

Miami-Dade County Public Schools

North Glade Elementary School



2016-17 Schoolwide Improvement Plan

North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

<http://nges.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)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	C	D

**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 North Glade Elementary 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.

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

b. 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

2. School Environment

a. 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.

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

North Glade has a safety committee of staff members that works with administration, custodians, and school security to ensure our school maintains a safe learning environment through on going inspection of our grounds, facility, and security procedures. 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, technology, sports, cheer leading, and multicultural activities.

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.

North Glade is participating in Florida's Positive Behavioral Interventions and Support Project (PBIS) and implements a School-Wide Discipline Plan that follows the guidelines in the District's Code of Student Conduct. This plan includes a rewards system for appropriate behaviors and activities targeting management of behaviors.

The PBIS team meets throughout the school year and works with staff to monitor the implementation of the program.

The School-Wide Discipline Plan was reviewed with the staff by administration and the PBIS team at the beginning of the school year.

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.

Teachers, parents and students may request for counseling service from the school counselor or referral to community agencies. PBIS provides a range of activities to identify the intervention needed for students. 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.

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.

As a school, we look for indicators that show early warning signs for our students. We provide additional assistance to Students who have been retained, do no read on grade level, or are habitual late or absent, and that display disruptive behaviors.

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

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	4	4	10	3	12	17	0	0	0	0	0	0	0	50	

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

North Glade Elementary School, uses a number of curriculum programs to enhance the education of our students that exhibit Early Warning Indicators. The following programs are used to improve their academic performance:

Wonder Works K-5
Early Bird i-Ready Camp
After School Tutoring
Title III After School Tutoring
Academic Enhancement Programs (AEP)
After School Science Camp
Saturday School
Mentorship

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322407>.

2. Description

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

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.

The administrators and selected staff members of North Glade, will visit local businesses throughout the year to solicit business partnerships. The partnerships will include financial assistance, in-kind donations, incentives for student achievement, and/or volunteer services. The principal has partnered with the Integrated Learning Trust, Team of Life, Fountains of New Life Ministry, and Publix.

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
Gonzalez, Judy	Principal
Williams, Wanda	Assistant Principal
Lewis, Jaslyn	Instructional Coach
Howell, Annette	Teacher, K-12
Santana, Raysa	Teacher, K-12
Caldwell, Dawnedra	Instructional Coach
Sermeno-Garcia, Maria	School Counselor
Burden, Feleshia	School Counselor
Hawkins, Ladeshia	Teacher, K-12
Dixon-Hooks, Althea	Teacher, ESE

b. Duties

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

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 (Jasyln Lewis/Dawnedra Caldwell-Jackson): 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. Success Coach (Maria Sermenio-Garcia) will monitor Early Warning Systems and provide support to students/families as needed.

Success Coach (Maria Sermenio-Garcia) Provide support to students on the Early Warning Systems Report (EWS) and counseling to students and parents.

Grade Level Chairpersons, grades K, 1, and 2, Raysa Santana, grades 3, 4, and 5, Ladesha Hawkins ESE- Althea D. Hooks , and ESOL Annette Howell, provide leadership within their assigned grade levels by providing information about core instruction, close reading/Go Math professional development, 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.

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.

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. Academic Managed data will include:

- Oral Reading Fluency
- Wonder Works On Going Progress Monitoring
- Science Baseline Benchmark Assessments
- I Ready Diagnostics AP1, AP2, and AP3
- Science Interim Assessments
- FCAT Science
- Florida Standards Assessments
- Math and Science Topic Assessments
- Student Standard Based Grades

- Weekly/Bi-Weekly Reading Assessments

3. Behavior

* Interventions for Positive Behavioral Support (PBS)

- 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
- * Referrals to the District's Student Success Center

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, posting on school's web site, phone connected messages 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-

North Glade Elementary utilizes Title III funds to supplement and enhance programs for English Language Learners (ELL) and recently arrived immigrant children through:

- tutorial programs (K-5)
- parent outreach activities (K-5) 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-5)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- 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-5)

Title X - The Homeless Education Program

- North Glade Elementary supports homeless students by providing an annual training for the school registrar, school counselors, and the identified School Homeless Liaison. Additionally, the school ensures that appropriate staff members understand how to identify homeless students and provide services to ensure that students attend school and make academic achievement.

Violence Prevention Programs-

North Glade Elementary School ensures a safe and supportive learning environment by addressing violence and drug prevention and by providing intervention services for students using the following 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 Counselor.
- North Glade Elementary adheres to the 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

- North Glade Elementary provides students with learning opportunities in the area of health education to address HIV and AIDS through a curriculum aligned with the Florida Standards. Content area teachers are trained on the curriculum and participate in yearly professional development about health and wellness related topics.
- 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Raymond Sands	Principal
Annette Howell	Teacher
Gwenette Seldon	Education Support Employee
Alexandra DelRosario	Parent
Carsha Biglow	Education Support Employee
Elorine McIntosh	Teacher
Evonne Palomino	Parent
Luis Ascencio	Parent
Maggie Fitts	Business/Community
Natasha Phillips	Teacher
Norinne Petersen	Teacher
Rosibal Montoya	Parent
Vaughn Minnis	Parent
Vilma Vazquez	Parent
Yahajaira Beaton	Teacher
Yvonne Yates	Business/Community
Erika Lieber	Teacher
Annette Howell	Teacher
Ruthie Poole-Glass	Teacher
Wanda Williams	Principal
Cynthia Osuyi	Parent
Catrina Wallace	Parent
Manuel Marmol	Student
Alexa Marmol	Student
Alvina Harris	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 EESAC 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.

b. Development of this school improvement plan

The EESAC 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 2016, to assist with the creation of the 2016-17, School Improvement Plan. Additionally, adjustments to the plan were made by the Education Transformation Office (ETO).

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

The EESAC committee is responsible ensuring EESAC 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 2015-16, school year, no EESAC funds were used.

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

No EESAC funds were used for 2015-16 school year. 2016-17 ESSAC current budget is \$1,559.

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
Gonzalez, Judy	Principal
Williams, Wanda	Assistant Principal
Howell, Annette	Teacher, K-12
Lewis, Jaslyn	Instructional Coach
Caldwell, Dawndra	Instructional Coach
Dixon-Hooks, Althea	Teacher, ESE
Santana, Raysa	Teacher, K-12
Burden, Feleshia	School Counselor
Sermeno-Garcia, Maria	School Counselor
Hawkins, Ladeshia	Teacher, K-12

b. Duties

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

We will provide incentives for students for My On 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..
- Writing is embedded in all subjects.
- Close Reading
- Phonics and Structural Analysis is embedded in the Reading program
- Sharing Best Practices
- School Culture/Collaboration

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.

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, technology, 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.

2. 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

3. 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.

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.

- 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, Topic Assessments, implementation of gradual release during whole group instruction, differentiated Instruction, and providing remediation, re-teaching & enhancement opportunities.

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.

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).

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: 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 monthly basis 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

To prepare students for high stake testing (budget permitting).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Judy, pr3861@dadeschools.net

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. Also, students will be remediated based on under performed secondary standards as needed based on their math and science Topic Assessment.

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.

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.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

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 in all content areas are improved, then student achievement will increase.

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 in all content areas are improved, then student achievement will increase. 1a

G088054

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	26.0
AMO Math - All Students	75.0
AMO Reading - African American	65.0
AMO Reading - ELL	68.0
AMO Reading - Hispanic	77.0
AMO Reading - SWD	55.0
AMO Reading - ED	73.0
AMO Math - African American	67.0
AMO Math - SWD	54.0
FCAT 2.0 Science Proficiency	33.0
FSA ELA 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

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of data to drive differentiated instruction (DI) and interventions.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Monthly Topic Assessments

Person Responsible

Judy Gonzalez

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Student Data

Plan to Monitor Progress Toward G1. 8

i-Ready Progress Monitoring for students in Tier 2 and Tier 3

Person Responsible

Wanda Williams

Schedule

Monthly, from 11/1/2016 to 4/30/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction in all content areas are improved, then student achievement will increase. 1

 G088054

G1.B1 Inconsistent use of data to drive differentiated instruction (DI) and interventions. 2

 B234100

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

 S246898

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 and intervention to meet various needs of students.

Person Responsible

Wanda Williams

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Agenda; sign-in sheets; handouts

Action Step 2 5

Effectively plan with grades 2-5 to 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 I-Ready Data to guide whole group and small group instruction. Use i-Ready data to monitor intervention groups.

Person Responsible

Judy Gonzalez

Schedule

Weekly, from 9/12/2016 to 5/26/2017

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

Judy Gonzalez

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

lesson plans and student artifacts

Action Step 4 5

Support teachers in disaggregating data from I-Ready, Topic Assessments and standard assessments 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 10/10/2016 to 1/27/2017

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessment, I-Ready and Topic 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

Judy Gonzalez

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

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

Judy Gonzalez









Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

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

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.B1.S1.A4  A320923	Support teachers in disaggregating data from I-Ready, Topic Assessments and standard assessments...	Williams, Wanda	10/10/2016	Data debriefing agenda, sign-in sheets; data from classroom assessment, I-Ready and Topic Assessment; Instructional action plans/lesson plans to include primary/secondary benchmarks for DI centers.	1/27/2017 semiannually
G1.MA2  M334146	i-Ready Progress Monitoring for students in Tier 2 and Tier 3	Williams, Wanda	11/1/2016	Student Data	4/30/2017 monthly
G1.B1.S1.A1  A320920	Provide professional development (during early release and collaborative grade level common...	Williams, Wanda	9/12/2016	Agenda; sign-in sheets; handouts	5/19/2017 monthly
G1.MA1  M334145	Monthly Topic Assessments	Gonzalez, Judy	9/19/2016	Student Data	5/26/2017 monthly
G1.B1.S1.A2  A320921	Effectively plan with grades 2-5 to focus lessons incorporating the District Constructed Response...	Gonzalez, Judy	9/12/2016	Agenda; sign-in sheets; handouts	5/26/2017 weekly
G1.B1.S1.A3  A320922	Conduct weekly classroom walkthroughs to ensure effective instructional delivery of LAFS through...	Gonzalez, Judy	9/6/2016	lesson plans and student artifacts	5/26/2017 weekly
G1.B1.S1.MA1  M334143	Student Work Samples	Gonzalez, Judy	8/22/2016	Leadership team will review ongoing data and instructional activities and make adjustments as necessary to ensure the reduction/elimination of barriers.	6/1/2017 biweekly
G1.B1.S1.MA1  M334144	Classroom Walkthroughs, Lesson Plans	Gonzalez, Judy	8/22/2016	Administration will meet with IS/CSS/ Science Gr. 5, to ensure all guidelines of the plan are fully implemented.	6/1/2017 biweekly

V. Professional Development Opportunities

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

G1. If core instruction in all content areas are improved, then student achievement will increase.

G1.B1 Inconsistent use of data to drive differentiated instruction (DI) and interventions.

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 and intervention to meet various needs of students.

Facilitator

CSS ,Coaches, District

Participants

All core teachers

Schedule

Monthly, from 9/12/2016 to 5/19/2017

PD Opportunity 2

Effectively plan with grades 2-5 to 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 I-Ready Data to guide whole group and small group instruction. Use i-Ready data to monitor intervention groups.

Facilitator

Coach, CCS

Participants

All reading teachers

Schedule

Weekly, from 9/12/2016 to 5/26/2017

PD Opportunity 3

Support teachers in disaggregating data from I-Ready, Topic Assessments and standard assessments 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 10/10/2016 to 1/27/2017

VI. Technical Assistance Items

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

VII. Budget

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 and intervention to meet various needs of students.	\$0.00
2	G1.B1.S1.A2	Effectively plan with grades 2-5 to 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 I-Ready Data to guide whole group and small group instruction. Use i-Ready data to monitor intervention groups.	\$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 I-Ready, Topic Assessments and standard assessments and discuss results in order to adjust instruction, targeting students that fall in the lowest quartile and/or show regression.	\$0.00
Total:			\$0.00