

Miami-Dade County Public Schools

# Greenglade Elementary School



2021-22 Schoolwide Improvement Plan

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# Greenglade Elementary School

3060 SW 127TH AVE, Miami, FL 33175

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

## Demographics

**Principal: Maria Tercilla V**

Start Date for this Principal: 8/20/2007

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (69%) 2016-17: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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# Greenglade Elementary School

3060 SW 127TH AVE, Miami, FL 33175

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	81%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission at Greenglade Elementary is to promote a safe learning environment and encourage our students to reach their potential by educating each student with a nurturing, challenging curriculum.

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Tercilla, Maria	Principal	Dr. Tercilla is the instructional leader of the school responsible for overall achievement of students and providing a safe and healthy learning environment. Dr. Tercilla is also responsible for teacher growth and efficacy and for deselection goals not pertinent to the overall well-being of teachers, students, staff and parents.
Morin, Alina	Assistant Principal	Mrs. Morin works together with the Principal to provide instructional leadership, as well as a safe and nurturing environment for teachers and students. Mrs. Morin is also responsible for overseeing all testing for the school and providing professional opportunities for teachers to continue in their professional growth.
Somano, Caridad	Instructional Media	Mrs. Somano is the Digital Innovator on our PLST. She is our Media Specialist and also oversees technology in the school.
Cordova-Reyes, Alicia	Teacher, K-12	Grade Level Chair and Kindergarten teacher
Martinez, Gabriella	Teacher, K-12	Professional Development Liaison and Spanish teacher
Varona, Iliana	Teacher, K-12	Grade Level Chair, 1st grade teacher and ESOL Department Chair
Munoz, Iliana	Teacher, K-12	Grade Level Chair and member of EESAC
Ortega, Sonia	Teacher, K-12	Grade Level Chair, Gifted Department Chair and PTA board member
Garcia, Katherine	Teacher, K-12	Grade Level Chair, Cambridge Liaison, Gifted 5th grade teacher
Cabello, Virginia	Teacher, K-12	2nd grade teacher and Social Committee Chair. New Teacher Development and MINT mentor
Ramos, Katrina	Teacher, PreK	Grade Level Chair, Pre-K teacher

## Demographic Information

### Principal start date

Monday 8/20/2007, Maria Tercilla V

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

**Total number of teacher positions allocated to the school**

29

**Total number of students enrolled at the school**

293

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	35	47	59	55	44	53	0	0	0	0	0	0	0	293
Attendance below 90 percent	2	4	3	4	2	7	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	3	2	4	0	0	0	0	0	0	0	11
Course failure in Math	0	0	2	2	0	5	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	3	4	22	20	4	10	0	0	0	0	0	0	0	63

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	7	4	0	1	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/27/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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	
Number of students enrolled	57	59	62	58	58	79	0	0	0	0	0	0	0	373
Attendance below 90 percent	5	3	4	3	6	5	0	0	0	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	3	4	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	1	1	2	4	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	1	2	3	3	7	0	0	0	0	0	0	0	18

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	2	8	4	0	1	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	62%	57%	74%	62%	56%
ELA Learning Gains				62%	62%	58%	69%	62%	55%
ELA Lowest 25th Percentile				51%	58%	53%	66%	59%	48%
Math Achievement				79%	69%	63%	80%	69%	62%
Math Learning Gains				69%	66%	62%	72%	64%	59%
Math Lowest 25th Percentile				45%	55%	51%	60%	55%	47%
Science Achievement				68%	55%	53%	63%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	68%	60%	8%	58%	10%
Cohort Comparison						
04	2021					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-68%				
05	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-74%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	76%	67%	9%	62%	14%
Cohort Comparison						
04	2021					
	2019	80%	69%	11%	64%	16%
Cohort Comparison		-76%				
05	2021					
	2019	76%	65%	11%	60%	16%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Data from Power Bi was used to compile data below. The data came from iReady Diagnostic results from AP1, AP2, and AP3, in both Reading and Mathematics. In addition, 5th grade Science data was based on results from the Mid-Year Science Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.9	62.7	68.6
	Economically Disadvantaged	53.5	60.5	65.1
	Students With Disabilities	16.7	16.7	16.7
	English Language Learners	20	20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.4	52	66.7
	Economically Disadvantaged	30.2	54.8	65.1
	Students With Disabilities	16.7	16.7	33.3
	English Language Learners	40	20	40

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25.5	40	58.2
	Economically Disadvantaged	19.6	34.8	54.3
	Students With Disabilities	11.1	33.3	38.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.2	41.8	60
	Economically Disadvantaged	18.6	37	54.3
	Students With Disabilities	18.8	33.3	50
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	71.4	79.6	85.7
	Economically Disadvantaged	71.8	79.5	87.2
	Students With Disabilities	12.5	37.5	37.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.4	61.2	77.6
	Economically Disadvantaged	20.5	64.1	76.9
	Students With Disabilities	0	0	50
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.1	54.7	62.3
	Economically Disadvantaged	44.4	48.9	60
	Students With Disabilities	0	8.3	8.3
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40.4	66.7	67.9
	Economically Disadvantaged	40.9	65.1	64.4
	Students With Disabilities	8.3	25	16.7
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.4	63	67.1
	Economically Disadvantaged	49	54.9	60.8
	Students With Disabilities	12.5	37.5	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52.1	65.8	81.9
	Economically Disadvantaged	49	58.8	78.4
	Students With Disabilities	37.5	37.5	62.5
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	47	0
	Economically Disadvantaged	0	39	0
	Students With Disabilities	0	0	0
	English Language Learners	0	13	0

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29			35							
ELL	65	63	58	59	47	18	47				
HSP	73	70	60	70	51	31	59				
FRL	72	65	63	65	43	33	51				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50	58	45	58	45	27				
ELL	65	57	52	73	63	40	49				
HSP	72	63	51	79	69	45	67				
FRL	71	60	51	75	68	43	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	47	55	71	71	78	87					
ELL	49	61	62	63	62	66	5				
HSP	72	69	66	79	72	60	59				
FRL	71	67	64	79	70	57	61				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

<b>Students With Disabilities</b>	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Data comparisons for 2019 demonstrates that grades 3-5 ELA and Math FSA trends were higher than district/state.

ELA learning gains showed scores same as district, and 3% higher than state. Math learning gains showed scores 3% higher than district and 7% higher than state.

Lowest 25% in ELA and Math indicated scores 7% lower than district and 2% lower than state. In Math, scores 10% lower than district and 6% lower than state. Science data shows scores 13% higher than district and 15% higher than state.

The 2021 FSA comparison with state/district shows 16% higher in ELA. It also shows 17% higher in Math. The Statewide Science Assessment shows 17% higher in Science.

2021 FSA Reading shows 3rd grade at 77% proficiency, 4th grade at 69% proficiency and 5th at 73% proficiency. 2021 FSA Math shows 3rd at 70% proficiency, 4th grade at 63% proficiency and 5th grade at 68% proficiency. Students in 5th grade scored at a 60% proficiency on the 2021 Statewide Science Assessment.

When comparing FSA Reading from 2019 to 2021, students remained at 73% proficiency. In FSA Math, there was a 9% decrease, from 79% to 70%. In Statewide Science Assessment, there was a 5% decrease, from 65% to 60%.

When comparing 2019 to 2021, learning gains on FSA Reading increased 6 percentage points, from 62 to 68, and learning gains in Math dropped 17 percentage points, from 69% to 52%.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data Findings:

Data from the 2019 FSA indicates the greatest need for improvement in both reading and math is in learning gains for students in the lowest 25%.

2021 Data Findings:

When comparing FSA Reading from 2019 to 2021, students remained at 73% proficiency. In FSA Math, there was a 9% decrease, from 79% to 70%. In Statewide Science Assessment, there was a 5% decrease, from 65% to 60%. When comparing 2019 to 2021, learning gains on FSA Reading increased 6 percentage points, from 62 to 68, and learning gains in Math dropped 17 percentage



points, from 69% to 52%. Our greatest need for improvement is with learning gains for the lowest 25% in Math, where there was a decrease from 45% to 33%.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

2019 Data Findings:

Students in the lowest 25% did not make adequate learning gains. This was a result of lack of differentiated instruction and remediation.

2021 Data Findings:

Due to the pandemic causing the need for several classes to be taught either online or in a dual-modality, as well as the inconsistency of digital instruction, proficiency in math declined.

In order to address this need for improvement, there needs to be a focus on standards-based teaching in mathematics, involving differentiated instruction and small group intervention.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

2019 Data Findings:

Data from the FCAT 2.0 Science showed the most improvement increasing 10 percentage points, from 58% to 68%, when compared to data from 2018.

2021 Data Findings:

Progress monitoring in Reading showed an increase of 9 percentage points, from 68% to 77%, when compared to 2019. Progress monitoring also showed an increase of 3 percentage points, from 82 to 85, for third grade students.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factor to this improvement was possible because we were able to hire an Interventionist to provide targeted instruction to students in need of remediation. Implementing intervention with fidelity made a great impact on student achievement.

**What strategies will need to be implemented in order to accelerate learning?**

Teachers will need to implement small group instruction following the Gradual Release of Responsibilities Model, during their math lessons with fidelity. Weekly collaborative planning sessions will be scheduled by grade levels. Vertical planning sessions will be conducted after mid-year data chats. Teachers will also implement 21st Century Learning allowing student creativity, collaboration, communication and critical thinking. They will need to do checks for understanding, collaborative data chats and corrective feedback for students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will attend monthly iCAD professional development sessions and share best practices during collaborative planning sessions. Professional Learning Communities will be developed within each grade level, giving each member the opportunity to present and implement a best practice.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Professional learning communities, collaborative planning, weekly walk-throughs and quarterly data chats will be implemented to ensure sustainability of improvement.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

The 2019 FSA Mathematics data shows only 45% of students in the lowest 25% are making learning gains. This indicates the need for differentiated instruction to remediate students. In addition, 2021 progress monitoring data shows student proficiency to have dropped in grades first, third and fourth. The data indicates an overall decrease of 12 percentage points when comparing 2019 to 2021 on the FSA Math. The 2021 FSA Math data also shows a decrease of 17 percentage points in learning gains, from 69% to 52% when comparing 2021 to 2019. Our greatest need for improvement is with learning gains for the lowest 25% in Math, where there was a decrease from 45% to 33%.

**Measurable Outcome:**

If we successfully implement Differentiation, then performance of students in our lowest 25% will increase by a minimum of 3 percentage points, as evidenced by the 2022 Math FSA.

**Monitoring:**

The leadership team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure differentiation is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for students in the lowest 25%.

**Person responsible for monitoring outcome:**

Alina Morin (amorin@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Differentiation, our school will focus on Data-Driven Instruction. This will assist remediation of students in our lowest 25%.

**Rationale for Evidence-based Strategy:**

Data-Driven instruction will ensure teachers are using relevant data to plan for instruction and address student needs.

**Action Steps to Implement**

8/31-10/11- A member of the grade level or special area will research and present on Data Analysis. The topics that will be discussed throughout the school year were selected by the PLST based on the Professional Development Needs Assessment Survey. The team will meet twice during this time frame to present, implement and then discuss data analysis. As a result, teachers will analyze data from AP1 and plan instruction that will be differentiated based on student need.

**Person Responsible**

Alina Morin (amorin@dadeschools.net)

8/31-10/11- Administrators will meet with teachers during the first quarter to conduct data chats. This will result in teachers then meeting individually with students to set goals and review their strengths and areas of concern.

**Person Responsible**

Maria Tercilla (mtercilla@dadeschools.net)

8/31-10/11- Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups and lesson plans that reflect DI instruction.

**Person Responsible**

Maria Tercilla (mtercilla@dadeschools.net)

8/31-10/11- Progress monitoring assessments will be provided through iReady. As a result, teachers will monitor student progress and ensure student deficiencies are addressed during Differentiated Instruction.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

11/1/21-12/17/21- A member of the grade level or special area will research and present on Differentiated Instruction. The topics that are being discussed throughout the school year were selected by the PLST based on the Professional Development Needs Assessment Survey. The team will meet twice during this time frame to present, implement and then discuss differentiated instruction. As a result, teachers will analyze data from AP1 and Growth Monitoring and plan instruction that will be differentiated based on student need.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

11/1/21-12/17/21- Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups and lesson plans that reflect DI instruction.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

1/31/22-4/29/22- An interventionist will be hired for math remediation to work with all students who are at a Tier 2 or 3 in math, as of Diagnostic 2.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

1/31/22-4/29/22- After school math enrichment will be offered twice a week after school, from February through March, for all Tier 1 students who are close to leveling up or who need a push to remain at their proficiency.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

## #2. Instructional Practice specifically relating to Collaborative Planning

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Collaborative Planning. Through our data review, we noticed the need for teachers to have time to collaborate and work together on standards-based planning. The need for collaboration is also evident based on the 2021 FSA Math data showing a decrease of 17 percentage points in learning gains, from 69% to 52%, when comparing 2021 to 2019. Our greatest need for improvement is with learning gains for the lowest 25% in Math, where there was a decrease from 45% to 33%.

**Measurable Outcome:** If we successfully implement the Targeted Element of Collaborative Planning, our students will receive standards-based instruction that will contribute to improved student outcomes. Our math proficiency should increase by 2 percentage points on the 2022 Math FSA.

**Monitoring:** The leadership team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure standards-based instruction is taking place. Administrators will review bi-weekly lesson plans for indication of standards-based planning for students in mathematics.

**Person responsible for monitoring outcome:** Maria Tercilla (mtercilla@dadeschools.net)

**Evidence-based Strategy:** Our school will focus on the evidenced-based strategy of: Standards-Based Collaborative Planning. This will assist teachers in working together to learn from one another and lead to improvements in standards-aligned lesson quality and instructional effectiveness which will lead to improved student achievement.

**Rationale for Evidence-based Strategy:** Standards-Based Collaborative Planning will assist teachers in planning lessons based on standards. Teachers will have the opportunity to share best practices and plan effective standards-based lessons.

### Action Steps to Implement

8/31-10/1- Facilitate common planning sessions weekly so that teachers can discuss content, pacing, and examine data to be prepared to deliver standards-aligned lessons. As a result, lessons presented should be standards-based.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

8/31-10/11- Teachers will attend monthly iCADs and bring back information to share with grade level. As a result, teachers will share best practices with grade level peers during collaborative planning sessions, that will be put into practice throughout weekly lessons.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

8/31-10/11- Teachers will develop lesson plans that are standards-based, on pace, engaging and data driven. As a result, teachers will have lesson plans that reflect standards-based instruction which will be evident during bi-weekly walkthroughs.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

8/31-10/11- Teachers will attend monthly PLC to dive deeper into data-driven instruction and share best practices of how to implement Differentiated Instruction and Teacher-led Small groups. As a result, teachers will have student groups, appropriate resources and lesson plans that reflect DI instruction.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

11/1/21-12/17/21- A teacher from each grade level will attend monthly iCADs and bring back information to share with grade level. As a result, teachers will share best practices with grade level peers during collaborative planning sessions, that will be put into practice throughout weekly lessons.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

11/1/21-12/17/21- Continue to work collaboratively during common planning sessions on a weekly basis so that teachers can discuss content, pacing, and examine data to be prepared to deliver standards-aligned lessons. As a result, lessons presented should be standards-based.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

1/31/22-4/29/22- An interventionist will be hired for math remediation to work with all students who are at a Tier 2 or 3 in math, as of Diagnostic 2. The interventionist will collaborate with teachers to ensure student deficiencies are being targeted.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

1/31/22-4/29/22- After school math enrichment will be offered twice a week after school, from February through March, for all Tier 1 students who are close to leveling up or who need a push to remain at their proficiency. The tutors will collaborate with teachers to ensure student enrichment activities are targeted towards students' needs.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

### #3. Culture & Environment specifically relating to Student Attendance

**Area of Focus Description and Rationale:** Based on the data review, our school will implement the Targeted Element of Student Attendance. Our review indicated that students who struggle with daily attendance are also the students who are not meeting expectations for learning gains. Many of the Lowest 25 students have reoccurring attendance issues.

**Measurable Outcome:** If we successfully implement the Targeted Element of Student Attendance by implementing student incentives, our students will receive quality instruction that will contribute to improved student achievement. With student incentives, our attendance will increase by 2 percentage points by June 2022.

**Monitoring:** The Counselor, CIS and School Social Worker will work collaboratively connect with families who struggle with attendance and identify the root cause for the absences. A plan of action will be developed to ensure that students are present daily. The Leadership Team will mentor individual students who are truant by meeting with them bi-weekly. Teachers will monitor daily attendance and make personal phone calls after the second absence of a student in their class. The opportunity to connect virtually will be offered to students who are quarantined by the school.

**Person responsible for monitoring outcome:** Alina Morin (amorin@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Student Attendance, our school will focus on the evidenced- based strategy of Rewards/Incentives. Rewards/Incentives will assist in narrowing the absence gap and motivating student to attend school. Bi-weekly monitoring will occur to prevent excessive absences.

**Rationale for Evidence-based Strategy:** Rewards/Incentives will encourage students to attend school daily. Students enjoy being recognized for doing the right thing, and attendance incentives will promote good school attendance.

#### Action Steps to Implement

8/31-10/11- An ice cream sundae social will be provided to all students who maintain perfect attendance each quarter to reward students with perfect attendance. As a result, students will see the importance of maintaining good attendance habits.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

8/31-10/11- Homerooms with perfect attendance will be recognized daily during the morning announcements to promote good attendance habits. As a result, homeroom classrooms will be motivated to be in school every day.

**Person Responsible** Caridad Somano (csomano@dadeschools.net)

8/31-10/11- Homeroom classes in first, second and third place with the best weekly perfect attendance will be recognized during the morning announcements. As a result, homeroom classrooms will be motivated to be in school every day.

**Person Responsible** Caridad Somano (csomano@dadeschools.net)

8/31-10/11- There will be a quarterly homeroom attendance contest rewarding the homeroom with the highest perfect attendance. As a result, students will see the importance of maintaining good attendance habits and will be motivated to be in school every day.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

11/1/21-12/17/21- An ice cream sundae social will be provided to all students who maintain perfect attendance during the second quarter to reward students with perfect attendance. As a result, students will see the importance of maintaining good attendance habits.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

11/1/21-12/17/21- There will be a quarterly homeroom attendance contest for the second grading period rewarding the homeroom with the highest perfect attendance. As a result, students will continue to see the importance of maintaining good attendance habits and will be motivated to be in school every day.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

1/31/22-4/29/22- An ice cream sundae social will be provided to all students who maintain perfect attendance during the third quarter to reward students with perfect attendance. As a result, students will see the importance of maintaining good attendance habits.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

1/31/22-4/29/22- There will be a quarterly homeroom attendance contest for the third grading period rewarding the homeroom with the highest perfect attendance. As a result, students will continue to see the importance of maintaining good attendance habits and will be motivated to be in school every day.

**Person Responsible** Alina Morin (amorin@dadeschools.net)



**#4. Leadership specifically relating to Instructional Leadership Team**

<b>Area of Focus Description and Rationale:</b>	2021 data findings indicates that the greatest need for improvement is in Mathematics school-wide. We are selecting mathematics as the overarching area of need without ignoring the needs of the lowest 25 in reading and mathematics. We will provide the scaffolding necessary for the Lowest 25 to achieve access to grade level content to make the learning gains necessary and move towards proficiency. We feel teachers have an extraordinary amount of resources, but need assistance to use them efficiently. The members of the leadership team will work with their grade levels to determine which resources best support student and teacher needs and will analyze data to determine whether resources benefit students and align with school goals.
<b>Measurable Outcome:</b>	We plan to successfully use resources efficiently, so that teachers can implement differentiated instruction in mathematics together with the individualized progress monitoring of the Lowest 25 to achieve an increase of 10 percentage points as evidence by the 2022 Math FSA.
<b>Monitoring:</b>	The Leadership Team will conduct quarterly data chats and weekly lesson reviews during the grade level meetings to determine if resources are used efficiently. Walkthroughs will be conducted by Administration to ensure quality of instruction. Data analysis of formative assessment of the Lowest 25 students will be reviewed monthly. Data will be analyzed during grade level meetings to ensure students are demonstrating growth on the remediated standards.
<b>Person responsible for monitoring outcome:</b>	Alina Morin (amorin@dadeschools.net)
<b>Evidence-based Strategy:</b>	The evidence based strategy of: Using Resources Efficiently will be the focus in assisting the acceleration of learning gains for the lowest 25. This will be monitored through lesson plans, data chats with students evidence and data chats with teachers.
<b>Rationale for Evidence-based Strategy:</b>	By using resources efficiently, we will ensure that teachers are using materials with instructional relevance and aligning instruction in their lesson plans to meet the needs of the students. The teachers will continually make adjustments to their plans and instruction as the students meet the remediated standards.

**Action Steps to Implement**

8/31-10/11-The grade level chair will monitor resources used and data from standards-based instruction through minutes kept in the weekly grade level team meetings. Minutes are collected and reviewed by the Principal. As a result, teachers should be using resources efficiently.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

8/31-10/11- Bi-weekly walkthroughs will be conducted by the Admin team to monitor the implementation of the resources and strategies stated in the lesson plans. As a result, instruction should be aligned to meet the needs in mathematics of the lowest 25 as evidenced through walkthrough log notes.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

8/31-10/11-The Leadership Team meets monthly to review the data, resources, and the alignment of instruction as evidenced through minutes and agendas. As a result, teachers should be using resources efficiently.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

8/31-10/11-The PLC's will focus on resources for mathematics that can help increase the learning gains of the lowest 25. As a result, the PD will provide current and relevant information for teachers as evidenced through agendas.

**Person Responsible** Gabriella Martinez (martinezg@dadeschools.net)

11/1/21-12/17/21-The PLC's will continue to focus on resources for mathematics that can help increase the learning gains of the lowest 25. As a result, the PD will provide current and relevant information for teachers as evidenced through agendas.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

11/1/21-12/17/21- Bi-weekly walkthroughs will continue to be conducted by the Admin team to monitor the implementation of the resources and strategies stated in the lesson plans. As a result, instruction should be aligned to meet the needs in mathematics of the lowest 25 as evidenced through walkthrough log notes.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

1/31/22-4/29/22- An interventionist will be hired for math remediation to work with all students who are at a Tier 2 or 3 in math, as of Diagnostic 2. The interventionist will use Ready Math workbooks, along with iReady Teacher Toolbox and iXL.

**Person Responsible** Alina Morin (amorin@dadeschools.net)

1/31/22-4/29/22- After school math enrichment will be offered twice a week after school, from February through March, for all Tier 1 students who are close to leveling up or who need a push to remain at their proficiency. Tutors will use Coach books and Ready workbooks , as well as the iReady Teacher Toolbox.

**Person Responsible** Maria Tercilla (mtercilla@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Our school shows minimal discipline issues when compared to data across the state. Our primary area of concern is the mental wellness of our students. During the upcoming school year, our priority will be to monitor students' emotional and social well-being, and provide mentoring when necessary. As discipline issues arise, we will have the school counselor meet with the student and provide counseling or submit name to our Gator Mentoring Program. We will continue to provide Values Matter Miami and the Do The Right Thing program to encourage students to be kind to others and always do the right thing. We will incorporate Mindfulness activities daily and sponsor a Mental Wellness Club open to all students in K - 5.**

## **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### **Describe how the school addresses building a positive school culture and environment.**

At Greenglade Elementary, we are addressing building a positive school culture by analyzing the climate survey and discussing it with staff. Mindful activities will be developed quarterly with staff. In addition, providing incentives such as drive carefully Wednesdays and developing a mentor program where teachers will select a student from an identified list where they will meet with the student informally to discuss positive situations.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The stakeholders include the Leadership Team, all teachers, counselor, office staff, custodial team and the Mental Health Coordinator.

The Leadership Team and the Mental Health Coordinator will develop the activities to promote positive school culture.

The school counselor will meet with at-risk students to provide support and develop strategies that will impact decisions and consequences.

Teachers, office staff and custodial team will implement the activities with the students.