

Miami-Dade County Public Schools

# Golden Glades Elementary School



2017-18 Schoolwide Improvement Plan

## Golden Glades Elementary School

16520 NW 28TH AVE, Opa Locka, FL 33054

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Golden Glades Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Our mission is to provide an environment where all students can learn, achieve, and develop confidence to meet the challenges of a changing and complex society. It is our goal to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

##### b. Provide the school's vision statement.

Golden Glades Elementary is dedicated to providing a rigorous educational experience to a diverse community where all students are expected to succeed as innovative thinkers. Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

#### 2. School Environment

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

At our school, teachers are encouraged to establish positive relationships with students by communicating with them and providing them with constructive feedback. Establishing positive relationships with students is directly correlated to their success in school. Our process for building this culture is simple. Teachers are strongly encouraged to forge positive relationships with all parents, and consistently encourage them to become actively involved in their child's education. Activities such as Open House, Title I Parent Meetings, Curriculum Night and several Dade Partnerships (eg. HandsOn Miami, and Walgreens). These activities all assist our school community in establishing strong and lasting relationships.

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

A safe and nurturing environment are essential components of our school's community. Our students learn through a variety of instructional approaches to maximize their individual learning potential. Upon students arrival to school, each child is greeted by school security and an Administrator as they are ushered to our school cafe. During the breakfast block, students are closely monitored and have an opportunity to participate in our schools' Books for Breakfast program or the i-Ready Before School tutorials. During the school day, our staff is charged with the tasks of ensuring the safety of each child, and providing our students with various opportunities to be critical thinkers, and participate in extra-curricular activities. Students participation in after-school activities are showcased through the school's cheer-leading squad and the 5000 Role Model of Excellence club.

Additionally, Golden Glades was awarded the 21st Century Community Learning Grant that commenced during the 2016-2017 school year for a period of 5 subsequent years. This program targets the participation of students in grades 2-5. At no cost to families, the program is designed to assist students in core content areas such as Reading (ELA), Mathematics, and Science. In addition, students are engaged in electives such as arts and crafts, drama, and computer technology. The program operates Monday through Fridays from 4:25 pm until 6:25 pm at no cost to students and their parents. The program also runs through the entire summer engaging students in academic and cultural experiences that aide in them being successful students during the school year.

**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.**

The goals of our school-wide behavioral plan include the following:

- I. Increase positive student behavior choices and reduce negative behavior choices
- II. Reduce the numbers of Administrative Referrals
- III. Implement an alternative to suspension plan

Our School Rules are as follows:

- \*Be Responsible
  - \*Keep hands, feet and objects to yourself
  - \*Be honest and positive at all times
  - \*Be respectful to self, others and school property
- We teach the rules and procedures in the following ways:
- \*Classroom teacher teaches and reinforces the expectations daily
  - \*M-DCPS Student Code of Conduct
  - \*Parent Meetings
  - \*Rules are posted in classrooms and throughout the building

Our comprehensive school wide behavior plan also includes school wide procedures, incentives, Bullying prevention, an intervention plan, and celebrations.

For the second year in a row, our school has been allocated a Success Coach who enforces positive behavior amongst students and provides support to those who have been identified as being high-risk.

**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.**

All students at Golden Glades Elementary can learn at their highest potential. Each student is regarded as a unique individual with intellectual, physical, social, and emotional needs. The entire school community shares in the responsibility of shaping a positive learning environment within our school.

A wide range of counseling services are available to serve the needs of students. The School Counselor along with outside counseling agencies are instrumental in facilitating this process. Our school has established a partnership with the Opa-Locka Community Development Center; Keeping Our Promise Program. This agency provides resources and assistance to families that include family counseling. Our school's Success Coach and Counselor coordinate services between the school and the agency.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our school's early warning system uses readily available data to identify students who are at risk of not meeting grade level expectations or of dropping out. This data allows us to intervene early by providing the students and their families with support to overcome barriers. Our school uses both school-wide strategies and targeted interventions. We also examine school-level patterns for the

current school year and over time, in order to address systemic issues that may impede upon student progress. Our schools list of early warning indicators that are monitored include the following:

- \* Students who miss 10% or more of instructional time
- \*Students retained
- \*Students who are identified as Level one in ELA/Reading and/or Math
- \*Students who receive two or more behavior referrals
- \*Students who receive one or more behavior referrals that lead to suspension

**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	1	5	4	0	5	9	0	0	0	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	1	3	1	3	3	4	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	1	5	8	0	5	14	0	0	0	0	0	0	0	33

**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	1	5	8	3	6	14	0	0	0	0	0	0	0	37

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

For students who miss 10% or more of instructional time: Daily school attendance is closely monitored by the Success Coach to identify students that fall under this indicator. Once the student has been identified, the Success Coach will conduct individual counseling sessions with the student, and contact the parent(s) for a conference. If absences remain consistent after interventions take place, the student(s) are referred to the schools Social Worker who opens a case to intervene and support the child and their family.

For students that have been retained: At the beginning of the academic school year, teachers are informed of students that have been retained. The Success Coach will monitor these students weekly during individual counseling sessions, classroom visits, and collaborate with teachers to support the students with academic and social/personal needs. If at any point throughout the course of the year these identified students show signs of academic regression or demonstrate emotional/behavioral concerns, a request for assistance is initiated to begin an in-depth analysis of the situation. This study is facilitated by the school counselor and include other school personnel such as the the parent, school's administration, teachers, school psychologist and possibly a staffing specialist.

Students who are not proficient in reading by third grade participate in learning opportunities made available through the districts summer reading programs. This year, students are given an additional hour of reading intervention during the regular school day. Typically, students that meet this indicator tend to fall into the lowest 35 percentile for reading and are targeted for additional reading support in the form of a small group push-in or by utilizing a technology based instructional program.

Additionally, targeted students are encouraged to participate in the 21st Century After School



Program. During the after school hours, students receive the academic support that is needed in order for them to make sufficient progress in Reading/ELA , Math, and Science.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist (CIS) hosts monthly meetings for parents. During the meetings, she invites instructional coaches to present information on Reading, Math, and Science topics to increase parents' conceptual understanding, enabling them to assist children. The Success Coach provides attendance workshops and attendance interventions with a meaningful understanding of the correlation between daily attendance and student achievement. The CIS also insists and encourages parents to become school volunteers, so they have a more active role in school. Parents are encouraged to visit the parent resource center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connect-Ed messages, monthly calendars, the schools's website and social media.

**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.**

Our school builds and sustains partnerships through its advisory council (EESAC) and through the districts Principal for the Day initiative. Such partnerships have been formed with our neighborhood Walmart and Walgreen's. These businesses provide incentives to students to support literacy and overall student academic achievement.

Additional, the school has a strong partnership with the Opa- Locka CDC. This agency provides care coordination to our students and their families. Students identified to receive these services have 3 or more Early Warning indicators.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Rateau, Jeff	Principal
Robinson, Tamika	Assistant Principal
Klasner, Shari	Instructional Media
Taylor, Teresa	School Counselor
Albergottie, Fatimah	School Counselor
Young, Yolanda	Instructional Coach
Rice, Lisa	Instructional Coach

## b. Duties

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

Jason H. Allen, Principal: The Principal will convey the common vision of increasing student performance, ensuring commitment and allocating needed resources. Additionally, the Principal will ensure the fidelity to the Rtl model by monitoring implementation of assessments, interventions and communicating with parents regarding school-based plans and activities.

Tamika R. Robinson, Assistant Principal: The Assistant Principal will assist the Principal in conveying the common vision of increasing student performance. The Assistant Principal will ensure data-driven decision making and assist in monitoring the implementation of assessments, delivery of interventions, and professional development and communication with parents.

Yolanda Young, Reading Coach: The Reading Coach will develop, lead and evaluate current instructional standards. The Reading Coach will model effective differentiated whole and small group lessons using research-based instructional practices. The coach will be involved in the on-going progress monitoring (OPM) of students using key data points(i.e. i-Ready and e-Assessments) to create intervention groups. The coach will provide guidance on the District Reading Plan and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

Lisa Jones, Math Coach: The Math Coach will develop, lead and evaluate the current instructional practices in Math. The coach is also responsible for providing instructional support to teachers through coaching cycles. The coach will be involved in the on-going progress monitoring of students using key data points to create intervention groups.

Shari Klasner, Media/Technology Specialist: The Technology Specialist will manage technology necessary to display data of varied assessments given to students. She will provide professional development and technical support to teachers and staff regarding data management, software use, and instructional practices.

Teresa Taylor, School Counselor: The Counselor will provide services relating to issues that are impeding our students from learning. The interventions will include individual strategies, planned whole class lessons and small group counseling. The Counselor will link child-serving and community agencies to the school and families to support the child's academic, emotional, and behavioral success.

Fatimah Albergottie, Success Coach: The school's Success Coach will be responsible for promoting positive student behaviors. Additionally, the Success Coach will monitor the Early Warning Systems and provide preventive strategies to support students at risk of not succeeding in school.

**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.**

Our school's data-based problem solving processes will consist of the MTSS/Rtl team meeting weekly to review school based instructional focus and intervention groups. This team will review data elements from Power BI and i-Ready to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data after the administrations of the i-Ready Diagnostics, Topic and bi-weekly assessments. These reviews will be conducted at grade level meetings and during bi-weekly data chats . During the meetings the team will identify students who are meeting/exceeding standards and those students who are at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and help with the emotional well being of the students.

#### Title I, Part A

Golden Glades Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; and special support services to special needs populations such as homeless, foster, neglected and delinquent students.

#### Title X- Homeless

- At Golden Glades Elementary The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parents, schools, and the community.
- Golden Glades Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists Golden Glades Elementary with the identification, enrollment, attendance, and transportation of homeless students.
- The CIS who serves as the Homeless Liaison provides training to the school's registrar on the procedures for enrolling homeless students. The District Homeless Liaison has trained the CIS and School counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Kimmii Lattery	Teacher
Pa'Reese Brown	Teacher
Shari Klasner	Teacher
Phyllis Sparks-Black	Teacher
Adrienne Anderson	Teacher
Vivienne Elliott	Teacher
Karen Rozier	Education Support Employee
Teresa Taylor	Education Support Employee
Jason H. Allen	Principal

## b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

At each phase in the development of the School Improvement Plan, the Principal provides the members of EESAC a working copy of the document for review and editing purposes. Once the members have reviewed and have a clear understanding of the plan, they then provide their recommendations and suggestions of ways to further improve the plan. All feedback from the EESAC is considered during the formulation of the School Improvement Plan.

#### *b. Development of this school improvement plan*

The role of the School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. The SAC members are collectively responsible for writing the SIP

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

When the school advisory council votes on desired school activities or student achievement incentives, the cost of such activities are factored into the annual budget and submitted for approval.

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

We have projected to utilize our school improvement funds and include the activities:

School Carnival-\$400

Student Attendance Recognition-\$700

Student Academic Performance Recognition Programs-\$1,000

### **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
Rateau, Jeff	Principal
Robinson, Tamika	Assistant Principal
Taylor, Teresa	School Counselor
Klasner, Shari	Instructional Media
Young, Yolanda	Instructional Coach
Rice, Lisa	Instructional Coach

### b. Duties

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

Our major initiatives for the upcoming school year are:

- To increase the number of students that will be proficient on the 2018 Florida Standards Assessment (FSA) in Reading by 6% (30%)
- To increase the number of students that will be proficient on the 2018 Florida Standards Assessment (FSA) in Writing
- To adjust the delivery of curriculum and instruction to meet the specific needs of students
- To increase teacher accountability with low performing students
- To create student growth trajectories in order to identify and develop interventions

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Our school is building a culture for teacher collaboration and instruction by implementing the following actions:

- 1) Developing a Common Planning Schedule
- 2) Providing opportunities for teachers to share best practices during staff meetings
- 3) Provide opportunities for teachers to serve as models for specific content areas
- 4) Provide opportunities for teachers to observe their peers' instructional delivery methods

New to our school for the 2017-2018 school year is the collaboration with AmeriCorp City Year. City Year Corps Members will support our school by providing behavior mentoring and attendance mentoring, conducting afterschool initiatives and supporting teaching and learning in ELA and Math in grades 3-5.

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

In an effort to recruit and retain highly qualified, and effective teachers to the school, the Principal highlights the following work site conditions to prospective teachers:

- 1) strong principal leadership
- 2) a collegial staff with a shared teaching philosophy
- 3) adequate resources necessary to teach
- 4) a supportive and active parent community

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

During the first few weeks of school the mentor will assist the new teacher in becoming familiar with the educational procedures, policies, and requirements of Golden Glades Elementary and M-DCPS respectively.

During this time, the mentor may assist with the following:

- \* Becoming familiar with the school, district, and state policies and procedures
- \* Securing materials such as supplies, curricular guides, and other resource materials
- \* Confirming that the new teacher has the appropriate technology, books, and professional materials
- \* Discussing specific guidelines, responsibilities, and events that are unique to our building
- \* Identifying locations in the school that the new teacher will need to know such as the library, cafeteria, playground, etc
- \* Assuring that the new teacher understands the emergency policies and procedures
- \* Other needs as identified by the new teacher or the school site

## **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 leadership of our school ensures that the core instructional programs and materials are aligned to the Florida Standards by conducting an in-depth review of the scope and sequence of each curriculum alongside the established state standards. Documents such as the state of Florida Standards Assessment Item Specifications along with our District's instructional pacing guides are also instrumental when checking for the alignment of each instructional program.

#### **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.***

At the onset of the school year, our teachers were provided with standardized test scores of their students from the previous school year. Teachers used this data initially to formulate an idea of where students' abilities lie academically. As the school year progressed, teachers were able to gain a clearer picture of student performance through their classwork, chapter quizzes and end of chapter results. The data from these sources assist teachers in developing plans to differentiate instruction according to students' levels of performance.

For example, in the case of a student who demonstrates a lack of understanding with distinguishing between even and odd numbers. The teacher in this scenario would modify the amount of problems assigned to the student and place more of an emphasis on reteaching the skill using the gradual release model. This can be done by supplementing instruction using concrete manipulatives or other effective strategies. Once the student has benefited from explicit instruction, the student should then be re-assessed to monitor their progress with acquiring the skill.

Students are also afforded the opportunity to practice skills and standards at home through their

participation in the Connect@Home initiative. All students in grades 3-5 are encouraged to participate in this program as they will receive a laptop computer with internet connectivity to assist with learning activities away from school.

**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:** Extended School Day

**Minutes added to school year:** 10,800

In compliance with the Extended Day Statute for lower performing schools, our school will provide each student with an additional hour of reading enrichment or remediation of skill during each school day of the 2017 -2018. The school will utilize the SAXON Phonics program and the McGraw Hill Wonderworks Program for remediation. Other curriculum resources such as i-Ready and MyON will be used to enrich the skills of those students who are performing at or above grade level.

**Strategy Rationale**

The instructional programs that are utilized during the extended day are effective researched based curriculum's that have proven to be successful with struggling readers.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Rateau, Jeff, pr2161@dadeschools.net

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

Initial placement tests will be given to students at the beginning of the year for correct group placement purposes. Throughout the course of the academic year, ongoing progress monitoring data will be collected to be analyzed and to further determine the effectiveness of the extended day strategy.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Title 1 Administration assists the school by providing 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. This will assist with providing young children a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title 1 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.

Golden Glades Elementary School offers a Pre-K program. There are currently two classrooms each having one full-time teacher and one full-time paraprofessional that has shared responsibilities between the two classes. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments, and site visits from the Office of Early Childhood. Parents are encouraged to enroll their students via newsletter, flyers, marquee, and Connect-Ed messages. Parents of students attending our VPK classes are encouraged to volunteer and to spend the day learning with their children. This academic school year, all VPK students are offered the opportunity to participate in the Connect at Home initiative. This program provides each student with a digital device to use at home to further extend their learning.

Students that were currently in our VPK classrooms visited the kindergarten classrooms toward the end of the school year and had the opportunity to engage with the kindergarten students and teachers. Pre-K students were administered the Phonological and Early Literacy Inventory (PELI), and their scores were printed and used to assess student progress. All students were assessed prior to entering kindergarten and the kindergarten teachers have all of their pertinent data. Early childhood teachers attend grade level meetings with the kindergarten teachers to review data, discuss students' progress and expectations. Pre-kindergarten students transitioning into kindergarten will also be given the FLKRS School Readiness Test to assess their readiness skills within the first thirty days of school. Early childhood teachers attend grade level meetings with the kindergarten teachers. Additionally, the Ready School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten.

Parents are continually invited to the school. Parents have several opportunities to meet with teachers and participate in informational and resourceful transition meetings. Meetings are held throughout the year. Our Community Involvement Specialist is also instrumental in bridging parent communication with the school.

## **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.**

NA

**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.**

NA

**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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If there is improvement in the delivery of core instruction in all content areas, then there will be an increase in student achievement and levels of proficiency.

## 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 there is improvement in the delivery of core instruction in all content areas, then there will be an increase in student achievement and levels of proficiency. 1a

G096745

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	30.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	40.0
CELLA Writing Proficiency	37.0
FSA Mathematics Achievement	50.0
Math Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use of the NGSSS and Florida Standards to ensure standards based instruction aligned to the cognitive complexity of the standard.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Instructional Coaches will support all teachers.
- Teachers will participate in Professional Development course offerings through the district and the Office of Education Transformation.
- Teachers will infuse the use of technology throughout core instruction at all grade levels.
- iReady
- Reflex Math Intervention program
- myON Reader
- LAFS Planning Cards
- Daily Learning Targets
- McGraw Hill Wonder Works and Saxon Interventions
- Florida Items Specification (Reading , Math, and Science)
- Collaborative Planning
- Instructional Pacing Guides
- Go Math Florida Teachers Edition
- Science Frameworks
- J&J Boot Camp
- Essential Labs
- Science Grab Bag Activities
- Curriculum Support Specialist
- Daily Student Attendance Reports
- Student Success Coach

- Daily End Products

## Plan to Monitor Progress Toward G1. 8

The leadership team will conduct a review of student work samples and analyze student performance data observations.

### **Person Responsible**

Tamika Robinson

### **Schedule**

Biweekly, from 8/22/2017 to 6/8/2018

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

Student work, student assessments, lesson plans, progress monitoring, Bi weekly data chat protocols

## 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 there is improvement in the delivery of core instruction in all content areas, then there will be an increase in student achievement and levels of proficiency. 1

G096745

**G1.B1** Inconsistent use of the NGSSS and Florida Standards to ensure standards based instruction aligned to the cognitive complexity of the standard. 2

B260237

**G1.B1.S1** Utilize the Florida Standards and the NGSSS when planning for and delivering instruction in all content areas. 4

S275675

### Strategy Rationale

Heighten teachers understanding of the standards to be taught, along with the levels of complexity for each grade level.

### Action Step 1 5

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the LAFS.

#### Person Responsible

Yolanda Young

#### Schedule

On 9/18/2017

#### Evidence of Completion

Sign-in sheets, agenda, PD handouts, lesson plans

### Action Step 2 5

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.

#### Person Responsible

Lisa Rice

#### Schedule

On 9/21/2017

#### Evidence of Completion

Evident in lesson plans, instruction and Topic Assessment scores

### Action Step 3 5

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.

**Person Responsible**

Tamika Robinson

**Schedule**

On 9/18/2017

**Evidence of Completion**

Sign In sheets, agenda, lesson plans

### Action Step 4 5

Monitor/Follow-up on effective implementation of Language Arts/Math Florida Standards and Science NGSSS during planning and instructional delivery.

**Person Responsible**

Jeff Rateau

**Schedule**

Weekly, from 9/5/2017 to 6/8/2018

**Evidence of Completion**

Walk-through documentation

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

The Principal with the assistance of the school's leadership team will monitor and support the fidelity of implementation of each action step listed in this plan.

**Person Responsible**

Jeff Rateau

**Schedule**

Daily, from 9/5/2017 to 6/8/2018

**Evidence of Completion**

Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers.

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

The Principal with the assistance of the school's leadership team will monitor and support the fidelity of implementation of each action step listed in this plan.

**Person Responsible**

Jeff Rateau

**Schedule**








Weekly, from 9/4/2017 to 6/8/2018

***Evidence of Completion***

Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers. Bi-Weekly Data Chats will be conducted with each grade level.



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1  A370372	Provide Professional Development on unwrapping the standards to ensure instruction is aligned...	Young, Yolanda	9/18/2017	Sign-in sheets, agenda, PD handouts, lesson plans	9/18/2017 one-time
G1.B1.S1.A3  A370374	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to...	Robinson, Tamika	9/18/2017	Sign In sheets, agenda, lesson plans	9/18/2017 one-time
G1.B1.S1.A2  A370373	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to...	Rice, Lisa	9/21/2017	Evident in lesson plans, instruction and Topic Assessment scores	9/21/2017 one-time
G1.MA1  M398764	The leadership team will conduct a review of student work samples and analyze student performance...	Robinson, Tamika	8/22/2017	Student work, student assessments, lesson plans, progress monitoring, Bi weekly data chat protocols	6/8/2018 biweekly
G1.B1.S1.MA1  M398762	The Principal with the assistance of the school's leadership team will monitor and support the...	Rateau, Jeff	9/4/2017	Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers. Bi-Weekly Data Chats will be conducted with each grade level.	6/8/2018 weekly
G1.B1.S1.MA1  M398763	The Principal with the assistance of the school's leadership team will monitor and support the...	Rateau, Jeff	9/5/2017	Administrative walkthrough documentation, teacher's lesson plans, authentic samplings of student work, interactive journals with corrective feedback, formal and informal assessments, instructional coaching cycle documentation, coaching logs and schedules aligned to support the needs of the teachers.	6/8/2018 daily
G1.B1.S1.A4  A370375	Monitor/Follow-up on effective implementation of Language Arts/Math Florida Standards and Science...	Rateau, Jeff	9/5/2017	Walk-through documentation	6/8/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If there is improvement in the delivery of core instruction in all content areas, then there will be an increase in student achievement and levels of proficiency.

**G1.B1** Inconsistent use of the NGSSS and Florida Standards to ensure standards based instruction aligned to the cognitive complexity of the standard.

**G1.B1.S1** Utilize the Florida Standards and the NGSSS when planning for and delivering instruction in all content areas.

### **PD Opportunity 1**

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the LAFS.

#### **Facilitator**

Ms. Garcia and Ms. Young

#### **Participants**

All ELA teachers grades K-5

#### **Schedule**

On 9/18/2017

### **PD Opportunity 2**

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.

#### **Facilitator**

Ms. Jones and Ms. Walker

#### **Participants**

All Math teachers grades K-5

#### **Schedule**

On 9/21/2017

### **PD Opportunity 3**

Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.

#### **Facilitator**

Ms. Smith

#### **Participants**

All Science teachers grades K-5

#### **Schedule**

On 9/18/2017

## 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 on unwrapping the standards to ensure instruction is aligned to the LAFS.	\$0.00
2	G1.B1.S1.A2	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the MAFS.	\$0.00
3	G1.B1.S1.A3	Provide Professional Development on unwrapping the standards to ensure instruction is aligned to the NGSSS for Science.	\$0.00
4	G1.B1.S1.A4	Monitor/Follow-up on effective implementation of Language Arts/Math Florida Standards and Science NGSSS during planning and instructional delivery.	\$0.00
<b>Total:</b>			<b>\$0.00</b>