluate student assessment data for proficiency and mastery levels.

b. Instructional Strategies

1. 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.

Glades Middle School uses data to provide and differentiate instruction to meet the diverse needs of its students. Teachers participate in data chats as departments individually and with administration. Data is dis-aggregate and integrated in order to better create lessons that focus on specific learning targets. Additionally, students participate in mini-conferences where they have the opportunity to take ownership of their learning and their progress. Students look at their own data and are able to set goals that will assist them in succeeding and attaining proficient levels on state assessments. In addition, the language arts and mathematics classes are scheduled into the computer lab on a rotational basis to infuse technology in the learning process and the use of the iReady program. Faculty members will be participating in professional development that is centered on increasing students by improving core instruction in all content areas.

2. 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: 3,600

Select teachers will provide students with 1 hour of tutoring (before or after school) through Title III funds. The focus will be to provide one-on-one or small group instruction to the students who show significant difficulty in learning concepts in mathematics and language arts who are currently in the ESOL program.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valdes-Garcia, Cynthia, pr6211@dadeschools.net

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

Using district assessments, the effectiveness of this strategy will be determined. In addition, classroom teachers will monitor effectiveness by using classroom assessments and student-work samples.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The administrative team at Glades Middle School assists students at each grade level through grade level orientations at the beginning of the school year. The student services team also assists students in their transition from one grade to another. They meet with each grade level at the end of the school year to discuss subject selection and available courses. Also, team members visit feeder pattern elementary schools to introduce possible incoming 6th grade students to the available programs at the school. A new student orientation is offered at the end of the summer. Also, as a school we participate of the Curriculum Expo each year and students are exposed to a wide variety of programs and courses our school offers.

b. College and Career Readiness

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

N/A

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G087825

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - Asian	
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	78.0
Math Gains	78.0
Math Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	49.0

Targeted Barriers to Achieving the Goal 3

- Insufficient student awareness of student accountability.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Early Release Common Planning
- Teacher Planning-No Opt
- Leadership Meetings (monthly)
- Computer Based Instructional Programs
- Computer Labs
- Student Tablets
- In-House Professional Development
- Common Planning Faculty Meeting
- On-going Data collection and analysis. The continued use of Edmodo, OneNote and other technology based instructional programs.

Plan to Monitor Progress Toward G1. 8

Monitor the progress by reviewing and analyzing school wide data and by observing teachers deliver their lessons implementing the Item Specs.

Person Responsible

Cynthia Valdes-Garcia

Schedule

Annually, from 11/6/2015 to 6/3/2016

Evidence of Completion

Data, Lesson Plans, Student work samples and Classroom Walkthroughs

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. If core instruction is increased in all content areas then student achievement will improve. **1**

 G087825

G1.B6 Insufficient student awareness of student accountability. **2**

 B233504

G1.B6.S1 We will create a school wide data chat form that indicates both FSA data, iReady data, and mid year assessment data as it relates to data and students. **4**

 S246400

Strategy Rationale

Providing students with the information of how they scored on various assessments, as well as an opportunity to reflect on the information, will give students more empowerment in relating their class lessons with improving their performance.

Action Step 1 **5**

A Data Chat form will be created that includes a student reflection component and will be used throughout the Math and ELA departments and grade levels.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 12/23/2016

Evidence of Completion

Data chat form

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

School-wide Data Chat day will be implemented to provide students with their individual assessment information

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 12/23/2016

Evidence of Completion

Data Chat form, Data Chat Day schedule, Data Chat Day instruction form, Lesson Plans, Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Students will reflect on individual assessment information discussed in order to improve their performance related to class lessons.

Person Responsible

Cynthia Valdes-Garcia





Schedule

Semiannually, from 10/3/2016 to 12/23/2016

Evidence of Completion

Data Chat form with the reflection component.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M332973	Monitor the progress by reviewing and analyzing school wide data and by observing teachers deliver...	Valdes-Garcia, Cynthia	11/6/2015	Data, Lesson Plans, Student work samples and Classroom Walkthroughs	6/3/2016 annually
G1.B6.S1.MA1  M332971	Students will reflect on individual assessment information discussed in order to improve their...	Valdes-Garcia, Cynthia	10/3/2016	Data Chat form with the reflection component.	12/23/2016 semiannually
G1.B6.S1.MA1  M332972	School-wide Data Chat day will be implemented to provide students with their individual assessment...	Valdes-Garcia, Cynthia	10/3/2016	Data Chat form, Data Chat Day schedule, Data Chat Day instruction form, Lesson Plans, Classroom Walkthroughs	12/23/2016 one-time
G1.B6.S1.A1  A319683	A Data Chat form will be created that includes a student reflection component and will be used...	Valdes-Garcia, Cynthia	10/3/2016	Data chat form	12/23/2016 one-time

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B6 Insufficient student awareness of student accountability.

G1.B6.S1 We will create a school wide data chat form that indicates both FSA data, iReady data, and mid year assessment data as it relates to data and students.

PD Opportunity 1

A Data Chat form will be created that includes a student reflection component and will be used throughout the Math and ELA departments and grade levels.

Facilitator

Nersa Garcia, resident AP for Aryam Alvarez-Garcia

Participants

Teachers and students

Schedule

On 12/23/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B6.S1.A1	A Data Chat form will be created that includes a student reflection component and will be used throughout the Math and ELA departments and grade levels.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	6211 - Glades Middle School	General Fund		\$1,500.00
			Notes: Notes We will be using \$500.00 for incentives for three of the 9 week sessions of the year.			
Total:						\$1,500.00