

Miami-Dade County Public Schools

North Glade Elementary School



2021-22 Schoolwide Improvement Plan

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North Glade Elementary School

5000 NW 177TH ST, Miami Gardens, FL 33055

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

Demographics

Principal: Judy Gonzalez B

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	99%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: A (63%) 2017-18: B (59%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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North Glade Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We provide the highest quality education so that all our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

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.

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
Gonzalez, Judy	Principal	Direct and manage instructional program and supervise operations and personnel at campus level. Provide leadership to ensure high standards of instructional service. Oversee compliance with district policies, success of instructional programs, and operation of all campus activities. Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement
Bell, Lisa	Assistant Principal	Assist the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
Nunez, Nancy	Teacher, K-12	Responsible for instructing students in an elementary school from grades K-5. Creates lesson plans, administers praise and constructive criticism, instructs students on subjects such as science, literature, and math, and creates a well-rounded, comprehensive instructional program. Works together with the leadership team to make sure students academic needs are being met. Create positive educational climate for students to learn in. Meet course and school-wide student performance. Works together with the leadership team to make sure students academic needs are being met. Maintain grade books. Manage student behavior in the classroom by invoking approved disciplinary procedures.
Phillips-Grisnold, Natasha	Teacher, K-12	Responsible for instructing students in an elementary school from grades K-5. Creates lesson plans, administers praise and constructive criticism, instructs students on subjects such as science, literature, and math, and creates a well-rounded, comprehensive instructional program. Works together with the leadership team to make sure students academic needs are being met. Create positive educational climate for students to learn in. Meet course and school-wide student performance goals.
Sermeno-Garcia, Maria	School Counselor	School counselor works to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, the school counselor creates a school culture of success for all. Individual student academic planning and goal setting. Provides counseling and classroom lessons based on student success standards. Short-term counseling to students and referrals for long-term support in collaboration with families/ teachers/ administrators/community for student success.

Name	Position Title	Job Duties and Responsibilities
Petersen, Norine	Teacher, K-12	Responsible for instructing students in an elementary school from grades K-5. Creates lesson plans, administers praise and constructive criticism, instructs students on subjects such as science, literature, and math, and creates a well-rounded, comprehensive instructional program. Works together with the leadership team to make sure students academic needs are being met. Create positive educational climate for students to learn in. Meet course and school-wide student performance goals.
Victor, Seres	Reading Coach	The Reading Coach will support all K-6 staff in the implementation of the site reading plan and program. The Coach will work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions.

Demographic Information

Principal start date

Tuesday 7/27/2021, Judy Gonzalez B

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.*

2

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.*

14

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

168

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

1

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	20	21	25	30	17	31	0	0	0	0	0	0	0	144
Attendance below 90 percent	4	8	6	8	2	9	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	6	0	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	1	5	5	12	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	3	1	9	20	7	13	0	0	0	0	0	0	0	53
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	0	3	6	1	10	0	0	0	0	0	0	0	23

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	4	0	3	6	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Sunday 6/27/2021

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	29	25	29	26	31	36	0	0	0	0	0	0	0	176
Attendance below 90 percent	11	4	5	6	9	6	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	4	8	7	0	0	0	0	0	0	22
Course failure in Math	0	0	0	2	9	11	13	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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	3	0	3	7	9	9	0	0	0	0	0	0	0	31

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	4	0	3	6	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

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				53%	62%	57%	58%	62%	56%
ELA Learning Gains				67%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				60%	58%	53%	55%	59%	48%
Math Achievement				71%	69%	63%	69%	69%	62%
Math Learning Gains				70%	66%	62%	59%	64%	59%
Math Lowest 25th Percentile				67%	55%	51%	45%	55%	47%
Science Achievement				53%	55%	53%	62%	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	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	62%	64%	-2%	58%	4%
Cohort Comparison		-40%				
05	2021					
	2019	57%	60%	-3%	56%	1%
Cohort Comparison		-62%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	67%	-16%	62%	-11%
Cohort Comparison						
04	2021					
	2019	83%	69%	14%	64%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-51%				
05	2021					
	2019	72%	65%	7%	60%	12%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	53%	-1%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used was i-Ready AP1, AP2, and AP3.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40.9%	50.0%	76.2%
	Economically Disadvantaged		40.0%	45.0%	73.7%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		18.2%	27.3%	57.1%
	Economically Disadvantaged		20.0%	20.0%	52.6%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4.3%	21.7%	36.4%
	Economically Disadvantaged	4.8%	23.8%	40.0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9.1%	18.2%	33.3%
	Economically Disadvantaged	0.0%	20.0%	31.6%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6%	47.6%	40.0%
	Economically Disadvantaged	25.0%	47.4%	38.9%
	Students With Disabilities	33.3%	60.0%	40.0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.0%	35.0%	18.8%
	Economically Disadvantaged	22.2%	38.9%	14.3%
	Students With Disabilities	16.7%	20.0%	20.0%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14.3%	33.3%	33.3%
	Economically Disadvantaged	14.3%	33.3%	33.3%
	Students With Disabilities	0%	10.0%	10.0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.9%	37.0%	44.4%
	Economically Disadvantaged	25.9%	37.0%	44.4%
	Students With Disabilities	9.1%	20.0%	20.0%
	English Language Learners	0%	0%	0%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.3%	31.3%	41.4%
	Economically Disadvantaged	26.7%	27.6%	42.3%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.3%	34.4%	48.4%
	Economically Disadvantaged	26.7%	34.5%	50.0%
	Students With Disabilities	12.5%	14.3%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0%	18.0%	0%
	Economically Disadvantaged	0%	19.0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	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	10			11							
ELL	43	36		39	8		15				
BLK	32	47		27	13		13				
HSP	45	39		37	18		18				
FRL	36	40		33	14		13				
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	17	44	46	26	76	73					
ELL	46	66	58	73	78	90	41				
BLK	49	63		62	48		44				
HSP	57	69	62	77	81	92	58				
FRL	58	67	53	73	71	67	47				
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	25	58		38	33						
ELL	48	50		61	59						
BLK	50	56		61	52		58				
HSP	62	67	46	72	63	38	66				
FRL	56	62	55	68	60	45	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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	206
Total Components for the Federal Index	6
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

2021 data finding:

We reviewed the 2021 FSA (ELA) data and we noticed that 65% of our students in grades 3-5 are below grade level in Reading.

2019 data finding:

We reviewed the i-Ready Data for Spring 2021 (ELA) and we noticed that all grade levels K-5 increased from Fall to Spring except 4th grade where the data remained neutral from Winter to Spring.

According to our data review with i-Ready for Math in grades K, 4th, and 5th the data ascended from Fall to Spring.

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

2021 data finding:

Based on the 2021 FSA data the greatest need for improvement is the lowest 25 % -35% students in both ELA and Math. Our science scores are also in need of improvement as compared to the 2019 FSA assessment.

The area with the greatest need for improvement is 4th grade ELA and Math. In progress monitoring, the ELA data in 4th grade was 33% and the 2019 state assessments was 62%. The Math progress monitoring data was 44% and the 2019 state data was 83%.

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 finding:

The contributing factors to the need for improvements were due to our MSO students taking the test at home and attendance issues from our MSO students. All of this was a contributing factor based on COVID-19 and students not being on campus. The new actions that would be needed to be taken to address this need for improvement will be that students are now back on campus and we will be able to remediate the loss by using differentiated instruction, intervention, and progress monitoring to address the deficiencies.

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

2019 data finding:

The data that showed most improved for the 2019 state assessment was 4th grade Math school score (83%) compared to district (69%) which is a (14%) increase and state (19%) increase. The 5th grade Math school score (72%) compared to the district (65%) which is a (7%) increase and state (12%) increase.

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

2019 data finding:

The contributing factors for improvement was the fix-it-bin, Math intervention, Differentiated instruction, and SCEME. The new actions that we took were having our lowest 25% of our students being pulled for intervention and we also used the fix-it-bin strategy where students were able to go back and "fix" the problems needed once they understood the math strategy.

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

The strategies that will need to be implemented in order to accelerate learning will be differentiated instruction, intervention, and common planning. We will be focusing on differentiated instruction and collaborative planning.

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.

The Professional development opportunities enhancing collaborative planning, Data Driven Instruction, Differentiated instruction, Small group, and Intervention will be presented during either common planning or a faculty. Teachers will share their best practices which will help build and promote teacher growth.

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

The additional services that will be implemented to ensure sustainability of improvement for next year will be Pull-Outs, Intervention, After-school Tutoring, ELL's Program, Enrichment, and Academic Clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the 2021 FSA data review, the percentage of students below level 3 is 65% on the 2021 statewide , standardized English Language Assessment. To address this deficiency the Raise Program will be providing literacy support through regional literacy expert teams. The percentage of students in Kindergarten was 20%, First grade 30%, Second grade 70% and Third grade 60%. Based on the 2020-2021 end of the year screening and progress monitoring data. In addition, differentiated instruction will be implemented with fidelity as well as intervention to our lowest 25% and 35% students. We are going to provide the scaffolding necessary in third through fifth grade in order to make learning gains and move toward proficiency.

Measurable Outcome: If we successfully implement Differentiated Instruction, then our third through fifth grade students will increase in Reading by a minimum of 10 percentage points as evidence by the 2022 FSA Assessments.

Monitoring: The administrative team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walk-throughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans for indication of differentiated instruction for third through fifth grade students. Teachers will use student data trackers to monitor OPM data on bi-weekly basis. This data will be analyzed during common planning to ensure students are demonstrating growth on remediated standards. After-school opportunities will be provided to those students who are not showing growth on OPM.

Person responsible for monitoring outcome: Lisa Bell (lisabell@dadeschools.net)

Evidence-based Strategy: The Targeted Element of Differentiated Instruction, our school will focus on the evidence-based strategies of Data-Driven instruction. Using Data Driven instruction will assist in accelerating the learning gains of our third and fourth grade students. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven collaborative conversations.

Rationale for Evidence-based Strategy: Data-Driven instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

Teachers will analyze i-Ready data to evaluate and align data driven instruction and group their students for differentiated instruction and enrichment from 08/30/2021 to 10/11/2021

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will analyze bi-weekly Reading assessment data to evaluate, align data driven instruction and group their students for differentiated instruction and enrichment from 08/30/2021 to 10/11/2021.

Person Responsible Seres Victor (186506@dadeschools.net)

Teachers will identify their lowest 25%-35% students based on most recent data SAT-10, FSA Reading, and i-Ready diagnostic data from 08/30/2021 to 10/11/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will utilize the reading intervention pacing guide and resources provided by the district to provide research based intervention from 08/30/2021 to 10/11/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will utilize various digital learning platforms and resources to engage students of various learning styles from 11/01/2021-12/17/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will have the students record their data from i-Ready diagnostic and data from Bi-weekly progress monitoring to remediate skills from 11/01/2021-12/17/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will analyze their i-Ready AP2 data and regroup students based on their instructional needs from 1/31/2022-4/29/2022.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will monitor students i-Ready passing rate on a Weekly basis to determine if differentiated instruction is meeting the needs of their students from 1/31/2022-4/29/2022.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the progress monitoring data the i-Ready quarterly data indicates a descending progression in student performance from Fall- Spring. We selected Collaborative Planning as an area of focus as we will be addressing student needs, analyzing student data, sharing best practices, developing hands on activities, and planning explicit lessons for instruction.

Measurable Outcome: If we successfully implement collaborative planning then our students will increase on their progress monitoring assessment by a minimum of 10 percentage stretch points as evidence by the i-Ready Spring progress monitoring assessment.

Monitoring: The Administrative Team will conduct weekly common planning meetings to review data-driven lesson plans, best practices, and analyze student data.

Person responsible for monitoring outcome: Lisa Bell (lisabell@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on using Performance Matters and progress monitoring to analyze student progress to make appropriate adjustments.

Rationale for Evidence-based Strategy: Performance Matters will ensure that teachers review their data and adjust instruction as needed. Teachers will implement instruction based on the targeted skill of remediation for enrichment.

Action Steps to Implement

The Instructional Coach will facilitate weekly common planning with teachers from 08/30/2021 to 10/11/2021.

Person Responsible Seres Victor (186506@dadeschools.net)

The Instructional Coach will perform ongoing data chats with teachers and administration from 08/30/2021 to 10/11/2021.

Person Responsible Seres Victor (186506@dadeschools.net)

The Leadership Team will meet to review school-wide data on a monthly basis from 08/30/2021 to 10/11/2021.

Person Responsible Judy Gonzalez (pr3861@dadeschools.net)

The Leadership Team will support teachers to implement student data chats on a quarterly basis from 08/30/2021 to 10/11/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers and instructional coach will develop rigorous instruction lessons that aligns to grade level specific Achievement Level Descriptors on a Bi-weekly basis from 11/01/21-12/17/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will analyze the learning objectives to target the learning goals on a weekly basis from 11/01/2021-12/17/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

The Leadership Team will analyze the i-Ready AP2 school-wide data and share it during common planning to develop school-wide instructional practices from 1/31/2022-4/29/2022.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

The Leadership Team will analyze the i-Ready AP2 and data chats with teachers during common planning and support in develop effective classroom lesson planning from 1/31/2022-4/29/2022.

Person Responsible Seres Victor (186506@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through the student climate survey 68% of our students indicated that "they like coming to school". We recognized there's a need to increase the number of students who want to come to school.

Measurable Outcome: If we successfully implement the Targeted Element of Social Emotional Learning from the McGraw-Hill Reading series, we should see an increase of 10% of students who "like coming to school" based on the student climate survey. Students will understand the need for accountability (academically and socially) as they rate their level of understanding from the Reading unit. The teacher will have norms in place for unity, and celebrate student success on a monthly basis.

Monitoring: The teachers will monitor the students social and emotional learning through surveys in the McGraw-Hill series. Students will participate in school-wide activities such as spirit and literacy week and commitment to the school creed.

Person responsible for monitoring outcome: Lisa Bell (lisabell@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of teacher observation, record of participation, and McGraw-Hill survey. By setting these High Expectations for Students and Staff it will help to build a culture of trust and responsibility as it conveys confidence in their ability to attend school and do well academically.

Rationale for Evidence-based Strategy: The Targeted Element of Social Emotional Learning will assist the number of students who "like to come to school." The initiatives will provide students with a platform to express their feelings, participate in various activities, and unify culture among their peers.

Action Steps to Implement

The Counselor will reintroduce the Values Matter/Mindfulness program to all students during classroom presentations from 08/30/2021 to 10/11/2021

Person Responsible Maria Sermeno-Garcia (masgarcia@dadeschools.net)

The Counselor and Teachers will assist students in creating and explaining their character values through artwork on a monthly basis from 08/30/2021 to 10/11/2021

Person Responsible Maria Sermeno-Garcia (masgarcia@dadeschools.net)

Teachers will select a Student of the Month that displays the designated character trait from the Values Matter/Mindfulness program and will be recognized from 08/30/2021 to 10/11/2021

Person Responsible Maria Sermeno-Garcia (masgarcia@dadeschools.net)

Through the newly implemented ELA curriculum, teachers will explain and practice the new social-emotional rating scale embedded in the textbook from 08/30/2021 to 10/11/ 2021.

Person Responsible Natasha Phillips-Grisnold (272323@dadeschools.net)

Create a Counselor's Corner team room where students can have access to different strategies and resources to enhance social emotional skills from 11/1/2021-12/17/2021

Person Responsible Maria Sermeno-Garcia (masgarcia@dadeschools.net)

During common planning teachers will use the McGraw-Hill planner to identify one question based on the social-emotional skill from the targeted lesson from 11/1/2021-12/17/2021.

Person Responsible Norine Petersen (norinepetersen@dadeschools.net)

Identify students who are in need of social-emotional support based on teachers observation from 1/31/2022-4/29/2022.

Person Responsible Maria Sermeno-Garcia (masgarcia@dadeschools.net)

Provide one-on-one and group counseling to students who need social emotional support and or mental health services from 1/31/2022-4/29/2022

Person Responsible Maria Sermeno-Garcia (masgarcia@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale: Based on the qualitative data from the School Climate survey and the SIP survey, we want to use the Targeted Element of Instructional Leadership Team. There were 30% of teachers who indicated they didn't receive any support to implement the newly learned strategy. Therefore we want to provide a platform for teachers to share best practices to support the implementation of new strategies in the classroom.

Measurable Outcome: If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will receive continued support for newly learned strategies from professional development. The percentage of teachers that felt they were supported will be increased by at least 10% compared to the 2020- 2021 school climate survey of 30%.

Monitoring: The Leadership Team will identify specific staff members that will provide support to the teachers implementing new strategies learned from the professional development. By involving teachers, we hope to create an environment of shared leadership and on-going professional development on a monthly basis. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during the faculty meeting.

Person responsible for monitoring outcome: Lisa Bell (lisabell@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Innovative Leadership, as we support teachers in newly acquired strategies from professional development. We hope to increase the level of shared leadership by having expert staff members share newly learned strategies during weekly collaborative planning and monthly faculty meetings.

Rationale for Evidence-based Strategy: The Leadership Team by involving staff in the implementation and sharing of newly learned strategies from professional development, teachers will feel supported. Throughout this process the Leadership Team will bring creative and innovative leadership to the forefront and a shared leadership environment.

Action Steps to Implement

The Leadership Team will create a shared digital area (Teams/OneDrive) to upload resources to facilitate the newly acquired strategies from 08/30-2021 to 10/11/2021.

Person Responsible Natasha Phillips-Grisnold (272323@dadeschools.net)

When teachers attend professional development, they will share their newly acquired strategies during weekly common planning or monthly faculty meetings from 08/30/2021 to 10/11/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

Teachers will be given an opportunity to share their best practices during weekly common planning or monthly faculty meetings from 08/30/2021 to 10/11/2021.

Person Responsible Lisa Bell (lisabell@dadeschools.net)

The Instructional Coach will model best practices of project-based learning ideas from 08/30/2021 to 10/11/2021.

Person Responsible Seres Victor (186506@dadeschools.net)

Develop a plan where teachers can collaborate in identifying and problem-solving specific weakness in their instructional delivery or other areas of needs. (i.e. Professional Learning Communities) from 11/1/2021-12/21/2021

Person Responsible [no one identified]

The Leadership Team will create a platform on a monthly basis where teachers will meet, collaborate, and problem solve, while creating strategies from the needs assessment survey from 11/1/2021-12/21/2021

Person Responsible Lisa Bell (lisabell@dadeschools.net)

The Leadership Team will collaborate with outside stakeholders (district) in ELA and Mathematics to provide professional development and support to teachers in effective instructional practices to improve student achievement from 1/31/2022- 4/29/2022

Person Responsible Lisa Bell (lisabell@dadeschools.net)

The Leadership Team will ensure that each teacher is provided an opportunity to participate in district professional development (ICADS) so teachers can further develop their instructional capacity from 1/31/2022-4/29/2022

Person Responsible Judy Gonzalez (pr3861@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.

Based on the Safe Schools for Alex report North Glade Elementary School has reported 0.5 percent incidents per 100 students. When compared to all elementary schools statewide, we fall into the moderate category. We will continue to monitor students behavior by implementing our school- wide discipline plan. We will be proactive if an incidents shall arise by having our school counselor provide behavior strategies and presentations on conflict resolution. These presentations will be ongoing on a monthly basis and will be monitored by the administration.

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.

We address positive school culture and environment by recognizing student achievements such as Bi-weekly assessments, i-Ready passing rate, and student of the month. We recognize teachers with perfect attendance on a bi-weekly basis. We incorporated virtual game days in which the teacher and the students had an opportunity to interact with each other and build camaraderie.

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

The administration would do a weekly shout-out for those students who had 100% passing rate on i-Ready. The teachers and administration will celebrate student of the month by inviting parents to attend virtually with their child. The administration would shout-out the staff with perfect attendance on a bi-weekly. We will also promote the sunshine committee to promote a positive school culture among staff members such as birthday celebrations, perfect attendance, weddings, and/or promotions.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00