

# Golden Glades Elementary School



2014-15 School Improvement Plan

## Golden Glades Elementary School

16520 NW 28TH AVE, Opa Locka, FL 33054

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

96%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

100%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

### 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
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to provide an environment where all students can learn, achieve, and develop confidence to meet the challenges of a changing and complex society. It is our goal to prepare students to succeed in a global society by providing a personalized and rigorous curriculum through excellence in teaching.

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

Golden Glades Elementary is dedicated to providing a rigorous educational experience to a diverse community where all students are expected to succeed as innovative thinkers. Our vision, as a community, is to cultivate character and foster life-long learning through a challenging educational experience in a safe environment.

#### School Environment

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

At our school, teachers are encouraged to establish positive relationships with their students by communicating with them and properly providing feedback to them. Having established a positive relationship with students encourage students to seek education and be enthusiastic about attending school daily and learning. Our school's process for building this culture is simple. Our teachers are strongly encouraged to forge positive relationships with all parents and consistently encourage them to become actively involved in their child's school environments. Such activities such as Open House, Title I Parent Meetings, and PTA sponsored activities all assist our school community in establishing strong and lasting relationships.

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

A safe and nurturing environment are essential components of our schools community. Our students learn through a variety of instructional approaches to maximize their individual learning potential. Upon students arrival to school, each child is greeted by school security and an Administrator as they are ushered to our school cafe. During the breakfast block, students are closely monitored and have an opportunity to participate in our schools' Books for Breakfast program. During the school day, our staff is charged with the tasks of ensuring the safety of each child, and providing our students with various opportunities to be critical thinkers, and participate in extra-curricular activities. Students participation in such activities occur after-school and are showcased through the our school's cheer leading squad and the 5000 Role Model of Excellence club.

##### **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**

The goals of our school wide behavioral plan include the following:

- I. Increase positive student behavior choices and reduce negative behavior choices
- II. Reduce the numbers of Administrative Referrals



III. Reduce the number of outdoor suspensions

Our School Rules are as follows:

- \*Be Responsible
- \*Keep hands, feet and objects to yourself
- \*Be honest and positive at all times
- \*Be respectful to self, others and school property

We teach the rules and procedures in the following ways:

- \*Classroom teacher teaches and reinforces the expectations daily
- \*M-DCPS Student Code of Conduct
- \*Parent Meetings
- \*Rules are posted in classrooms and throughout the building

Our comprehensive school wide behavior plan also includes school wide procedures, incentives, Bullying prevention, an intervention plan, and celebrations.

**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**

All students at Golden Glades Elementary can learn at their highest potential. Each student is regarded as a unique individual with intellectual, physical, social, and emotional needs. The entire school community shares in the responsibility of shaping a positive learning environment within our school.

A wide range of counseling services are available to serve the needs of students. The School counselor along with outside counseling agency are instrumental in facilitating this process.

**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**

Our school's early warning system uses readily available data to identify students who are at risk of not meeting grade level expectations or of dropping out. This data allows us to intervene early by providing the students and their family with support to overcome barriers. Our school uses both school-wide strategies and targeted interventions . We also examine school-level patterns in for the current school year and over time, in order to address systemic issues that may impede upon student progress. Our schools list of early warning indicators that are monitored include the following:

- \* Students who miss 10% or more of instructional time
- \*Students retained
- \*Students who are not proficient in reading by third grade
- \*Students who receive two or more behavior referrals
- \*Students who receive one or more behavior referrals that lead to suspension

**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
	K	1	2	3	4	5	
Attendance below 90 percent	7	7	11	4	5	6	40
One or more suspensions	0	0	5	2	5	17	29
Course failure in ELA or Math	6	1	0	13	3	0	23
Level 1 on statewide assessment	0	0	0	21	11	20	52

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	6	3	17	13	9	58

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

For students who miss 10% or more of instructional time: Daily school attendance is closely monitored to identify students that fall under this indicator. Once the student has been identified, then they are referred to the schools Social Worker who opens a case to intervene and support the child and their family.

For students that have been retained: At the beginning of the academic school year, teachers are informed of students that have been retained. If at any point throughout the course the year these identified students show signs of academic regression or demonstrate emotional/behavioral concerns, a request for assistance is initiated to begin an in-depth analysis of the situation. This study is facilitated by the school counselor and include other school personnel such as the the parent, school's administration, teachers, school psychologist and possibly a staffing specialist.

For students who are not proficient in reading by third grade: Extended learning opportunities are made available to students during the summer months following the conclusion of their third grade year. Additionally, students are given an additional hour of reading intervention during the regular school day. Typically, students that meet this indicator tend to fall into the lowest 25 percentile for reading and are targeted for additional reading support in the form of a small group push-in or by utilizing a technological based instructional program.

**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?**

Yes

**PIP Link**

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

**Description**

Please reference the 2014-2015 Parental Involvement Plan.

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

Our school builds and sustains partnerships through such its advisory council (EESAC) and through the districts Principal for the Day initiative. Through active engagement with these entities, the school is able to secure and utilize resources that support student achievement.

**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
Spence , Crystal	Principal
Robinson, Tamika	Assistant Principal
Klasner, Shari	Instructional Media
Howard, DaShawniese	Instructional Coach
Elliott, Vivienne	Instructional Coach
Taylor, Teresa	Guidance Counselor
Durham, Katera	Administrative Support

### Duties

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

Crystal J. Spence, Principal: The Principal will convey the common vision of increasing student performance, ensuring commitment and allocating needed resources. Additionally, the Principal will ensure the fidelity to the RtI model by monitoring implementation of assessments, interventions and communicating with parents regarding school-based plans and activities.

Tamika R. Robinson, Assistant Principal: The assistant principal will assist the principal in conveying the common vision of increasing student performance. The assistant principal will ensure data-driven decision making and assist in monitoring the implementation of assessments, delivery of interventions, and professional development and communication with parents.

Dashawneise Howard, Reading Coach: The reading coaches will develop, lead and evaluate current instructional standards. The reading coach will model effective differentiated whole and small group lessons using research-based instructional practices. The coach will be involved in the on-going progress monitoring of students using key data points to create intervention groups. The coach will provide guidance on the district reading plan and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

Ms. Seraphin, School Psychologist: The shared school site psychologist will assist in the collection, interpretation, and analysis of data. She will assist in the development of intervention plans and will provide support for intervention fidelity and documentation. She will model effective classroom strategies for academic and behavior interventions that will assist targeted students.

Regular Education Grade Level Leaders: (Primary and Intermediate) Selected grade level leaders will work to build staff support, model effective lessons, observe classroom instruction and provide feedback. They will assist the administration and coach in conveying the common vision to the rest of the staff, share resources and participate in student data collections and providing students with incentives.

Special Education Grade Level Chairperson: The Grade Level Chairperson will collaborate with the regular education teachers to provide effective strategies for differentiating instruction and co-teaching. They will participate in student data collection and integrate core instructional activities/ materials into all tiered instruction including self-contained, resource, and inclusion settings.

Shari Klasner, Media/ Technology Specialist: The Technology Specialist will manage technology necessary to display data of varied assessments given to students. She will provide professional development and technical support to teachers and staff regarding data management, software use, and instructional practices.

Teresa Taylor ,Counselor: Our counselor will provide services relating to issues that are impeding our students from learning. The interventions will include individual strategies, planned whole class

lessons and small group counseling. Our school counselor will link child-serving and community agencies to the school and families to support the child's academic, emotional, and behavioral success.

***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***

Our school's data-based problem solving processes will consist of the MTSS/RTI team meeting weekly to review school based instructional focus and intervention groups. This team will review PMRN/FAIR FS data to link instructional strategies needed by teachers and students after each assessment period. The team will review progress monitoring data at grade level meetings with teachers after the September, December, and April administrations of the FAIR FS and District Interim Assessment. During the meetings they will identify students who are meeting/exceeding benchmarks and those students at risk for not meeting mastery. The team will collaborate with teachers based on this information and identify professional development and resources that are needed in order to improve instruction, student performance, and help with the emotional well being of the students.

Title I, Part A

Golden Glades Elementary offers services that ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Title 1 CHESS; Supplemental Educational Services (SES); and special support services to special needs populations such as homeless, foster, neglected and delinquent students. Golden Glades Elementary is also an RTI school which is provided with support from a Professional Development Curriculum Support Specialist which is funded from Title I, Part A funds. RTI is a state approved model for schools.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Golden Glades Elementary uses supplemental funds for improving basic education as follows:

- Training for add-on endorsement programs, such as Reading, Gifted, ESOL

Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parent, schools, and the community. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by

collaborating with parents, schools, and the community.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Golden Glades Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kimmii Lattery	Teacher
Crystal J. Spence	Principal
Pa'Reese Brown	Teacher
Shari Klasner	Teacher
Phyliss Sparks-Black	Teacher
Adrienne Anderson	Teacher
Vivienne Elliott	Teacher
Karen Rozier	Education Support Employee
Teresa Taylor	Education Support Employee
Charlene Alford	Parent
Arthur Brown	Parent
Twanda Trotter	Parent
	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*

At each phase in the development of the School Improvement Plan, the Principal provides the members of EESAC a working copy of the document for review and editing purposes. Once the members have reviewed and have a clear understanding of the plan, they then provide their recommendations and suggestions of ways to further improve the plan. All feedback from the EESAC is considered during the formulation of the School Improvement Plan.

*Development of this school improvement plan*

The role of the School Advisory Council is to assist in the preparation of the annual budget, and in the development and evaluation of the School Improvement Plan. The SAC is the school committee that deals with issues relating to school improvement. The General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. The SAC members are collectively responsible for writing the school's improvement plan.

*Preparation of the school's annual budget and plan*

When the school advisory council votes on desired school activities or student achievement incentives, the cost of such activities are factored into the annual budget and submitted for approval.

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

We have projected to utilize our school improvement funds and include the activities:

- Grandparents Day at GGES- \$200
- School Carnival-\$ 400
- Student Attendance Recognition-\$500
- Student Academic Performance Recognition Programs-\$ 1,000

**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
Spence , Crystal	Principal
Robinson, Tamika	Assistant Principal
Howard, DaShawniese	Instructional Coach
Elliott, Vivienne	Instructional Coach
Taylor, Teresa	Guidance Counselor
Brown, PaReese	Teacher, K-12
Klasner, Shari	Instructional Media

**Duties**

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

Our major initiatives for the upcoming school year are:

- To increase the number of students that will be proficient on the 2015 Florida Standards Assessment (FSA) in Reading
- To increase the number of students that will be proficient on the 2015 Florida Standards Assessment (FSA) in Writing
- To adjust the delivery of curriculum and instruction to meet the specific needs of students
- To increase teacher accountability with low performing students
- To create student growth trajectories in order to identify and develop interventions

**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**

Our school is building a culture for teacher collaboration and instruction by implementing the following actions:

- 1) Developing a Common Planning Schedule
- 2) Providing opportunities for teachers to share best practices during staff meetings
- 3) Provide opportunities for teachers to serve as models for specific content areas
- 4) Provide opportunities for teachers to observe their peers instructional delivery methods
- 5) Provide opportunities for teachers to participate in Lesson Studies and Professional Learning Communities

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

In an effort to recruit and retain highly qualified, and effective teachers to the school, the Principal's highlights the following work site conditions to prospective Teachers:

- 1) strong principal leadership
- 2) a collegial staff with a shared teaching philosophy
- 3) adequate resources necessary to teach
- 4) a supportive and active parent community

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

During the first few weeks of school the Mentor will assist the New Teacher in becoming familiar with the educational procedures, policies, and requirements of Golden Glades Elementary and M-DCPS respectively.

During this time, the Mentor may assist you with the following:

- \* Becoming familiar with school, district, and state policies and procedures
- \* Securing materials such as supplies, curricular guides, and other resource materials
- \* Confirming that the New Teacher has the appropriate technology, books, and professional materials
- \* Discussing specific guidelines, responsibilities, and events that are unique to our building
- \* Identifying locations in the school that the New Teacher will need to know - library, cafeteria, playground, etc
- \* Assuring that the New Teacher understand the emergency policies and procedures
- \* Other needs as identified by the New Teacher or the school site

**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 leadership of our school ensures that the core instructional programs and materials are aligned to the Florida Standards by conducting an in-depth review of the scope and sequence of the each curriculum alongside the established state standards. Documents such as the state of Florida Item specifications along with our districts instructional pacing guides are also instrumental when checking for the alignment of each instructional program.

## 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***

At the onset of the school year, our teachers were provided with standardized test scores of students from the previous school year. Teachers used this data initially to formulate an idea of where students abilities lie academically. As the school year progressed, teachers were able to gain a clearer picture of student performance through their classwork, chapter quizzes and end of chapter results. The data from these sources assist teachers in developing plans to differentiate instruction according to students levels of performance.

For example, in the case of a student who demonstrates a lack of understanding with distinguishing between even and odd numbers. The teacher in this scenario would modify the amount of problems assigned to the student and place more of an emphasis on reteaching the skill using the gradual release model. This can be done by supplementing instruction using concrete manipulatives or other effective strategies. Once the student has benefited from this explicit instruction, the student should then be re-assessed to monitor their progress with acquiring the skill.

***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:** Extended School Day

**Minutes added to school year:** 10,800

In compliance with the Extended Day Statute for lower performing schools, our school will provide each student with an additional hour of reading enrichment or remediation of skill during each school day of the 2014-2015. The school will utilize the SAXON Phonics program and the McGraw Hill Wonderworks Program for remediation. Other curriculum resources such as Reading Plus and Accelerated Reader will be used to enrich the skills of those students who are performing at or above grade level.

### **Strategy Rationale**

The instructional programs that are utilized during the extended day are effective researched based curriculum's that have proven to be successful with struggling readers.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Spence , Crystal , pr2161@dadeschools.net

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

Initial placement test will be given to students at the beginning the year for correct group placement purposes. Throughout the course of the academic year, ongoing progress monitoring data will be collected to be analyzed and to further determine the effectiveness of the extended day strategy.

## **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**

Title 1 Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title 1 Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

Golden Glades Elementary School offers a Pre-K program. There are currently two classrooms each having one full-time teacher and one full-time paraprofessional. The effectiveness of the program is monitored throughout the year by classroom walkthroughs, assessments, and site visits from the Office of Early Childhood. Parents are encouraged to enroll their students via newsletter, flyers, marquee, and Connet-Ed messages. Parents of students attending our VPK classes are encouraged to volunteer and to spend the day learning with their children.

Students that were currently in our VPK classrooms visited the kindergarten classrooms toward the end of the school year and had the opportunity to engage with kindergarten students and teachers. Pre-K students were administered the Phonological and Early Literacy Inventory (PELI), and their scores were printed and used to assess student progress. All students were assessed prior to entering kindergarten and the kindergarten teachers have all of their pertinent data. Early childhood teachers attend grade level meetings with the kindergarten teachers to review data, discuss students' progress and expectations. Pre-kindergarten students transitioning into kindergarten will also be given the FLKRS School Readiness Test to assess their readiness skills within the first thirty days of school. The FAIR will also be used school wide to monitor student progress in the basic literacy skills. Early childhood teachers attend grade level meetings with the kindergarten teachers. Additionally, the Ready School Miami Initiative enhances and ensures a successful transition from early childhood programs to kindergarten.

Parents are continually invited to the school. Parents have several opportunities to meet with teachers and participate in informational and resourceful transition meetings. Meetings are held throughout the year. Our Community Involvement Specialist is also instrumental in bridging parent communication with the school.

### 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***

Our school has established successful partnerships with ST. Thomas University , Florida International University and Florida Memorial University. Students and faculty from each institution exercise their opportunity to interact with our students by engaging in lectures about college and career readiness. Through our partnerships, students have visited a college campus, competed against other students in a region wide Science Fair , and have gained valuable insight on a variety of careers and industries.

***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***

Each year our school coordinates a Career and Industry Fair where students are exposed to and learn about various careers and industries of interest. As a followup activity from participating in the annual Career and Industry Fair, students are asked to write about which career or industry interest them most and provide evidence to support their claim.

***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***

- \* Plan tours of local college campuses
- \* Attend College Fairs
- \* Provide students with assistance on choosing a career or field industry to pursue and study
- \* College student mentors

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To increase awareness of Science, Technology, Engineering and Math (STEM) for all students.
- G3.** To increase the effectiveness of identifying students who are demonstrating early warning signs (EWS) to provide appropriate interventions and support.

## 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

G046822

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	47.0
CELLA Writing Proficiency	37.0

**Resources Available to Support the Goal** 2

- Instructional Coaches will support all teachers.
- Teachers will participate in Professional Development course offerings through the CORE Initiative and District course offerings.
- Teachers will infuse the use of technology throughout core instruction at all grade levels.
- iReady
- Reflex Math Intervention program
- myON Reader

**Targeted Barriers to Achieving the Goal** 3

- The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

**Plan to Monitor Progress Toward G1.** 8

The leadership team will conduct a review of student work samples and analyze student performance data observations.

**Person Responsible**

Tamika Robinson

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student work student assessments lesson plans data chat protocols

**G2. To increase awareness of Science, Technology, Engineering and Math (STEM) for all students. 1a**

G046823

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	47.0
CELLA Writing Proficiency	37.0

**Resources Available to Support the Goal 2**

- Explore Learning GIZMOS
- Florida Achieves FOCUS
- KAPOW
- City of Miami Gardens Science Fair
- School wide Community Career Fair

**Targeted Barriers to Achieving the Goal 3**

- Limited student exposure to careers and vocational offerings that are correlated to STEM.

**Plan to Monitor Progress Toward G2. 8**

Collect data and student generated artifacts that demonstrates awareness of STEM and STEM related career opportunities.

**Person Responsible**

Tamika Robinson

**Schedule**

Quarterly, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Professional Development Calendar Lessons Plans Formative Assessments : FCAT 2. 0 Science Student Work Samples

**G3.** To increase the effectiveness of identifying students who are demonstrating earl warning signs (EWS) to provide appropriate interventions and support. 1a

G046824

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0

**Resources Available to Support the Goal** 2

- The school's social worker, school counselor, before school tutoring. Attendance incentives during the morning announcements recognizing perfect attendance, perfect attendance party celebrations.

**Targeted Barriers to Achieving the Goal** 3

- EWS data indicates that 27 percent of students of students in grades kindergarten through fifth grade were absent 10 or more days during the school year.

**Plan to Monitor Progress Toward G3.** 8

Overall increased student attendance.

**Person Responsible**

Crystal Spence

**Schedule**

Quarterly, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Attendance Bulletins

## 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**

 G046822

**G1.B1** The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards. **2**

 B116311

**G1.B1.S1** To meet once per month to share instructional best practices across each content area. **4**

 S128009

### Strategy Rationale

This strategy will provided teachers with the needed support in planning and delivery of effective instruction.

### Action Step 1 **5**

Provide professional development on the implementation and unwrapping of the Florida standards.

#### Person Responsible

Tamika Robinson

#### Schedule

Monthly, from 8/18/2014 to 6/1/2015

#### Evidence of Completion

Agendas Sign-in sheets Student artifacts Lesson plans

## Action Step 2 5

Conduct coaching cycles and model different components of the instructional framework based teacher need.

### **Person Responsible**

DaShawniese Howard

### **Schedule**

Monthly, from 10/10/2014 to 6/4/2015

### **Evidence of Completion**

Coaching debriefing notes Coaching logs Coaching schedules

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

The fidelity in teaching and re-teaching skills to increase student achievement will be monitored through daily administrative walkthrough .

### **Person Responsible**

Crystal Spence

### **Schedule**

Daily, from 9/15/2014 to 6/1/2015

### **Evidence of Completion**

Agendas Observation notes student work folders informal and formal student assessments  
DI Chart/Forms

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

The leadership team will conduct a review of student work samples and analyze student performance data observations.

### **Person Responsible**

Tamika Robinson

### **Schedule**

Biweekly, from 9/15/2014 to 6/1/2015

### **Evidence of Completion**

Student Work Student Assessment Lesson Plans



**G2.** To increase awareness of Science, Technology, Engineering and Math (STEM) for all students. 1

G046823

**G2.B1** Limited student exposure to careers and vocational offerings that are correlated to STEM. 2

B116313

**G2.B1.S1** The school will participate in the annual City of Miami Gardens Science Fair. 4

S128010

### Strategy Rationale

This strategy exposes students to the skill set that will be required to pursue a career in STEM.

### Action Step 1 5

Utilizing the FCIM, all Science teachers and the school's administration will look for ways to increase participation in STEM related field trips, competitions, and experiences.

#### Person Responsible

Crystal Spence

#### Schedule

Quarterly, from 9/15/2014 to 6/1/2015

#### Evidence of Completion

Teacher Lesson Plans Student Work Samples Formal Assessments

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

Evidence of participation and completion in school and community STEM related activities.

#### Person Responsible

Tamika Robinson

#### Schedule

Quarterly, from 9/15/2014 to 6/1/2015

#### Evidence of Completion

Professional Development Calendar Lessons Plans Formative Assessments : FCAT 2. 0  
Science Student Work Samples

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

Evidence of participation and completion in school and community STEM related activities.

**Person Responsible**

Tamika Robinson


**Schedule**

Quarterly, from 9/1/2014 to 6/1/2015


**Evidence of Completion**

Professional Development Calendar Lessons Plans Formative Assessments : FCAT 2.0  
Science Student Work Samples

**G3.** To increase the effectiveness of identifying students who are demonstrating earl warning signs (EWS) to provide appropriate interventions and support. 1


 G046824

**G3.B1** EWS data indicates that 27 percent of students of students in grades kindergarten through fifth grade were absent 10 or more days during the school year. 2

 B116315

**G3.B1.S1** Teachers will produce a student case management form to the schools social worker or school counselor for students with poor attendance as evidenced by three or more unexcused absences.

4

 S128012

**Strategy Rationale**

This strategy will assist in identifying students who are at risk of being truant.

**Action Step 1 5**

Print daily attendance bulletins. School personnel will call students who's names appear on the attendance bulletin as being tardy or absent.

**Person Responsible**

Tamika Robinson

**Schedule**

Daily, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Attendance bulletins

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

The attendance clerk will ensure that key school personnel receive a daily attendance bulletin for monitoring purposes.

**Person Responsible**

DaShawniese Howard

**Schedule**

Quarterly, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Attendance bulletin

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Review of Daily Attendance Bulletin

**Person Responsible**

Teresa Taylor

**Schedule**

Daily, from 9/15/2014 to 6/1/2015

**Evidence of Completion**

Attendance Bulletins

**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	Provide professional development on the implementation and unwrapping of the Florida standards.	Robinson, Tamika	8/18/2014	Agendas Sign-in sheets Student artifacts Lesson plans	6/1/2015 monthly
G2.B1.S1.A1	Utilizing the FCIM, all Science teachers and the school's administration will look for ways to increase participation in STEM related field trips, competitions, and experiences.	Spence , Crystal	9/15/2014	Teacher Lesson Plans Student Work Samples Formal Assessments	6/1/2015 quarterly
G3.B1.S1.A1	Print daily attendance bulletins. School personnel will call students who's names appear on the attendance bulletin as being tardy or absent.	Robinson, Tamika	9/15/2014	Attendance bulletins	6/1/2015 daily
G1.B1.S1.A2	Conduct coaching cycles and model different components of the instructional framework based teacher need.	Howard, DaShawniese	10/10/2014	Coaching debriefing notes Coaching logs Coaching schedules	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	The leadership team will conduct a review of student work samples and analyze student performance data observations.	Robinson, Tamika	8/18/2014	Student work student assessments lesson plans data chat protocols	6/4/2015 biweekly
G1.B1.S1.MA1	The leadership team will conduct a review of student work samples and analyze student performance data observations.	Robinson, Tamika	9/15/2014	Student Work Student Assessment Lesson Plans	6/1/2015 biweekly
G1.B1.S1.MA1	The fidelity in teaching and re-teaching skills to increase student achievement will be monitored through daily administrative walkthrough .	Spence , Crystal	9/15/2014	Agendas Observation notes student work folders informal and formal student assessments DI Chart/Forms	6/1/2015 daily
G2.MA1	Collect data and student generated artifacts that demonstrates awareness of STEM and STEM related career opportunities.	Robinson, Tamika	8/18/2014	Professional Development Calendar Lessons Plans Formative Assessments : FCAT 2. 0 Science Student Work Samples	6/1/2015 quarterly
G2.B1.S1.MA1	Evidence of participation and completion in school and community STEM related activities.	Robinson, Tamika	9/1/2014	Professional Development Calendar Lessons Plans Formative Assessments : FCAT 2. 0 Science Student Work Samples	6/1/2015 quarterly
G2.B1.S1.MA1	Evidence of participation and completion in school and community STEM related activities.	Robinson, Tamika	9/15/2014	Professional Development Calendar Lessons Plans Formative Assessments : FCAT 2. 0 Science Student Work Samples	6/1/2015 quarterly
G3.MA1	Overall increased student attendance.	Spence , Crystal	9/15/2014	Attendance Bulletins	6/1/2015 quarterly
G3.B1.S1.MA1	Review of Daily Attendance Bulletin	Taylor, Teresa	9/15/2014	Attendance Bulletins	6/1/2015 daily
G3.B1.S1.MA1	The attendance clerk will ensure that key school personnel receive a daily attendance bulletin for monitoring purposes.	Howard, DaShawniese	9/15/2014	Attendance bulletin	6/1/2015 quarterly

## 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** The teachers have limited experience with effective planning and instructional delivery aligned to the Florida Standards.

**G1.B1.S1** To meet once per month to share instructional best practices across each content area.

### **PD Opportunity 1**

Provide professional development on the implementation and unwrapping of the Florida standards.

#### **Facilitator**

The CORE Initiative

#### **Participants**

Golden Glades Elementary Instructional Staff

#### **Schedule**

Monthly, from 8/18/2014 to 6/1/2015

## Technical Assistance Items

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