

Miami-Dade County Public Schools

North Glade Elementary School



2017-18 Schoolwide Improvement Plan

North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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 [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 North Glade 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.

North Glade Elementary School prepares students with a rigorous educational plan that will enable them to be successful academically during their elementary years and beyond.

b. Provide the school's vision statement.

North Glade Elementary School is committed to developing all students full potential and confidence that will enable them to become lifelong learners and productive citizens of society regardless of their background and socioeconomic status.

2. School Environment

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

At North Glade Elementary School, the goal is to promote cultural awareness and to foster relationships between teachers, students, parents and the community ensuring that all cultures are valued. Throughout the school year parents and students participate in assemblies and activities highlighting different cultures. For example, during Hispanic Heritage and Black History Month teachers work collaboratively with students and volunteers to put on showcases or productions for parents and members of the community highlighting different cultures around the world.

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

At North Glade Elementary School, safety of all students, faculty and staff is a priority. The administration works with the entire staff on a daily basis to inspect the facility and security procedures to ensure the school is a safe learning environment. The school counselor is actively involved in monitoring bullying, dealing with students with social and emotional issues, and conducting peer counseling and seminars to address any needs that our students or parents may have in the areas of feeling safe or being respected at the school. The administration has an open door policy for meeting with students to address any concerns or feeling of being unsafe at the school. This allows students the opportunity to seek assistance without having to wait.

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

North Glade Elementary School implements a School-wide Progressive Discipline Plan that follows the guidelines from the Miami-Dade County Public School Code of Student Conduct. The plan was reviewed at the beginning of the year during Grade Level Student's Orientations and Open House. The School-wide Progressive Discipline Plan is displayed throughout the building to ensure that everyone is aware of the expectations. The administration, faculty and staff consistently enforces the rules and promotes positive behaviors by recognizing students during the "Student of the Month" assembly. In an effort to continuously ensure the plan is meeting the needs of all stakeholders, the Discipline Committee meets throughout the school year to monitor the effectiveness of the plan and provides updates to the faculty, staff, and EESAC Committee.

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.

The social-emotional needs of the students at North Glade Elementary School are addressed by the school's counselor who provides a variety of counseling services, such as small group counseling, individual counseling, and classroom seminars to students in need of assistance. Additionally, the school's counselor refers parents to community agencies that provides in-depth services to families in social-emotional support, counseling, mentoring, and other social services.

North Glade Elementary School continues to participate in 5000 Role Models of Excellence program which provides mentoring services for our male students on a monthly basis. The female students participates in a similar program, the Young Lady's Model Club which provides the girls with mentoring opportunities and service projects around the school and the community.

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.

North Glade Elementary School provides students identified with early warning indicators with individual and group counseling services as an intervention to support their academic and social-emotional needs. The Attendance Review Committee monitors the students attendance and schedule conferences with parents once the students is absent or tardy three times during the school year. The administration and counselor monitors the student's academic performance by reviewing the grades from the progress reports and report cards. Students not making satisfactory progress will be provided with additional academic support and parent conferences.

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	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	1	2	4	4	5	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	1	2	8	13	12	11	0	0	0	0	0	0	0	47

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	2	5	2	13	10	0	0	0	0	0	0	0	33

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

North Glade Elementary School students with two or more early warning indicators are monitored throughout the school by the administration, counselor, and teachers. The team monitors the students academic progress on a continuous basis to ensure the students are afforded every opportunity to be successful academically. The students performing below grade level in Reading are currently

receiving thirty minutes of intervention daily to develop their reading skills. The parents and students will receive ongoing updates through Data Chats/Progress Monitoring conferences to ensure the students are making adequate progress.

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 encourage Parent and Family Engagement we will conduct workshops to assist parents to support their children's academic success. Parents will be encouraged to become more involved with the school by joining the PTA and becoming a school volunteer. In addition, parents will be informed of school events and activities through the school's monthly calendar, Connect Ed, flyers 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.

At North Glade Elementary School building partnerships with the community and all stakeholders is one of our primary goal. The administration and staff meets with local churches and businesses throughout the year to increase their involvement in the school. Through their partnerships several initiatives have been established; workshops for families, in-kind donations, incentives for students for attendance and academic achievement, and volunteer readers once a month. Parents are volunteering throughout the day assisting at the request of administration. Through these joint ventures the school will begin a program for parents to become Volunteer Readers once a month. This program will increase the amount of volunteers and community partners visiting the school on a monthly basis.

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
Gonzalez, Judy	Principal
Williams, Wanda	Assistant Principal
Lewis, Jaslyn	Instructional Coach
Howell, Annette	Teacher, K-12
Sermeno-Garcia, Maria	School Counselor
Hawkins, Ladeshia	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 responsibilities of team members are listed below:

Principal (Ms. Ann Lewis) The Principal is the Instructional Leader of the school and will provide the vision for the data-driven decision-making that will drive instructional practices and student achievement. The Principal, will facilitate data chats, implementation of interventions, and provide ongoing professional development to the instructional program. She will communicate with parents and allocate resources as needed.

Assistant Principal (Dr. Wanda Williams) Assists the principal in ensuring the school-based team implements RtI, conducts assessment of RtI skills of school staff, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RtI.

Transformation Coach (Jaslyn Lewis): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches, identifies systematically developed patterns of student needs, and matches programs to these needs.

Counselor (Maria Sermeno-Garcia): Participates in collection, interpretation, and analysis of data. Schedules and implements MTSS/RtI process, including parent notifications and follow-up. Organizes support staff participation in the process and monitors the Early Warning Systems and provide support to students/families as needed.

Grade Level Chairpersons: Grades K- 2 Jaslyn Lewis, grades 3- 5 Ladeshia Hawkins, ESE- Miesha Sconiers and ESOL Annette Howell. They provide leadership within their assigned grade levels by providing information about core instruction, close reading, Go Math professional development and data gathering activities. Which include analyzing data as it is collected ensuring that teacher and student data chats occur to support making adjustments to lesson plans and class organization that addresses needs discovered in the data collection.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team at North Glade Elementary School uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Data will be used to guide instructional decisions and system procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop interventions

2. Academic Managed data will include:

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

3. Behavior

- Student Case Management System
- Detentions
- Alternatives to Suspensions/Expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- * Referrals to the District's Student Success Center

Title I Services-

At North Glade Elementary School, services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school/after-school programs, and interventions during school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. The counselor schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Parents participate in the design of their school's Parent and Family Engagement Policy (PFEP) which is provided to parents in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year.

The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, posting on the school's web site, phone connect ed messages, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations such as homeless,

migrant, neglected, and delinquent students.

Title I, Part C-Migrant: North Glade Elementary School provides services and support to migrant students and parents. Administrators and the counselor coordinates with Title I and other programs and conducts a comprehensive comprehensive needs assessment of migrant students to ensure their unique needs are being met.

Title I, Part D: The District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out Prevention programs.

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

- Tutorial programs (K-5)
- Parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-5)
- Reading and supplementary instructional materials(K-5)
- Cultural supplementary instructional materials (K-5)
- Purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-5)

Title X: The Homeless Education Program:

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

Violence Prevention Programs:

North Glade Elementary School ensures a safe and supportive learning environment by addressing violence and drug prevention and by providing intervention services for students using the following programs:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor.
- North Glade Elementary adheres to the Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School system that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

Nutrition Programs:

- The 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, follows the Healthy Food and Beverage Guidelines as adopted in the District's

HIV Curriculum:

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

- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ann Lewis	Principal
Carsha Biglow	Education Support Employee
Natasha Phillips	Teacher
Norine Petersen	Teacher
Yvonne Yates	Business/Community
Annette Howell	Teacher
Ruthie Poole-Glass	Teacher
Cynthia Osuyi	Parent
Catrina Wallace	Parent
Alexa Marmol	Student
Ruth Mclean	Teacher
Corine Innis	Teacher
Donte Buckson	Business/Community
Jaslyn Lewis	Teacher
Shalese Williams	Education Support Employee
Ashley Medina	Student
Cassandra Thomas	Parent
Workou Zenebe	Parent
Jennifer Ceballos	Parent
Yvonne Cash	Parent
Irene Murph	Parent

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 School Improvement Plan strategies were reviewed in May 2017 at the end of the year Educational Excellence Advisory Council (EESAC) meeting. The members which consist of teachers, parents, community partners, students and administration, evaluated the data to determine the

effectiveness of the School Improvement Plan and voted that the strategies were implemented with fidelity and were effective.

b. Development of this school improvement plan

The development of the School Improvement Plan involved all stakeholders from the leadership team, faculty, staff and the Educational Excellence Advisory Council (EESAC) committee contributed to goals and areas of school improvement needed to be addressed in the plan at the beginning of the 2017 -2018 school term. Each member was involved in reviewing, revising, and identifying goals to increase student achievement.

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

The EESAC committee is responsible ensuring EESAC funds benefit all students and that all procedures, and guidelines are met regarding expenditures. Allocations budgeted were approved by vote and were made at monthly meetings and documented in the EESAC minutes.

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

The EESAC funds were utilized during the 2016 - 2017 to purchase academic resources for the students and incentives for students for academic achievement.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Gonzalez, Judy	Principal
Williams, Wanda	Assistant Principal
Howell, Annette	Teacher, K-12
Lewis, Jaslyn	Instructional Coach
Santana, Raysa	Teacher, K-12
Sermeno-Garcia, Maria	School Counselor
Hawkins, Ladeshia	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy by conducting school-wide activities such as Literacy Day Parade, Dr. Seuss Day and Story Telling Day. Incentives will be provided for students for My On Reader monthly student reading logs submission, and meeting i-Ready reading targets. Additionally, we will incorporate literacy across the curriculum and monitor the implementation and fidelity of core standards. The Literacy Team (LLT) will meet to discuss and implement updates to the instructional and intervention programs, monitor and adjust the school's academic behavioral goal

through data gathering and analysis. Literacy will be an integral part of the content areas. The overall goal is for all students to gain confidence, competence and view themselves as successful readers.

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.

Teachers participates in weekly common planning to develop rigorous lesson plans that are aligned to the standards and to share best practices. Professional development is provided during common planning by the Transformation Coach or Curriculum Support Specialist to build capacity. Additional professional development opportunities are offered to share best practices, conduct data chats , and to infuse technology.

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

The administrative team recruits and retains highly qualified teachers by:

- Allowing college students from various universities to obtain field experiences/internships with a supervising teacher at North Glade Elementary School.
- Partnering new teachers with veteran teachers
- Providing leadership experiences to highly-qualified teachers
- Recruiting from local colleges
- Vertical teaching activities
- Providing professional development for teachers

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

North Glade Elementary School participates in the Mentoring and Induction Program for New Teachers (MINT) in which a veteran teacher mentors several teachers on an ongoing basis for three years. The veteran teacher and the new teacher attends professional developments to assist the new teacher with understanding the demands of their new career and to provide ongoing support with lesson plans, data, and classroom management. At the school site, the all newly hired teachers meet with the principal on a regular basis and attend on-going professional development to support them with understanding the mission and vision of school and to provide any additional support needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

- Provide ongoing professional development on the implementation of the District's Pacing Guide and Florida Standards-Based Curriculum
- Weekly common planning with Transformation Coach/CSS/administration, to assist in building teachers' capacity as they effectively implement the Florida Standards.
- Monitoring the fidelity of the Wonders reading program, whole group instruction, differentiated Instruction, and Wonder Works Intervention programs.
- Monitoring the fidelity of the Go Math program, Topic Assessments, implementation of gradual

release during whole group instruction, differentiated Instruction, and providing remediation, re-teaching & enhancement opportunities.

b. Instructional Strategies

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

The Leadership Team meets to analyze and disaggregate student data to develop a plan of action based on the goals outlined in the SIP and to increase student achievement. Students are identified and monitored to lessen the possibility of regression and to ensure that students who are not performing well make necessary adjustments so they can move toward proficiency, narrowing the achievement gap. Level 1 targeted students receive reading intervention through McGraw-Hill Wonder Works, in addition to the 90 minute Reading block. Targeted level 1 students in Mathematics, receive small group instruction during the 60 minute Mathematics block along with push-in support. During weekly collaborative planning, item specifications, District's Pacing Guides, and Task Cards are utilized to ensure that learning goals are aligned to the Florida Standards. Students scoring level 1 and 2 on state assessments receive ongoing progress monitoring to target students' needs and plan mini lessons to be used at the Teacher Led Center (TLC) providing differentiated instruction (DI) to targeted students. Professional Development will focus on incorporating rigor to meet the challenges of the Florida Standards Assessment (FSA).

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

Strategy: After School Program

Minutes added to school year: 4,800

Identified students will participate in nineteen weeks of intervention sessions in math and reading to prepare them for the high stakes testing.

Strategy Rationale

Participation in the 19 week intervention program will enable students receive additional support in the core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Wanda, dr.wandawilliams@dadeschools.net

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

Students will be assessed on a monthly basis using formative assessments in order to monitor the effectiveness of the strategies and to differentiate instruction during the extended learning time as needed.

Strategy: After School Program

Minutes added to school year: 19,800

Daily ongoing instruction in science and mathematics with enrichment and incentives.

Strategy Rationale

Participation in the after school program will enable students receive additional support in the core academic subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hawkins, Ladeshia, ljhawkins@dadeschools.net

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

TOPIC ASSESSMENTS, FSA, SAT, CHAPTER TEST,

Strategy: Weekend Program

Minutes added to school year: 720

Provide four week sessions on Saturday in reading, writing, math, and science.to prepare students for high stake testing (budget permitting).

Strategy Rationale

Participation in this program will enable students receive additional support in the core academic subjects to prepare students for high stake testing (budget permitting).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Judy, pr3861@dadeschools.net

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

Students will take a pre- and post-test. Also, students will be remediated based on under performed secondary standards as needed based on their math and science Topic Assessment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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 I Administration provides supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. Providing young children with a variety of meaningful experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. All incoming Kindergarten students are administered the Florida Kindergarten Readiness Screener (FLKRS) and i-Ready to determine their academic skill development and academic school readiness. The screening data will be utilized to develop instructional plans that meet students' needs as well as assist in placement of students in classes that are based on individual needs.

In order to prepare incoming Kindergarten students for school, administrators visit Pre-Kindergarten sites and centers in the area surrounding North Glade Elementary School to network with the administrators of those sites and to inform them of the expectations for kindergarten so that the students will be better prepared for school. Special education teachers attend Pre-Kindergarten staffings to assist in the transition of students to our special education Kindergarten classes as needed. Incoming Kindergarten students are assessed with the M-DCPS OLPs to determine their English Language Level, prior to the beginning of the school year.

K-1

Articulation meetings with Kindergarten and 1st grade teachers are conducted to discuss strengths, weaknesses and specific needs of students entering 1st grade.

5-6

Articulation meetings with students' future middle school to provide counseling services, assistance with middle school course selection, middle school articulation presentations to our students, and magnet schools of choice information to the students and parents.

b. College and Career Readiness

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

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, 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 differentiated instruction is used in all content areas to improve instruction, then student achievement will increase during the 2017-2018 school year.

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 differentiated instruction is used in all content areas to improve instruction, then student achievement will increase during the 2017-2018 school year. **1a**

G096984

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	26.0
AMO Math - All Students	75.0
AMO Reading - African American	65.0
AMO Reading - ELL	68.0
AMO Reading - Hispanic	77.0
AMO Reading - SWD	55.0
AMO Reading - ED	73.0
AMO Math - African American	67.0
AMO Math - SWD	54.0
FCAT 2.0 Science Proficiency	33.0
FSA ELA Achievement	9.0
ELA/Reading Lowest 25% Gains	77.0
ELA/Reading Gains	76.0
Math Lowest 25% Gains	71.0
Math Gains	0.63
FSA Mathematics Achievement	0.32

Targeted Barriers to Achieving the Goal **3**

- Inconsistent use of data from i-Ready and Topic Assessments to drive differentiated instruction groups.

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

- Core: McGraw-Hill Reading Wonders/WonderWorks including ELL Leveled Readers, Supplemental: MyOn Reader, i-Ready, Ready Toolbox
- GoMath Teacher Edition; Go Math (Online) - Destination Math, Animated Math Models, HMH Mega Math (K-5); GoMath (Paper-based) - Reteach Book Supplement: i-Ready, Ready Common Core Workbooks
- Core: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources found via the district's Science website, J&J Boot Camp Supplemental: Waterford (K-2), Gizmos (3-5), Discovery Education, (K-5) NBC Learn (K-5), PBS Learning Media, BrainPop, StudyJams

Plan to Monitor Progress Toward G1. 8

Implementation of Differentiated Instruction with fidelity

Person Responsible

Judy Gonzalez

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

DI Folders, DI Grouping Template, DI Lesson Plans and class-wide and individual Data Tracking Chart , class walk-throughs

Plan to Monitor Progress Toward G1. 8

Conduct Data Chats from all i-Ready, Topic Assessments, and Bi-Weekly Assessments

Person Responsible

Wanda Williams

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Agendas, Sign-in sheets, Data Chats Tracking Forms for Teachers and Students

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 differentiated instruction is used in all content areas to improve instruction, then student achievement will increase during the 2017-2018 school year. 1

G096984

G1.B1 Inconsistent use of data from i-Ready and Topic Assessments to drive differentiated instruction groups. 2

B260914

G1.B1.S1 Use data to set goals and develop lessons that are aligned to the various academic needs of students. 4

S276290

Strategy Rationale

The current school-wide instructional program is being adjusted in order to meet the needs of all students.

Action Step 1 5

Provide on-going professional development on data driven instruction, resources and practices to be used during differentiated instruction to meet academic needs of all students.

Person Responsible

Ann Lewis

Schedule

Monthly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Agenda; sign-in sheets; handouts

Action Step 2 5

Conduct daily classroom walkthroughs to ensure effective instructional delivery of Language Arts Florida Standards through Reading Wonders and effective implementation of the Pacing Guides.

Person Responsible

Judy Gonzalez

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student artifacts, Walkthrough logs

Action Step 3 5

Provide support to teachers in the disaggregation of data from i-Ready, Topic Assessments and FSA Weekly Assessments in order to align instruction for students in the lowest 25% quartile.

Person Responsible

Wanda Williams

Schedule

Semiannually, from 10/9/2017 to 6/7/2018

Evidence of Completion

Data debriefing agenda, sign-in sheets; data from classroom assessment, i-Ready, Topic Assessment, Weekly Assessment, Instructional action plans, lesson plans to include primary and secondary benchmarks for DI centers.

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

Conduct classroom walkthroughs and review lesson plans to ensure fidelity.

Person Responsible

Judy Gonzalez

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Administration will meet with the IS/CSS/ Science Gr. 5, to ensure all guidelines of the plan are fully implemented.

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

View student work samples to ensure standards-based learning.

Person Responsible

Judy Gonzalez








Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400210	Implementation of Differentiated Instruction with fidelity	Gonzalez, Judy	8/21/2017	DI Folders, DI Grouping Template, DI Lesson Plans and class-wide and individual Data Tracking Chart , class walk-throughs	6/7/2018 daily
G1.MA2  M400211	Conduct Data Chats from all i-Ready, Topic Assessments, and Bi-Weekly Assessments	Williams, Wanda	9/25/2017	Agendas, Sign-in sheets, Data Chats Tracking Forms for Teachers and Students	6/7/2018 monthly
G1.B1.S1.MA1  M400208	View student work samples to ensure standards-based learning.	Gonzalez, Judy	8/21/2017	The Leadership team will review ongoing data and instructional activities and make adjustments as necessary to ensure the reduction and elimination of barriers.	6/7/2018 biweekly
G1.B1.S1.MA1  M400209	Conduct classroom walkthroughs and review lesson plans to ensure fidelity.	Gonzalez, Judy	8/21/2017	Administration will meet with the IS/ CSS/ Science Gr. 5, to ensure all guidelines of the plan are fully implemented.	6/7/2018 biweekly
G1.B1.S1.A1  A372035	Provide on-going professional development on data driven instruction, resources and practices to be...	Lewis, Ann	9/25/2017	Agenda; sign-in sheets; handouts	6/7/2018 monthly
G1.B1.S1.A2  A372036	Conduct daily classroom walkthroughs to ensure effective instructional delivery of Language Arts...	Gonzalez, Judy	9/25/2017	Lesson plans, student artifacts, Walkthrough logs	6/7/2018 weekly
G1.B1.S1.A3  A372037	Provide support to teachers in the disaggregation of data from i-Ready, Topic Assessments and FSA...	Williams, Wanda	10/9/2017	Data debriefing agenda, sign-in sheets; data from classroom assessment, i-Ready, Topic Assessment, Weekly Assessment, Instructional action plans, lesson plans to include primary and secondary benchmarks for DI centers.	6/7/2018 semiannually

V. Professional Development Opportunities

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

G1. If differentiated instruction is used in all content areas to improve instruction, then student achievement will increase during the 2017-2018 school year.

G1.B1 Inconsistent use of data from i-Ready and Topic Assessments to drive differentiated instruction groups.

G1.B1.S1 Use data to set goals and develop lessons that are aligned to the various academic needs of students.

PD Opportunity 1

Provide on-going professional development on data driven instruction, resources and practices to be used during differentiated instruction to meet academic needs of all students.

Facilitator

CSS ,Transformation Coach

Participants

All core teachers

Schedule

Monthly, from 9/25/2017 to 6/7/2018

PD Opportunity 2

Provide support to teachers in the disaggregation of data from i-Ready, Topic Assessments and FSA Weekly Assessments in order to align instruction for students in the lowest 25% quartile.

Facilitator

Math, CSS

Participants

All Math Teachers

Schedule

Semiannually, from 10/9/2017 to 6/7/2018

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	Provide on-going professional development on data driven instruction, resources and practices to be used during differentiated instruction to meet academic needs of all students.	\$0.00
2	G1.B1.S1.A2	Conduct daily classroom walkthroughs to ensure effective instructional delivery of Language Arts Florida Standards through Reading Wonders and effective implementation of the Pacing Guides.	\$0.00
3	G1.B1.S1.A3	Provide support to teachers in the disaggregation of data from i-Ready, Topic Assessments and FSA Weekly Assessments in order to align instruction for students in the lowest 25% quartile.	\$0.00
Total:			\$0.00