

Glades County School District

West Glades School



2020-21 Schoolwide Improvement Plan

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West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

Demographics

Principal: Tina Wills

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of West Glades School is to build relationships while providing a rigorous, high quality education to ensure that all students are college and career ready and prepared for success in the 21st Century.

Provide the school's vision statement.

West Glades School is and will continue to be, a consistently high performing school led by faculty and staff who are committed to learning and working as a team to implement research-based strategies. West Glades students will develop to their greatest potential intellectually, emotionally, and physically.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Sabella, Doreen	Principal	The role of a principal is to provide strategic direction in the school system, a positive school culture, assess teaching methods, and monitor student achievement and behavior. Principals also encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, monitor and enforce student discipline and oversee facilities. The principal must also monitor that teachers are teaching meaningful, grade-level assignments that are standard-based. They assist district personnel in creating district plans required by the state, create and follow state testing guidelines, as well as cultivate leaders among the staff.
Guerry, Brooke	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Campbell, Jamie	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Garcia, Tonie	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Gaskins, Tom	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and

Name	Title	Job Duties and Responsibilities
		<p>sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Van Wagner, Sandra	Teacher, K-12	<p>Grade level chair: Represent the grade at school level and responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Taylor, Carrie	Teacher, K-12	<p>Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Parrish, Stephanie	Teacher, K-12	<p>Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Smith, Kimber	Teacher, K-12	<p>Grade level chair: Represents the grade at school level and is responsible for bringing back and</p>

Name	Title	Job Duties and Responsibilities
		<p>sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Taylor, Anglea	Teacher, K-12	<p>Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Stokes, Lainey	Assistant Principal	<p>The role of an Assistant Principal (AP) is to aid the principal in the following duties and responsibilities: Provide strategic direction in the school system, a positive school culture, assess teaching methods, and monitor student achievement and behavior. Assistant Principals also encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, monitor and enforce student discipline and oversee facilities. The AP must also monitor that teachers are teaching meaningful, grade level assignments that are standards based, assist district personnel in creating district plans required by the state, create and follow state testing guidelines, as well as cultivate leaders among the staff.</p>
Pollard, Jaclyne	Assistant Principal	<p>The role of an Assistant Principal (AP) is to aid the principal in the following duties and responsibilities: Provide strategic direction in the school system, a positive school culture, assess teaching methods, and monitor student achievement and behavior. Assistant Principals also encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, monitor and enforce student discipline and oversee facilities. The AP must also monitor that teachers are teaching meaningful, grade level assignments that are standards based, assist district personnel in creating district plans required by the state, create and follow state testing guidelines, as well as cultivate leaders among the staff.</p>
Tindall, Andie	Teacher, K-12	<p>Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade</p>

Name	Title	Job Duties and Responsibilities
		<p>level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following:</p> <ul style="list-style-type: none"> -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings

Demographic Information

Principal start date

Wednesday 7/1/2009, Tina Wills

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

2

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

9

Total number of teacher positions allocated to the school

45

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students White Students Economically Disadvantaged Students

School Grades History	2018-19: C (50%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	72	63	75	77	66	73	75	80	69	0	0	0	0	650	
Attendance below 90 percent	10	7	6	3	5	4	8	10	7	0	0	0	0	60	
One or more suspensions	0	3	0	3	3	5	15	9	7	0	0	0	0	45	
Course failure in ELA	5	1	1	0	0	0	0	0	0	0	0	0	0	7	
Course failure in Math	0	0	0	0	0	0	3	2	2	0	0	0	0	7	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	13	17	18	18	11	0	0	0	0	77	
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	14	20	16	5	0	0	0	0	76	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	1	0	0	0	2	6	5	5	0	0	0	0	21

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 9/7/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	58	71	72	64	74	75	77	64	0	0	0	0	623
Attendance below 90 percent	0	8	5	4	0	2	1	4	4	0	0	0	0	28
One or more suspensions	0	0	2	7	3	5	7	10	16	0	0	0	0	50
Course failure in ELA or Math	3	4	4	2	3	5	8	8	5	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	9	14	28	21	29	18	0	0	0	0	119

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

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

The number of students identified as retainees:

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	68	58	71	72	64	74	75	77	64	0	0	0	0	623
Attendance below 90 percent	0	8	5	4	0	2	1	4	4	0	0	0	0	28
One or more suspensions	0	0	2	7	3	5	7	10	16	0	0	0	0	50
Course failure in ELA or Math	3	4	4	2	3	5	8	8	5	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	9	14	28	21	29	18	0	0	0	0	119

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	41%	61%	50%	42%	57%
ELA Learning Gains	51%	50%	59%	51%	47%	57%
ELA Lowest 25th Percentile	37%	44%	54%	46%	43%	51%
Math Achievement	57%	48%	62%	61%	47%	58%
Math Learning Gains	50%	51%	59%	50%	45%	56%
Math Lowest 25th Percentile	47%	49%	52%	41%	42%	50%
Science Achievement	44%	40%	56%	52%	34%	53%
Social Studies Achievement	48%	45%	78%	60%	51%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	62%	-3%	58%	1%
	2018	55%	55%	0%	57%	-2%
Same Grade Comparison		4%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	45%	49%	-4%	58%	-13%
	2018	63%	57%	6%	56%	7%
Same Grade Comparison		-18%				
Cohort Comparison		-10%				
05	2019	57%	54%	3%	56%	1%
	2018	35%	38%	-3%	55%	-20%
Same Grade Comparison		22%				
Cohort Comparison		-6%				
06	2019	30%	38%	-8%	54%	-24%
	2018	50%	45%	5%	52%	-2%
Same Grade Comparison		-20%				
Cohort Comparison		-5%				
07	2019	48%	40%	8%	52%	-4%
	2018	42%	37%	5%	51%	-9%
Same Grade Comparison		6%				
Cohort Comparison		-2%				
08	2019	40%	37%	3%	56%	-16%
	2018	52%	46%	6%	58%	-6%
Same Grade Comparison		-12%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	69%	9%	62%	16%
	2018	72%	67%	5%	62%	10%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	38%	53%	-15%	64%	-26%
	2018	44%	53%	-9%	62%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		-34%				
05	2019	49%	52%	-3%	60%	-11%
	2018	34%	42%	-8%	61%	-27%
Same Grade Comparison		15%				
Cohort Comparison		5%				
06	2019	33%	49%	-16%	55%	-22%
	2018	54%	49%	5%	52%	2%
Same Grade Comparison		-21%				
Cohort Comparison		-1%				
07	2019	65%	55%	10%	54%	11%
	2018	62%	44%	18%	54%	8%
Same Grade Comparison		3%				
Cohort Comparison		11%				
08	2019	43%	48%	-5%	46%	-3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	50%	34%	16%	45%	5%
Same Grade Comparison		-7%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	53%	47%	6%	53%	0%
	2018	39%	35%	4%	55%	-16%
Same Grade Comparison		14%				
Cohort Comparison						
08	2019	28%	25%	3%	48%	-20%
	2018	54%	39%	15%	50%	4%
Same Grade Comparison		-26%				
Cohort Comparison		-11%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	48%	51%	-3%	71%	-23%
2018	58%	54%	4%	71%	-13%
Compare		-10%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	44%	20%	61%	3%
2018	88%	48%	40%	62%	26%
Compare		-24%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	32%	68%	57%	43%
2018	93%	47%	46%	56%	37%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	33	24	31	47	47					
ELL	29	46	30	58	46		50				
HSP	41	47	35	52	47	47	35	52	62		
WHT	60	55	41	64	55	46	57	45	78		
FRL	41	43	23	52	48	48	38	58	74		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	39	40	42	48	40	21				
ELL	39	44		61	44						
HSP	48	49	34	55	51	37	37	55	92		
WHT	55	53	50	62	55	54	64	73	78		
FRL	49	48	38	57	49	40	41	55	81		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	36	35	37	45	37	30				
ELL	29			59							
HSP	44	46	47	60	49	36	54	58	91		
WHT	57	54	44	61	50	50	50	64	85		
FRL	44	51	46	54	44	38	55	52	95		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

-ELA Lowest 25th Percentile was the lowest performance component at 37%.

The contributing factors for this data component are outdated curriculum, lack of pacing guide or curriculum map, lack of professional development for new teachers on unpacking standards and monitoring the implementation of expectations.

-ESSA's Federal Index for Students with Disabilities scored at 34% proficiency for ELA and math combined. The contributing factors for this data component are lack of staff to provide the co-teaching model of an ESE teacher and General education teacher as well as lack of training on differentiated instruction for new instructional staff.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Social Studies Achievement-There was a 15% decline from the previous year in this data component. The contributing factors for this data component consisted of the lack of content being taught in previous grades leading to the EOC, the lack of a pacing guide or curriculum map as well as the lack of unpacking the standard to teach more in-depth and to achieve mastery.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

-The Social Studies Achievement data component was 48% proficiency which is 30% below the state average of 78%.

The contributing factors for this data component consisted of the lack of content being taught in previous grades leading to the EOC, the lack of a pacing guide or curriculum map as well as the lack of unpacking the standard to teach more in depth and to achieve mastery.

Which data component showed the most improvement? What new actions did your school take in this area?

-The data component for Math Lowest 25th Percentile increased by 3%. Fifth grade students showed an increase of 15% in Math Achievement Proficiency. The 5th grade team was strategically placed together consisting of teachers who previously taught grades 1-3 in hopes to gain more rigorous lessons within the standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

- Middle school students having 2 or more EWS indicators
- Students with a Level 1 in all tested areas

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA proficiency with an emphasis on the lowest quartile and students with disabilities
2. Math proficiency with an emphasis on the lowest quartile and students with disabilities.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>The data shows that the lowest 25% was the lowest component of the school grade. Many times this includes students with disabilities, which is the ESSA subgroup that the school did not meet the federal index of 41%.</p> <p>The administration also noted that there was an increase of students who showed proficiency however did not show growth. Due to COVID, students did not return after spring break to the traditional learning setting. Executive orders from the State of Florida forced school's to transition quickly from traditional to eLearning with little preparation time. The quick transition into eLearning and the guidelines associated with COVID created and exacerbated barriers to closing learning gaps. Some of the barriers to closing learning gains were no parental supervision during eLearning at home, lack of or insufficient internet and the lack of structure.</p>
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Measurable Outcome: 60% of the students will show growth in ELA as measured by Florida State Assessment with an emphasis on the lowest quartile and student with disabilities.

Person responsible for monitoring outcome: Doreen Sabella (doreen.sabella@glades-schools.org)

Evidence-based Strategy: -Differentiated instruction will be implemented with fidelity. The administration has strategically scheduled resource teachers and paraprofessionals to push into kindergarten through fifth grade to assist with providing intensive immediate instruction for those students who fall into this category as well as provide individual support for students on level and above level.

Rationale for Evidence-based Strategy: Just Read Florida/Reading First shows that if students are provided differentiated instruction in the area of concern it closes the gaps. STAR EL data (kindergarten) and iReady first administration data (first through third grades), and FSA data (fourth through eighth grades) will be used to determine groups and needs of students. In addition, STAR assessments (3 times/year) in grades 1-8 will be used to determine learning needs of students as well as implementation of differentiated instruction and MTSS.

Action Steps to Implement

1. Create a master schedule to reflect a 30 minute period above the 90-minute reading block for kindergarten through fifth-grade students and a middle school schedule that provides intensive reading, grade-level reading, and above level classes.
2. Progress monitoring will be assessed using STAR EL (K-2), STAR and iReady (K-8). Sixth through eighth-grade students will be scheduled in reading classes according to their FSA scores.
3. Create schedules for resource teachers and paraprofessionals to provide support during scheduled times.
4. Reading teachers are required to post groups in their lesson plans weekly.
5. The administration will monitor along with grade-level chairpersons that the plan is being implemented with fidelity. Teachers will be using Reading Street (K-5) and Collections (6-8) as a primary resource for instruction while supplementing with Ready LAFS, AVID, Kagan and Kaplan strategies, Storyworks, Saxon Phonics, SRA Corrective Reading and Ready Phonics Intervention and Waterford.

Person Responsible Doreen Sabella (doreen.sabella@glades-schools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: All students are required to take math. After analyzing data most grade levels show a decline in proficiency, growth, or both. Math skills can lend to success in science, which is a component of school grade.

Measurable Outcome: 65% of students will score a level 3 or higher in Math as measured by the Florida State Assessment with an emphasis on the lowest quartile and students with disabilities.

Person responsible for monitoring outcome: Doreen Sabella (doreen.sabella@glades-schools.org)

Evidence-based Strategy: Teachers are required to use Go Math, and Glencoe Math as a primary resource and using iReady MAFS consumables and online materials, and other resources as a secondary supplement.

Rationale for Evidence-based Strategy: In 2018 iReady Publisher, Curriculum Associates compared our students FSA scores in Reading and Math to the third progress monitoring assessment on iReady, this predicts what a student should score on FSA.

Action Steps to Implement

1. The administration will monitor lesson plans.
2. The administration will conduct walkthroughs to be sure that iReady curriculum is the primary resource used.
3. Teachers will be required to monitor students on iReady digital program to ensure students are using the 40 minutes required weekly in order to complete lessons successfully.
4. Teachers will be required to print weekly reports and keep them to be examined at any time in their data binders, which were provided by the administration.
5. The administration will monitor teachers to ensure that they are teaching the standards with fidelity. The administration will monitor that teachers are using Houghton Mifflin/Harcourt Go Math (K-5) and Glencoe Math (6-8) as primary resources to drive instruction while supplementing with Ready Florida Math Curriculum and online material, Freckle, Reflex Math, Prepworks and Khan Academy.

Person Responsible: Doreen Sabella (doreen.sabella@glades-schools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

-Teachers are utilizing Pearson Reading Street (K-5) and Collections (6-8) as a primary resource to drive instruction while supplementing with Ready Florida Reading Curriculum and online materials, Kaplan strategies, Storyworks (4th Grade), and Saxon Phonics (grade K-2). Other supplements that are being used for 4th grade differentiated instruction are SRA Corrective Reading, Ready Phonics Intervention and Waterford (Kindergarten through second grade). Accelerated Reading uses STAR to test the students to find their individual reading level. Once a book is read the student is assessed on comprehension using the AR program.

-Teachers are utilizing Houghton Mifflin/Harcourt Go Math (K-5) and Glencoe Math (6-8) as primary resources to drive instruction while supplementing with Ready Florida Math Curriculum and online material, Freckle, Reflex Math, Prepworks and Khan Academy.

-Teachers are encouraged to use AVID, Kagan and Kaplan strategies to allow students to experience productive struggle and provide students opportunities for academic conversations about the content being learned.

-Glades Academic Program (GAP); an afterschool program providing extra support to students who need assistance in Reading and Math. It is offered from October through April two days a week, one day for each subject.

-Resource Teachers will be pushing into classrooms to provide extra support to students with disabilities who are mainstreamed in general education. The support will be provided to these students for at least the amount listed on student IEP.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

-West Glades School involves parents in the planning, review and improvement of Title I programs, including engagement in the decisions regarding how funds are expended in several different ways. Our School Advisory Committee (SAC), which is made up of parents, staff, community and business members, are given the opportunity to review the Title I budget, especially focusing on the parent engagement portion, each year. The climate survey asks parents about academic programs, school appearance and culture while also allowing parents to make general comments and recommendations. Staff and administration were available to parents at 24 different parent events last year (middle school orientation, kindergarten orientation, get acquainted night, etc.); this is in addition to the numerous sporting events, end of the year award events and ELL Family Literacy nights that take place weekly throughout the year. Last, and most importantly, administration and office staff are available to parents from 7:30 am to 4:00 pm every day so that they may share ideas and/or concerns they may have. In addition, we keep our school marquee updated with parent meetings and information. We partner with local newspapers in order to publicize

important events. Parents also know to check their children's planners and backpack notes and binders for important messages. The school website and Facebook page contain updated information about activities and events that will take place, as well as pictures and information about activities and events that have already taken place. Many classroom teachers use phone apps to communicate with parents/guardians such as Class Dojo, Remind, etc. These messages are also translated, whenever possible. Finally, we have a migrant advocate recruiter who often makes home calls and visits.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$72,987.06
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5300	520-Textbooks	0055 - West Glades School	Title, I Part A		\$6,261.68
Notes: Saxon Phonics & Spelling						
	5100	520-Textbooks	0055 - West Glades School	Other		\$150.00
Notes: Renaissance U on-demand PD						
	5100	510-Supplies	0055 - West Glades School	Other		\$30,158.50
Notes: Top Score Writing for grades 2-8						
	6400	310-Professional and Technical Services	0055 - West Glades School	Title II		\$3,000.00
Notes: Kagan onsite training for teachers						
	6400	510-Supplies	0055 - West Glades School	Title II		\$1,209.50
Notes: Kagan training materials for teachers						
	6400	310-Professional and Technical Services	0055 - West Glades School	Title III		\$834.00
Notes: Support Ed half day training. Topic: Scaffolding Instruction for ELs and academic language.						
	5100	369-Technology-Related Rentals	0055 - West Glades School	Title, I Part A		\$9,626.00
Notes: Purchase Renaissance Learning for English Language Arts						
	5100	369-Technology-Related Rentals	0055 - West Glades School	Other		\$9,785.00
Notes: Purchase i-Ready online ELA curriculum						
	6400	310-Professional and Technical Services	0055 - West Glades School	Other		\$1,500.00
Notes: i-Ready Assessment and Personalized Instruction Professional Development On Site Advanced User Package: Two Advanced User Sessions (All Sessions up to 6 hours)						
	5100	369-Technology-Related Rentals	0055 - West Glades School	Title, I Part A		\$4,000.00
Notes: Nearpod School Edition License including Flocabulary site license and online training.						

	5100	520-Textbooks	0055 - West Glades School	General Fund		\$6,462.38
			<i>Notes: Florida Ready Books LFAS</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$30,973.13
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0055 - West Glades School	General Fund		\$150.00
			<i>Notes: Renaissance University - ondemand PD</i>			
	5100	310-Professional and Technical Services	0055 - West Glades School	Title II		\$3,000.00
			<i>Notes: Kagan onsite training</i>			
	5100	510-Supplies	0055 - West Glades School	Title II		\$1,209.50
			<i>Notes: Kagan training materials for onsite training</i>			
	5100	369-Technology-Related Rentals	0055 - West Glades School	Title, I Part A		\$4,866.25
			<i>Notes: Purchase Renaissance Learning Star Math Program</i>			
	5100	369-Technology-Related Rentals	0055 - West Glades School	Other		\$9,785.00
			<i>Notes: Purchase i-Ready online Math Curriculum.</i>			
	6400	310-Professional and Technical Services	0055 - West Glades School	Other		\$1,500.00
			<i>Notes: i-Ready Assessment and Personalized Instruction Professional Development On Site Advanced User Package: Two advanced user sessions (All sessions up to 6 hours)</i>			
	5100	369-Technology-Related Rentals	0055 - West Glades School	Title, I Part A		\$4,000.00
			<i>Notes: Access to Algebra 1, Geometry and Civics</i>			
	5100	520-Textbooks	0055 - West Glades School	General Fund		\$6,462.38
			<i>Notes: Florida Ready Books MAFS</i>			
Total:						\$103,960.19