

A word cloud graphic featuring various educational terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'ambitious', 'strategies', 'resources', 'assessment', 'zero', 'college', 'and', 'career'. The words are in various shades of blue and yellow/gold.

Glades Middle School

9451 SW 64TH ST, Miami, FL 33173

<http://gladesmiddle.dadeschools.net/>**School Demographics****School Type**

Middle

Title I

No

Free/Reduced Price Lunch

70%

Alternative/ESE Center

No

Charter School

No

Minority

91%

School Grades History**Year****2013-14****2012-13****2011-12****2010-11****Grade**

A

B

A

A

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In the 2013-2014 school year, the 6th grade, Glades Middle School had 15 students with 18 or more absences. In the 7th grade, 16 students had 18 or more absences, and in the 8th grade, there were 30 students with 18 or more absences. For the 2013-2014 school year, Glades Middle School had a total of 64 suspensions. In the 6th grade, two students were retained; 14 students failed two or more classes with eight students failing Reading/Language Arts and 17 students failing in Math. In the 7th grade, five students were retained; 20 students failed two or more classes with one student failing Reading/Language Arts and 20 students failing Math. In the 8th grade, 25 students were retained; two students failed two or more classes with two students failing Reading/Language Arts and four students failing Math. For the 2013-2014 school year, Glades Middle School had 45 Level I Reading 6th grade students, 79 Level I Reading 7th grade students, and 54 Level I Reading 8th grade students. In Math, there were 73 Level I 6th grade students, 52 Level I 7th grade students, and 50 Level I 8th grade students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	15	16	30	61
One or more suspensions	0	0	0	
Course failure in ELA or Math	25	21	6	52
Level 1 on statewide assessment	118	131	104	353
Retention	2	5	25	32

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students are identified through standardized testing for placement in an intensive reading elective. Additionally, students without technology access are allowed to use the Media Center computers or computer lab before school with teacher supervision. Comprehension skills are targeted through the use of Reading Plus for all students, MyNGConnect.com through intensive reading for lower level students, Imagine Learning, Teen Biz and Achieve 3000 for ESOL students. Students who have failed two or more core courses receive notification every grading period of the need to recover the failed course. These students are offered enrollment in Florida Virtual School to make up the missing credits. In order to better prepare students early on, we engage students in technology interventions using our "Crunch Time" schedule and computer interventions.

To focus on attendance, students are motivated through school-wide recognition activities such as the School Attendance Race, where each grading period homerooms compete for perfect attendance. Attendance is monitored throughout the school year, and the top three homerooms each grading period receive incentives or are invited to attend school events such as the Blue and Gold Game. Also, daily attendance is monitored weekly by the Assistant Principal of Attendance and Guidance Counselors. Students with three or more absences are identified, designated personnel contact parents, and attendance contracts are created. When necessary, the Community Involvement Specialist and/or Social Worker is involved. The Assistant Principal and the counselors monitor student progress and revise interventions and incentives as needed. Counselors follow up with students when needed with one on one conferences.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

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

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

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

As a school we are building and sustaining partnerships with the local community by working with Winn-Dixie and Main Street Dentistry as our Dade Partners to fundraise and to promote our school. These partners are providing student supplies, free dental hygiene products, food donations for school activities, and school recruitment displays. Our school participates in numerous community activities and programs such as the Fairchild Challenge, Do the Right Thing, and various charities through National Junior Honor Society, Student Council, Cambridge, and FCCLA. We also frequently invite guest speakers from a variety of fields such as professionals in the medical, forensic, and law enforcement fields, children's book authors, and motivational speakers to expose students to real world experiences. We are also implementing a Glades Newsletter and Facebook page to inform the community of what is happening at our school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Valdes-Garcia, Cynthia	Principal
Alvarez-Garcia, Aryam	Assistant Principal
Alexander, Gizella	Teacher, K-12
Borges, Victoria	Teacher, K-12
Bates, Carla	Teacher, K-12
Bringas, Kristina	Teacher, K-12
Garcia, Lola	Teacher, K-12
Rivera, Catherine	Teacher, K-12
Griffin, Helen	Teacher, K-12
Morales, Nancy	Teacher, K-12
Cibeira, Befy	Teacher, K-12
Rosendo, Leslie	Teacher, K-12
Silverio, Jacqueline	Teacher, K-12
Izquierdo-Nunez, Tessie	Teacher, K-12
Siles, Elieser	Assistant Principal

Duties

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

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

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

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance. (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions. The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The MTSS/RtI Leadership Team meets with

the principal and Educational Excellence School Advisory Council (EESAC) to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Interactive Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student
Cynthia Valdes-Garcia	Principal
Cassandra Dye	Teacher
Janis Barrett	Teacher
Tessie Izquierdo Nunes	Teacher
Barbara Villalobos	Teacher
Mary Flynn	Parent
Julian Corrales	Teacher
Keith Barnes	Education Support Employee
Patty Choy	Parent
Becky Ayan	Parent
Maria Gomez	Parent
Jackie Dixon	Parent
Ivette Saavedra	Parent
Juan Calleiro	Parent
Steven Jaramillo	Parent
Joanne Muniz	Business/Community
Carla Baixeras	Business/Community
Sofia Baixeras	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC met and reviewed last year's School Improvement Plan. Recommendations were made. After reviewing last year's SIP it was deemed to have effective strategies. For the 2103-2014 school year the data indicated that there was an overall 85 point gain, rating the school an "A".

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting the budget was \$2,632.00.

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

The SAC assists the school with any needs that the school may have. Possible expenditures include purchasing materials to enhance the DREAMS Academy, Cambridge Academy, teacher incentives and purchasing equipment for student identification cards for tardies, lunch, etc. The funds allocated last year was \$5,725.00.

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

Yes

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

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Valdes-Garcia, Cynthia	Principal
Alvarez-Garcia, Aryam	Assistant Principal
Alexander, Gizella	Teacher, K-12
Borges, Victoria	Teacher, K-12
Bates, Carla	Teacher, K-12
Bringas, Kristina	Teacher, K-12
Cibeira, Befy	Teacher, K-12
Garcia, Lola	Teacher, K-12
Griffin, Helen	Teacher, K-12
Morales, Nancy	Guidance Counselor
Rivera, Catherine	Teacher, K-12
Rosendo, Leslie	Teacher, K-12
Silverio, Jacqueline	Teacher, K-12
Izquierdo-Nunez, Tessie	Teacher, K-12
Siles, Elieser	Assistant Principal

Duties**Describe how the LLT promotes literacy within the school**

The Glades Middle School LLT promotes literacy within the school by utilizing data to drive instructional practices and isolate specific reading needs across grade levels. The data is also used to create instructional focus calendars and crunch time plans to support student needs. Data is gathered from a variety of assessments including prior year's FCAT 2.0 scores, baseline and interim assessments, FAIR testing, and CELLA testing.

Professional Development opportunities are also provided to align with literacy needs. These

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

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Glades Middle School has a variety of strategies to encourage positive working relationships between teachers. Through Professional Learning Communities teachers can focus on a specific need and work collaboratively to create strategies that reduce or eliminate the targeted need. Also, professional development during faculty meetings, department meetings and early release days will be carried out through collaborative planning. Teachers will share best practice, participate in a grade level planning as well as vertical planning to ensure cohesiveness and student growth through their time at Glades Middle School.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

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

Instructional Strategies

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

Glades Middle School uses data to provide and differentiate instruction to meet the diverse needs of its students. Teachers participate in data chats as departments individually and with administration. Data is disaggregate and integrated in order to better create lesson that focus on specific learning targets. Additionally, students participate in mini-conferences where they have the opportunity to take ownership of their learning and their progress. Students look at their own data and are able to set goal that will assist them in succeeding and attaining proficient levels on state assessments. In addition, the language arts and mathematics classes are scheduled into the computer lab on a rotational basis to infuse technology in the learning process. Faculty members will be participating in professional development that is centered on differentiated instruction and the Gradual Release Model in order to better embed instructional strategies.

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

Strategy: After School Program

Minutes added to school year: 3,600

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Valdes-Garcia, Cynthia, pr6211@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The administrative team at Glades Middle School assists students at each grade level through grade level orientations at the beginning of the school year. The student services team also assists students in their transition from one grade to another. They meet with each grade level at the end of the school year to discuss subject selection and available courses. Also, team members visit feeder pattern elementary school to introduce possible incoming 6th grade students to the available programs at the school. A new student orientation is offered at the end of the summer. Also, as a school we participate of the Curriculum Expo each year and students are exposed to a wide variety of programs and courses our school offers.

College and Career Readiness

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

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

N/A

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning Systems (EWS) to identify at risk students to provide support and intervention to increase achievement.
- G3.** Prepare the students to be college and career ready through STEM and or CTE initiative and programs.
- G4.** Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

Strategic Goals Detail

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

G1. To increase student achievement by improving core instruction in all content areas. 1a

G047708

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - Hispanic	74.0
AMO Reading - ELL	56.0
AMO Reading - SWD	53.0
AMO Reading - ED	72.0
AMO Math - Asian	91.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	78.0
Math Gains	78.0
Math Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal 2

- Early Release Common Planning
- Faculty Meetings/Department Meetings
- Teacher Planning-No Opt
- Leadership Meetings (monthly)
- Computer Based Instructional Programs
- Computer Labs
- Tablet Carts
- Student Tablets
- In-House Professional Development

Targeted Barriers to Achieving the Goal 3

- Basic higher order thinking skills and questioning strategies within the delivery of instruction. Increase the rigor and the cognitive level of questions, tasks and application in order to implement effective questioning/probing techniques.

Plan to Monitor Progress Toward G1. 8

Monitor the progress by reviewing and analyzing school wide data and by observing teachers deliver their lessons implementing the Gradual Release Model.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014

Evidence of Completion

Data, Lesson Plans, Student work samples and Classroom Walkthroughs

G2. Use the Early Warning Systems (EWS) to identify at risk students to provide support and intervention to increase achievement. 1a

 G046842

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	23.0
Attendance Below 90% Grade 07	30.0
Attendance Below 90% Grade 08	40.0
1+ Suspensions Grade 06	15.0
1+ Suspensions Grade 07	15.0
1+ Suspensions Grade 08	15.0
2+ Course Failures - Middle Grades	10.0
Level 1 - Grade 06	30.0
Level 1 - Grade 07	25.0
Level 1 - Grade 08	25.0

Resources Available to Support the Goal 2

- Attendance Bulletin
- Student Services Department
- Code of Student Conduct
- Discipline Plan
- Attendance Incentives
- Parent Conferences
- Student Behavior Referrals
- Progress Monitoring for students who have failed a course or are in jeopardy of failing a course
- Black Board Connect Ed Messages

Targeted Barriers to Achieving the Goal 3

- During the 2013-2014 school year, 87 Students did not report to school regularly and missed more than 10% of instructional time.

Plan to Monitor Progress Toward G2. 8

Monitor the progress by reviewing and analyzing attendance reports of students that are at risk for continuously being absent and are missing instructional time.

Person Responsible

Elieser Siles

Schedule

Quarterly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Attendance Bulletin, Attendance Reports, Failure Reports, Interim Assessments, Gradebook Reports

G3. Prepare the students to be college and career ready through STEM and or CTE initiative and programs.

1a

 G049843

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	20.0
Middle School Performance in EOC and Industry Certifications	98.0

Resources Available to Support the Goal 2

- Advanced Honors Programs
- DREAMS Academy Science Field Trips
- GIZMOS Science
- iReady Mathematics Webased
- Reflex Math
- Edgenuity
- My Power Learning

Targeted Barriers to Achieving the Goal 3

- Insufficient use of technology in the area of career technical education, mathematics and science

Plan to Monitor Progress Toward G3. 8

Monitor the progress of technology integration within the STEM and CTE areas.

Person Responsible

Aryam Alvarez-Garcia

Schedule

Weekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, Science Fair Project Submissions, and Technology Software Reports

G4. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G049844

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Black Board Connect Ed Message
- Title 1 Parent Meeting
- Family Orientation Meeting
- iPREP Parent Workshop
- Open House
- Resource Fair

Targeted Barriers to Achieving the Goal 3

- Limited understanding on the instructional curriculum content and standards

Plan to Monitor Progress Toward G4. 8

Monitor the progress of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014

Evidence of Completion

Parent Sign In Sheets and Meeting Agenda

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. To increase student achievement by improving core instruction in all content areas. **1**

 G047708

G1.B1 Basic higher order thinking skills and questioning strategies within the delivery of instruction. Increase the rigor and the cognitive level of questions, tasks and application in order to implement effective questioning/probing techniques. **2**

 B118820

G1.B1.S1 Implement questioning strategies and activities in all content areas to encourage rigorous readers interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics. **4**

 S130610

Strategy Rationale

Action Step 1 **5**

Professional development will be provided in the area of Gradual Release Model to infuse, implement and strengthen questioning strategies in reading and writing. This will encourage rigorous interactions to deepen understanding. Teachers will use questioning/critical thinking stems that reflect the new Florida Standards to elicit student responses that cite evidence from multiple and varied texts and are grammatically correct.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 9/25/2014

Evidence of Completion

Agenda, Sign In Sheet and Lesson Plans

Action Step 2 5

During common planning, teachers will be allotted time to develop a lesson implementing the Gradual Release Model as it pertains to their subject area and grade level. Lesson plans will be inclusive of student rigorous activities and interactions to deepen understanding.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 9/25/2014

Evidence of Completion

Agenda, Sign In Sheet and Lesson Plans

Action Step 3 5

Teachers will deliver lessons produced during common planning that infuse the Gradual Release Model as it pertains to their subject area and grade level.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 9/25/2014

Evidence of Completion

Lesson plans, Student Work Samples, Student Discourse and Classroom Walkthroughs

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

Monitor implementation of the Gradual Release Model and rigorous interaction in the classroom instruction as evidenced by walkthroughs. Additional support will be provided for those teachers through peer modeling and observations.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014

Evidence of Completion

Lesson plans, student work samples and classroom walkthroughs

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

Continuously monitor implementation of the Gradual Release Model and rigorous interaction in the classroom instruction for fidelity and effectiveness as evidenced by classroom walkthroughs.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014


Evidence of Completion

Lesson plans, student work samples, classroom walkthroughs and results of standardized state assessments.


G2. Use the Early Warning Systems (EWS) to identify at risk students to provide support and intervention to increase achievement. 1

 G046842

G2.B1 During the 2013-2014 school year, 87 Students did not report to school regularly and missed more than 10% of instructional time. 2

 B116384

G2.B1.S1 Parents will be contacted via scheduled parent meetings and Black Board Connect Ed messages. 4

 S130518

Strategy Rationale

The school will promote attendance through the use of incentives. Clear communication will be provided between teachers, students services, administrators and parents in order to ensure that prevention and early identification of at risk students.

Action Step 1 5

Student Services and the Attendance Review Committee will collaborate to monitor students that missing 3 or more days of school.

Person Responsible

Elieser Siles

Schedule

Biweekly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Attendance Bulletin, Student Attendance Referrals, Student Service Student Logs, Outside Agency Referral Handout

Action Step 2 5

Provide comprehensive attendance plan to all stakeholders.

Person Responsible

Elieser Siles

Schedule

On 11/26/2014

Evidence of Completion

Faculty Handbook and Parent Student Handbook

Action Step 3 5

Communicate with parents daily in order to notify them of an absence.

Person Responsible

Elieser Siles

Schedule

Daily, from 10/8/2014 to 11/26/2014

Evidence of Completion

Black Board Connected Call Log and Attendance Bulletin

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor implementation of student attendance referral completed by teachers.

Person Responsible

Elieser Siles

Schedule

Daily, from 10/8/2014 to 11/26/2014

Evidence of Completion

Attendance Bulletin, Student Attendance Referrals and Attendance Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Continuously monitor implementation of excessive absences and student attendance referrals.

Person Responsible

Elieser Siles

Schedule


Biweekly, from 10/8/2014 to 11/26/2014

Evidence of Completion


Attendance Bulletin, Attendance Reports, and Student Attendance Referral's, Grade Book Academic Reports

G3. Prepare the students to be college and career ready through STEM and or CTE initiative and programs.

1

 G049843

G3.B2 Insufficient use of technology in the area of career technical education, mathematics and science 2

 B126949

G3.B2.S1 Infuse technology in the area of career technical education, mathematics and science. This will enhance the curriculum and prepare students to be college and career ready. 4

 S138956

Strategy Rationale

Action Step 1 5

Use appropriate technology in all aspects of instruction to increase student engagement in the area of STEM and CTE.

Person Responsible

Aryam Alvarez-Garcia

Schedule

Weekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Reflex Math Reports, Gizmos Reports, iReady Reports, Edgenuity Reports, Computer Lab Schedule and Classroom Walkthroughs

Action Step 2 5

Conduct professional development in My Power Learning to all CTE teachers during common planning to create effective lesson and infuse seamless technology integration.

Person Responsible

Kristina Bringas

Schedule

On 10/8/2014

Evidence of Completion

Department Meeting Sign In Sheets, Agenda, Classroom Walkthroughs,

Action Step 3 5

Expose students to hands on science/robotic experiments and STEM related activities.

Person Responsible

Kristina Bringas

Schedule

Monthly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Classroom Walkthroughs, Science Fair and Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor the implementation of technology integration within the STEM and CTE areas.

Person Responsible

Aryam Alvarez-Garcia

Schedule

Weekly, from 10/8/2014 to 11/26/2014

Evidence of Completion

Classroom walkthroughs technology software reports and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Continuously monitor the effectiveness of technology integration within the STEM and CTE areas.

Person Responsible

Aryam Alvarez-Garcia

Schedule

On 11/26/2014


Evidence of Completion

Classroom walkthroughs, lesson plans, science fair projects, computer lab schedule and technology software reports

G4. Increase support to parents to build strong, continuing family and community involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1

 G049844

G4.B2 Limited understanding on the instructional curriculum content and standards 2

 B126967

G4.B2.S1 In order to increase parent involvement parents must become aware and understand the instructional curriculum content and standards. 4

 S138966

Strategy Rationale

Action Step 1 5

Monitor the implementation of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014

Evidence of Completion

Parent Sign In Sheets and Meeting Agendas

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor the implementation of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014

Evidence of Completion

Parent Sign In Sheets and Meeting Agendas

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Continuously monitor the implementation of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.

Person Responsible

Cynthia Valdes-Garcia

Schedule

On 11/26/2014

Evidence of Completion

Parent Sign In Sheets and Meeting Agendas

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided in the area of Gradual Release Model to infuse, implement and strengthen questioning strategies in reading and writing. This will encourage rigorous interactions to deepen understanding. Teachers will use questioning/critical thinking stems that reflect the new Florida Standards to elicit student responses that cite evidence from multiple and varied texts and are grammatically correct.	Valdes-Garcia, Cynthia	9/25/2014	Agenda, Sign In Sheet and Lesson Plans	9/25/2014 one-time
G2.B1.S1.A1	Student Services and the Attendance Review Committee will collaborate to	Siles, Elieser	10/6/2014	Attendance Bulletin, Student Attendance Referrals, Student Service	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitor students that missing 3 or more days of school.			Student Logs, Outside Agency Referral Handout	
G3.B2.S1.A1	Use appropriate technology in all aspects of instruction to increase student engagement in the area of STEM and CTE.	Alvarez-Garcia, Aryam	10/8/2014	Reflex Math Reports, Gizmos Reports, iReady Reports, Edgenuity Reports, Computer Lab Schedule and Classroom Walkthroughs	11/26/2014 weekly
G4.B2.S1.A1	Monitor the implementation of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.	Valdes-Garcia, Cynthia	10/8/2014	Parent Sign In Sheets and Meeting Agendas	11/26/2014 one-time
G1.B1.S1.A2	During common planning, teachers will be allotted time to develop a lesson implementing the Gradual Release Model as it pertains to their subject area and grade level. Lesson plans will be inclusive of student rigorous activities and interactions to deepen understanding.	Valdes-Garcia, Cynthia	9/25/2014	Agenda, Sign In Sheet and Lesson Plans	9/25/2014 one-time
G2.B1.S1.A2	Provide comprehensive attendance plan to all stakeholders.	Siles, Elieser	10/8/2014	Faculty Handbook and Parent Student Handbook	11/26/2014 one-time
G3.B2.S1.A2	Conduct professional development in My Power Learning to all CTE teachers during common planning to create effective lesson and infuse seamless technology integration.	Bringas, Kristina	10/8/2014	Department Meeting Sign In Sheets, Agenda, Classroom Walkthroughs,	10/8/2014 one-time
G1.B1.S1.A3	Teachers will deliver lessons produced during common planning that infuse the Gradual Release Model as it pertains to their subject area and grade level.	Valdes-Garcia, Cynthia	9/25/2014	Lesson plans, Student Work Samples, Student Discourse and Classroom Walkthroughs	9/25/2014 one-time
G2.B1.S1.A3	Communicate with parents daily in order to notify them of an absence.	Siles, Elieser	10/8/2014	Black Board Connected Call Log and Attendance Bulletin	11/26/2014 daily
G3.B2.S1.A3	Expose students to hands on science/ robotic experiments and STEM related activities.	Bringas, Kristina	10/8/2014	Classroom Walkthroughs, Science Fair and Lesson Plans	11/26/2014 monthly
G1.MA1	Monitor the progress by reviewing and analyzing school wide data and by observing teachers deliver their lessons implementing the Gradual Release Model.	Valdes-Garcia, Cynthia	10/9/2014	Data, Lesson Plans, Student work samples and Classroom Walkthroughs	11/26/2014 one-time
G1.B1.S1.MA1	Continuously monitor implementation of the Gradual Release Model and rigorous interaction in the classroom instruction for fidelity and effectiveness as evidenced by classroom walkthroughs.	Valdes-Garcia, Cynthia	10/9/2014	Lesson plans, student work samples, classroom walkthroughs and results of standardized state assessments.	11/26/2014 one-time
G1.B1.S1.MA1	Monitor implementation of the Gradual Release Model and rigorous interaction in the classroom instruction as evidenced by walkthroughs. Additional support will be provided for those teachers through peer modeling and observations.	Valdes-Garcia, Cynthia	10/9/2014	Lesson plans, student work samples and classroom walkthroughs	11/26/2014 one-time
G2.MA1	Monitor the progress by reviewing and analyzing attendance reports of students that are at risk for continuously being absent and are missing instructional time.	Siles, Elieser	10/8/2014	Attendance Bulletin, Attendance Reports, Failure Reports, Interim Assessments, Gradebook Reports	11/26/2014 quarterly
G2.B1.S1.MA1	Continuously monitor implementation of excessive absences and student attendance referrals.	Siles, Elieser	10/8/2014	Attendance Bulletin, Attendance Reports, and Student Attendance Referral's, Grade Book Academic Reports	11/26/2014 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Monitor implementation of student attendance referral completed by teachers.	Siles, Elieser	10/8/2014	Attendance Bulletin, Student Attendance Referrals and Attendance Reports	11/26/2014 daily
G3.MA1	Monitor the progress of technology integration within the STEM and CTE areas.	Alvarez-Garcia, Aryam	10/8/2014	Classroom Walkthroughs, Lesson Plans, Science Fair Project Submissions, and Technology Software Reports	11/26/2014 weekly
G3.B2.S1.MA1	Continuously monitor the effectiveness of technology integration within the STEM and CTE areas.	Alvarez-Garcia, Aryam	10/8/2014	Classroom walkthroughs, lesson plans, science fair projects, computer lab schedule and technology software reports	11/26/2014 one-time
G3.B2.S1.MA1	Monitor the implementation of technology integration within the STEM and CTE areas.	Alvarez-Garcia, Aryam	10/8/2014	Classroom walkthroughs technology software reports and lesson plans	11/26/2014 weekly
G4.MA1	Monitor the progress of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.	Valdes-Garcia, Cynthia	10/8/2014	Parent Sign In Sheets and Meeting Agenda	11/26/2014 one-time
G4.B2.S1.MA1	Continuously monitor the implementation of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.	Valdes-Garcia, Cynthia	10/8/2014	Parent Sign In Sheets and Meeting Agendas	11/26/2014 one-time
G4.B2.S1.MA1	Monitor the implementation of parent meetings in order to provide a clear understanding to parents in the area of instructional curriculum content and standards.	Valdes-Garcia, Cynthia	10/8/2014	Parent Sign In Sheets and Meeting Agendas	11/26/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Basic higher order thinking skills and questioning strategies within the delivery of instruction. Increase the rigor and the cognitive level of questions, tasks and application in order to implement effective questioning/probing techniques.

G1.B1.S1 Implement questioning strategies and activities in all content areas to encourage rigorous readers interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics.

PD Opportunity 1

Professional development will be provided in the area of Gradual Release Model to infuse, implement and strengthen questioning strategies in reading and writing. This will encourage rigorous interactions to deepen understanding. Teachers will use questioning/critical thinking stems that reflect the new Florida Standards to elicit student responses that cite evidence from multiple and varied texts and are grammatically correct.

Facilitator

Ms. Valdes-Garcia, Principal, Ms. Alvarez-Garcia, Assistant Principal, Ms. Gizella Alexander, Reading Chairperson

Participants

All faculty

Schedule

On 9/25/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0