Glades Middle School

2017-18 Schoolwide Improvement Plan

Glades Middle School

9451 SW 64TH ST, Miami, FL 33173

http://gladesmiddle.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Glades Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

3. Early Warning Systems

The school's response to this section may 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.

In the 2016-2017 school year, Glades Middle School had 0 students with attendance below 90 percent.

There were 0 students with one or more suspensions.

19 students failed and or ELA/Math. 7 students in the 6th grade failed ELA or Math, 4 students in the 7th grade failed ELA or Math and 8 students in the 8th grade failed ELA or MAth.

There was 1 student retained in the 6th grade. 2 students were retained in 7th grade and 3 students were retained in the 8th grade.

Based on the Early Warning Signs Report, Glades Middle School had 72 Level I students in 6th grade on the statewide assessment. 85 7th graders scores level 1 on the statewide assessment and 95 8th grade students scored level 1 on the statewide assessment.

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	0	0	0	0	0	7	4	8	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	72	85	95	0	0	0	0	252
Retention	0	0	0	0	0	0	1	0	2	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	76	97	109	0	0	0	0	282

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

Students are identified through standardized testing for placement in an Intensive Reading elective. Additionally, students without technology access are allowed to use the Media Center computers or computer lab before school with teacher supervision. Comprehension skills are targeted through the use of iReady for all students, Imagine Learning, Teen Biz and Achieve 3000 for ESOL students. Students who have failed two or more core courses receive notification every grading period of the need to recover the failed course. These students are offered enrollment in Florida Virtual School to make up the missing credits. In order to better prepare students early on, we engage students in technology interventions using our "Crunch Time" schedule and computer interventions.
To focus on attendance, students are motivated through school-wide recognition activities such as the School Attendance Race, where each grading period homerooms compete for perfect attendance. Attendance is monitored throughout the school year, and the top three homerooms each grading period receive incentives or are invited to attend school events such as the Blue and Gold Game. Also, daily attendance is monitored weekly by the Assistant Principal of Attendance and Guidance Counselors. Students with three or more absences are identified, designated personnel contact parents, and attendance contracts are created. When necessary, the assigned Social Worker will conduct home visits and participate in parent conferences. The Assistant Principal and the counselors monitor student progress, interventions, and incentives as needed. Counselors follow up with students when needed with one on one conferences.

B. Family and Community Engagement

The school's response to this section may 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

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

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our school participates in numerous community activities and programs such as the Fairchild Challenge, Do the Right Thing, and various charities through National Junior Honor Society, Student Council, Cambridge, FEA and FCCLA. We also frequently invite guest speakers from a variety of fields such as professionals in the medical, forensic, and law enforcement fields, children's book authors, and motivational speakers to expose students to real world experiences. We are also implementing a Facebook, Twitter and Instagram page to inform the community of what is happening at our school via social media.

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
Valdes-Garcia, Cynthia	Principal
	Assistant Principal
Alexander, Gizella	Teacher, K-12
Rivera, Catherine	Teacher, K-12
Griffin, Helen	Teacher, K-12
Siles, Elieser	Assistant Principal
Jarrett, Natasha	Teacher, K-12
Facio-Valderrama, Madeline	Teacher, K-12
Ruiz, Barbara	Teacher, K-12
Leonce-Polius, Ora	Teacher, K-12

b. Duties

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

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

professional development and needs assessment of each core subject.

The Principal provides a vision and ensures implementation of strategies, intervention support and documentation.

The Assistant Principal assists the Principal. Conducts assessments, ensures implementation and communicates with all stakeholders.

The Leadership Team participates in data collection, collaborate with colleagues and provides information regarding core instruction.

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 Leadership Team monitors academic and behavioral data to evaluate progress towards student outcomes. The Leadership Team does the following on a monthly basis:
1. Holds regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate in class intervention.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Additional personnel that provide support to the school are the speech and language pathologist, and the occupational therapist.

Glades Middle School is not a Title I school. However, we participate with the District Student Services Department ensuring that all Homeless students receive all services they are entitled to. In addition, we also ensure that we incorporate violence prevention programs and district policy's against bullying and harassment.

2. School Advisory Council (SAC)

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

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

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC met and reviewed last year's School Improvement Plan. Recommendations were made. After reviewing last years SIP it was deemed to have effective strategies.

b. Development of this school improvement plan

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

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

The projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2016 meeting the budget was $4,996.00. The budget for the 2017-2018 school year is $4,509.00. From that amount, $2,500.00 will be allocated for special purpose incentives and $2,009.00 will be allocated for teachers request of instructional materials.

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

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

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

The Glades Middle School LLT promotes literacy within the school by utilizing data to drive instructional practices and isolate specific reading needs across grade levels. The data is also used to create instructional focus calendars and crunch time plans to support student needs. Data is gathered from a variety of assessments baseline and interim assessments, iReady Data, FSA Data, End of Course Exams (EOC) Data and CELLA data.
Professional Development opportunities are also provided to align with literacy needs. These

opportunities expand to all content areas and include topics such as effectively utilizing reading and writing strategies, Digital Convergence, differentiating instruction, using the Gradual Release of Responsibility Model, and various strategies to increase rigor and text complexity.

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

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.

Glades Middle School has a variety of strategies to encourage positive working relationships between teachers. Professional development during faculty meetings, department meetings and early release days will be carried out through collaborative planning. Teachers will share best practice, participate in a grade level planning as well as vertical planning to ensure cohesiveness and student growth through their time at Glades Middle School.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures that the instructional programs are aligned with the Florida Standards by encouraging that all teachers include the benchmarks that pertain to the subject being taught each

day in their lesson plans. It is also suggested to include the District's Pacing Guides with weekly lesson plans. The administration has introduced the Common Board Configuration to further show proof of alignment to the Florida Standards. The teachers are also using the item specs to further guide instruction. Students are required to participate in the District mandated Interim Assessments to show what progress has been made in mastery of the Florida Standards. In addition to the District assessments, the teachers participate in data chats and regularly evaluate student assessment data for proficiency and mastery levels.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

| **Strategy:** After School Program |
| **Minutes added to school year:** 3,600 |

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

Strategy Rationale

This will enable students to engage in additional practice through the use of programs which provide differentiated instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Valdes-Garcia, Cynthia, pr6211@dadeschools.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §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 administrative team at Glades Middle School assists students at each grade level through grade level orientations at the beginning of the school year. The student services team also assists students in their transition from one grade to another. They meet with each grade level at the end of the schools year to discuss subject selection and available courses. Also, team members visit feeder pattern elementary schools to introduce possible incoming 6th grade students to the available programs at the school. A new student orientation is offered at the end of the summer. Also, as a school we participate of the Curriculum Expo each year and students are exposed to a wide variety of programs and courses our school offers.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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

🔑 G096925

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Refine the use and structure of common planning time to produce effective, rigorous lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Early Release Common Planning

- Teacher Planning-No Opt

- Leadership Meetings (monthly)

- Computer Based Instructional Programs

- Computer Labs

- Student Tablets

- In-House Professional Development

- Common Planning Faculty Meeting

- On-going Data collection and analysis. The continued use of Edmodo, OneNote and other technology based instructional programs.

- Science Essential Labs

Plan to Monitor Progress Toward G1. `8`

Monitor the progress by reviewing and analyzing school wide data as well as the monthly common planning form when observing teachers as they deliver their lessons

Person Responsible

Cynthia Valdes-Garcia

Schedule

Monthly, from 10/25/2017 to 5/30/2018

Evidence of Completion

Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

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

🔑 G096925

G1.B1 Refine the use and structure of common planning time to produce effective, rigorous lessons. `2`

🔑 B260745

G1.B1.S1 We will conduct school wide common planning sessions as it relates to rigorous lesson planning and data analysis. `4`

🔑 S276130

Strategy Rationale

Providing teachers with a common planning time the last Wednesday of each month in order to analyze data, setting targets, develop focus, purpose, process and expected outcomes. Also the teachers will create standard based lessons and monitor progress in order to improve student performance.

Action Step 1 `5`

A Common Planning form will be created that includes the following 5 stages: analyzing data and setting targets; developing a focus, purpose, process and expected outcomes; creating standard based lesson; implement collaboratively designed lessons and monitor progress; celebrate success and review progress of instructional team work . This form will be used by the teachers on a monthly basis.

Person Responsible

Cynthia Valdes-Garcia

Schedule

Monthly, from 10/25/2017 to 5/30/2018

Evidence of Completion

Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs

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

School-wide common planning form will be implemented om order to provide rigorous lessons and improve student achievement.

Person Responsible

Cynthia Valdes-Garcia

Schedule

Monthly, from 10/25/2017 to 5/30/2018

Evidence of Completion

Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs

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

Teachers will reflect on individual lesson planning created during common planning in order to improve their performance and class lessons.

Person Responsible

Cynthia Valdes-Garcia

Schedule

Monthly, from 10/25/2017 to 5/30/2018

Evidence of Completion

Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs

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.MA1 🔍 M399849	Monitor the progress by reviewing and analyzing school wide data as well as the monthly common...	Valdes-Garcia, Cynthia	10/25/2017	Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs	5/30/2018 monthly
G1.B1.S1.MA1 🔍 M399845	Teachers will reflect on individual lesson planning created during common planning in order to...	Valdes-Garcia, Cynthia	10/25/2017	Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs	5/30/2018 monthly
G1.B1.S1.MA1 🔍 M399846	School-wide common planning form will be implemented om order to provide rigorous lessons and...	Valdes-Garcia, Cynthia	10/25/2017	Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs	5/30/2018 monthly
G1.B1.S1.A1 🔍 A371607	A Common Planning form will be created that includes the following 5 stages: analyzing data and...	Valdes-Garcia, Cynthia	10/25/2017	Common planning form, student work samples, school wide data, sign in sheets, lesson plans and classroom walkthroughs	5/30/2018 monthly

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 Refine the use and structure of common planning time to produce effective, rigorous lessons.

G1.B1.S1 We will conduct school wide common planning sessions as it relates to rigorous lesson planning and data analysis.

PD Opportunity 1

A Common Planning form will be created that includes the following 5 stages: analyzing data and setting targets; developing a focus, purpose, process and expected outcomes; creating standard based lesson; implement collaboratively designed lessons and monitor progress; celebrate success and review progress of instructional team work . This form will be used by the teachers on a monthly basis.

Facilitator

Cynthia Valdes, Principal & Aryam Alvarez-Garcia, Assistant Principal

Participants

Teachers

Schedule

Monthly, from 10/25/2017 to 5/30/2018

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	A Common Planning form will be created that includes the following 5 stages: analyzing data and setting targets; developing a focus, purpose, process and expected outcomes; creating standard based lesson; implement collaboratively designed lessons and monitor progress; celebrate success and review progress of instructional team work . This form will be used by the teachers on a monthly basis.	$0.00
		Total:	$0.00