Greenglade Elementary School

2017-18 Schoolwide Improvement Plan

Greenglade Elementary School

3060 SW 127TH AVE, Miami, FL 33175

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Greenglade Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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 at Greenglade Elementary is to promote a safe learning environment and encourage our students to reach their potential by educating each student with a nurturing highest level of challenging curriculum.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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.

Our school creates a team of support (administrators, teachers, special education professionals, and counselor) who continually share information about our students. By understanding each student's life

within the school, we can support the work that the students are doing. We also implement Class Dojo, an interactive behavior system which involves the student, the parents, and the teacher through a point system to achieve success. In addition, Student Services Programs are recommended resources to assist students and families.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Greenglade Elementary provides parents and students with information relative to the district and school's attendance policy. We establish and implement a procedure that provides incentives for students who attend school regularly. Each grading period, students who have zero absences, zero tardies and zero excused early will be invited to an ice cream sundae party with the Administration. In addition, the homeroom class with the best attendance each grading period will be invited to a breakfast at the end of the quarter. There were no students with attendance below 90 percent.

There were no students with one or more suspensions during the 2016-2017 school year.

Twenty-two students had a course failure in either ELA or Math. A total of 3 students have been identified as retained third graders for the 2017-2018 school year.
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b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	6	4	0	7	5	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	9	3	5	18	17	0	0	0	0	0	0	0	52

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	7	5	3	17	17	0	0	0	0	0	0	0	49

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

Parental Involvement is key in the success of students.

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.

Parents participate in the design of the school's Parent Involvement and Engagement Policy (PFEF), the school improvement process and the Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins.

School based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

Additionally, Greenglade Elementary participates in several activities that fosters partnerships with local communities such as Principal Today, Executive Pass Program, Kendall Regional Hospital's Holiday Festival, and United Way. The school also develops partnerships through the Science with a Twist Night (SWAT), and Reading Under the Stars along with sponsored PTSA activities such as McTeacher Night with our local McDonald's.

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
Tercilla, Maria	Principal
Carpintero, Celina	Teacher, PreK
Somano, Caridad	Instructional Media
Motta, Kim	Teacher, K-12
Garcia, Katherine	Teacher, K-12
Morin, Alina	Assistant Principal
Cordova -Reyes, Alicia	Teacher, K-12
Montalvo, Michelle	Teacher, K-12
Munoz, Iliana	Teacher, K-12
Figueroa, Giselle	Teacher, K-12
Marchetti, Yvette	Teacher, K-12
Cabello, Virginia	Teacher, K-12
Martinez, Gabriella	Teacher, K-12

b. Duties

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

The MTSS/RtI Leadership Team meets with the School Advisory Committee (SAC)
and principal to help develop the School Improvement Plan.
Principal: Ensures that the school-based MTSS/RtI Team meets, oversees the data from school-wide, district and state assessments, provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to suport MTSS/RtI Implementation.
Assistant Principal: Assists the principal with the above tasks and follows-up with any needed adjustments to the curriculum as reflected in the data considered; plans for professional development for teachers to improve and enhance classroom instruction; provides training and support for individuals who will be responsible for working with students using interventions; and identify students to be added or removed from intervention groups as new data is available.
Reading/ELA Liaison: Guides teachers on the use of the District's K-12 Reading Plan; facilitates and supports data collection; assists with data analysis; trains and supports teachers on obtaining data from the iReady assessments for instruction in Reading; models strategies for reading instruction based scientifically based reading research appropriate in specific classsrooms with specified groups of students.
Math Liaison: Serves as a link to the District and shares any new information on the implementation of the Math district initiatives and curriculum updates; assists in data collection and analysis.
Science Liaison: Serves as link to the District and shares any new information on the implementation of the Science district initiatives and curriculum updates; assists in the data collection and analysis.

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.

The MTSS/RtI Team meets weekly. The Team will review all new data which has become accessible since the previous meeting, for example, iReady,and On-going Progress Monitoring (OPM).

Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers through Grade Level Meetings, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/departments.

Greenglade Elementary School uses its Title I funds to supplement and enhance the programs for students by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• professional development on best practices for ESOL and content area teachers
• reading and supplementary instructional materials
• hardware and software (Imagine Learning) for the development of language and literacy skills in reading, mathematics and science to be used by ELL students.

Greenglade Elementary School offers a nonviolence and anti-drug program through Drug Awareness Resistance Education (D.A.R.E.) and Miami-Dade Bully Prevention Program, which includes field trips and counseling. The school also participates in the Do the Right Thing Program which recognizes students that do what is right. In addition, the school is incorporating the Values Matter Miami, through classroom lessons and interactive videos. Topics such as bullying prevention are taught as part of the curriculum and the counselor conducts classroom lessons and bullying prevention sessions to include internet safety.

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

Greenglade Elementary School promotes Career Pathways and Programs of Study such as Principal Today and Career Day activities where students gain a better understanding and appreciation of the post secondary opportunities available, and a plan for how to acquire the skills necessary to take advantage of those opportunities.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maria Tercilla	Principal
Iliana Munoz	Teacher
Alicia Cordova Reyes	Teacher
Lydia Garcia	Teacher
Dinia Ubeda	Education Support Employee
Katherine Garcia	Parent
Alejandro Munoz	Parent
Eddie McAuliff	Parent
Peter Jude	Business/Community
Kevin Quinto	Teacher
Elena Dawes	Teacher
Diana Lara	Parent
Cameron McAuliff	Student
Aliusha Benen	Parent
Jeannie Sardinas	Parent
Liliana Simo	Parent
Sammy Dawes	Business/Community

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

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

The end of year plan was presented to SAC for approval where all goals were pending based on Florida Standard Assessment scores for 2017.

b. Development of this school improvement plan

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

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

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

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

The budget for the 2016-2017 school year was $2,338. EESAC approved funds to be used for the purchase of AR Licenses.

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
Tercilla, Maria	Principal
Carpintero, Celina	Teacher, PreK
Varona, Iliana	Teacher, K-12
Somano, Caridad	Instructional Media
Morin, Alina	Assistant Principal
Motta, Kim	Teacher, ESE
Garcia, Katherine	Teacher, K-12
Munoz, Iliana	Teacher, K-12
Figueroa, Giselle	Teacher, K-12
Cordova -Reyes, Alicia	Teacher, K-12
Marchetti, Yvette	Teacher, K-12
Cabello, Virginia	Teacher, K-12
Martinez, Gabriella	Teacher, K-12

b. Duties

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

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

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.

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

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

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

The school's strategies to recruit highly qualified teachers also is done with the partnership of local universities establishing an internship program for university students to experience the classroom setting.

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

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

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.

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

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 MTSS/RtI Team meets weekly.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

4. The Leadership Team will analyze student data for instructional support. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions.

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: 180

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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

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

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

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.

The Pre-Kindergarten classes at Greenglade Elementary are part of the VPK program with two allocated slots for special needs students. The main purpose for the transition from Pre-Kindergarten is the following: independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, and following directions. In addition to social skills, students will develop the concept of sharing with peers, participating in group games, and taking turns on activities or games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching; and fine motor skills such as lacing cards, stacking, holding pencils appropriately or any other visual motor perception activities. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and the concept of print. The Pre- and Post- Assessments tools used to determine readiness are as follows: For developmental skills, the

VPK AP1-3 assessments are used for phonological awareness and concept of print. Kindergarten students at Greenglade Elementary are evaluated using the FLKRS. Assessments provide a measure of program effectiveness. The classroom teachers are responsible for all assessments and evaluations. Communication to parents is in the form of CONNECT-ED, emails, flyers, and face to face contact with parents. The parent conferences are scheduled informally and formally by teachers. Teachers and parents maintain contact via agendas, phone calls and emails on a regular basis.

Greenglade Elementary is part of the annual Curriculum Fair in November for our fifth grade students. Middle and High schools from the Braddock Feeder Pattern set up booths and send representatives to discuss the various magnet programs offered at the secondary level. Students are invited
to attend, ask questions and acquire brochures with information on the different programs.

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.

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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 core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

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

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

🔑 G096753

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
Math Gains	73.0
FCAT 2.0 Science Proficiency	73.0
FSA ELA Achievement	69.0
FSA Mathematics Achievement	74.0
AMO Math - Hispanic	
Math Lowest 25% Gains	55.0
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	55.0
AMO Math - ED	

Targeted Barriers to Achieving the Goal [3]

- Limited evidence of Differentiated Instruction in Reading and Math in grade level appropriate tasks.

Resources Available to Help Reduce or Eliminate the Barriers [2]

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

Plan to Monitor Progress Toward G1. [8]

Data is collected related to the i Ready Diagnostic and Growth Monitoring Assessments, as well as Topic Assessments.

Person Responsible

Maria Tercilla

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G096753

G1.B1 Limited evidence of Differentiated Instruction in Reading and Math in grade level appropriate tasks. 2

🔑 B260252

G1.B1.S1 Implement Differentiated Instruction to support students in content, skills, and strategy acquisition. 4

🔑 S275687

Strategy Rationale

Recognize Differentiated Instruction as an approach to increase achievement for those students in the lowest 25% and those in the top 10% of the class.

Action Step 1 5

Provide a webinar on Differentiated Instruction during the Professional Development Day.

Person Responsible

Berta Baluja

Schedule

On 10/2/2017

Evidence of Completion

Agenda, sign-in sheets, and deliverables

Action Step 2 5

Conduct a Professional Development on Differentiated Instruction during the Leadership Team Meeting.

Person Responsible

Alina Morin

Schedule

On 9/25/2017

Evidence of Completion

Agenda, sign-in sheets, and deliverables

Action Step 3 `5`

Conduct Common Planning Meetings to strategically infuse the Differentiated Instruction best practices in instructional planning.

Person Responsible

Maria Tercilla

Schedule

Weekly, from 8/30/2017 to 6/6/2018

Evidence of Completion

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

Action Step 4 `5`

Conduct instructional walk-throughs to monitor the instructional delivery of lessons using Differentiated Instruction and monitor the fluidity of the groups.

Person Responsible

Maria Tercilla

Schedule

Daily, from 9/5/2017 to 6/7/2018

Evidence of Completion

Administrative walk-through notes and debriefing logs.

Action Step 5 `5`

Provide additional support in the effective implementation of Differentiated Instruction to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.

Person Responsible

Maria Tercilla

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

Action Step 6 `5`

Engage in continuous monitoring of the implementation of Differentiated Instruction in Reading and Math, ensuring that it's being implemented with fidelity.

Person Responsible

Maria Tercilla

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

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

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

Person Responsible

Maria Tercilla

Schedule

Monthly, from 9/5/2017 to 6/7/2018

Evidence of Completion

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

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

Administrative classroom walk-throughs to monitor the implementation of Differentiated Instruction.

Person Responsible

Maria Tercilla

Schedule

Weekly, from 9/5/2017 to 6/7/2018

Evidence of Completion

Administrative walk-through notes and debriefing logs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A2 🔑 A370414	Conduct a Professional Development on Differentiated Instruction during the Leadership Team Meeting.	Morin, Alina	9/25/2017	Agenda, sign-in sheets, and deliverables	9/25/2017 one-time
G1.B1.S1.A1 🔑 A370413	Provide a webinar on Differentiated Instruction during the Professional Development Day.	Baluja, Berta	10/2/2017	Agenda, sign-in sheets, and deliverables	10/2/2017 one-time
G1.B1.S1.A3 🔑 A370415	Conduct Common Planning Meetings to strategically infuse the Differentiated Instruction best...	Tercilla, Maria	8/30/2017	Agenda, sign-in sheets, deliverables, and lesson plans.	6/6/2018 weekly
G1.MA1 🔑 M398794	Data is collected related to the i Ready Diagnostic and Growth Monitoring Assessments, as well as...	Tercilla, Maria	9/5/2017	Lesson plans, walk-through notes, debriefings and deliverables.	6/7/2018 monthly
G1.B1.S1.MA1 🔑 M398790	Administrative classroom walk-throughs to monitor the implementation of Differentiated Instruction.	Tercilla, Maria	9/5/2017	Administrative walk-through notes and debriefing logs.	6/7/2018 weekly
G1.B1.S1.MA1 🔑 M398791	Monitor bi-weekly or monthly assessments, and computer reports generated from iReady programs.	Tercilla, Maria	9/5/2017	Ongoing classroom assessments focusing on students' knowledge of targeted skills; adjusting instructional Focus Calendars as needed.	6/7/2018 monthly
G1.B1.S1.A4 🔑 A370416	Conduct instructional walk-throughs to monitor the instructional delivery of lessons using...	Tercilla, Maria	9/5/2017	Administrative walk-through notes and debriefing logs.	6/7/2018 daily
G1.B1.S1.A5 🔑 A370417	Provide additional support in the effective implementation of Differentiated Instruction to...	Tercilla, Maria	9/5/2017	Agenda,sign-in sheets, lessons plans, grade level minutes, debriefings and deliverables.	6/7/2018 monthly
G1.B1.S1.A6 🔑 A370418	Engage in continuous monitoring of the implementation of Differentiated Instruction in Reading and...	Tercilla, Maria	9/5/2017	Agenda ,sign-in sheets, lessons plans, grade level minutes, walk-through notes, debriefings and deliverables.	6/7/2018 weekly

V. Professional Development Opportunities

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

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

G1.B1 Limited evidence of Differentiated Instruction in Reading and Math in grade level appropriate tasks.

G1.B1.S1 Implement Differentiated Instruction to support students in content, skills, and strategy acquisition.

PD Opportunity 1

Provide a webinar on Differentiated Instruction during the Professional Development Day.

Facilitator

Grade Level Chairs

Participants

Faculty

Schedule

On 10/2/2017

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 a webinar on Differentiated Instruction during the Professional Development Day.**				**$0.00**
2	G1.B1.S1.A2	**Conduct a Professional Development on Differentiated Instruction during the Leadership Team Meeting.**				**$0.00**
3	G1.B1.S1.A3	**Conduct Common Planning Meetings to strategically infuse the Differentiated Instruction best practices in instructional planning.**				**$0.00**
4	G1.B1.S1.A4	**Conduct instructional walk-throughs to monitor the instructional delivery of lessons using Differentiated Instruction and monitor the fluidity of the groups.**				**$0.00**
5	G1.B1.S1.A5	**Provide additional support in the effective implementation of Differentiated Instruction to teachers in need via department meetings, common planning sessions and Leadership Team Meetings.**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			2261 - Greenglade Elementary School	School Improvement Funds		$1,000.00
			Notes: Accelerated Reader			
6	G1.B1.S1.A6	**Engage in continuous monitoring of the implementation of Differentiated Instruction in Reading and Math, ensuring that it's being implemented with fidelity.**				**$0.00**
					Total:	**$1,000.00**