

Glades County School District

West Glades School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 13 |
| Planning for Improvement | 24 |
| Positive Culture & Environment | 28 |
| Budget to Support Goals | 29 |

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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 48% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (50%) 2017-18: B (55%) 2016-17: B (55%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 13 |
| Planning for Improvement | 24 |
| Title I Requirements | 0 |
| Budget to Support Goals | 29 |

West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

School Demographics

| | | |
|--|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p> | <p>2020-21 Title I School</p> <p>Yes</p> | <p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>68%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>52%</p> |

School Grades History

| | | | | |
|---------------|---------|---------|---------|---------|
| | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Year Grade | | C | C | B |

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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. 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 | Position Title | Job Duties and Responsibilities |
|------------------|---------------------|--|
| Sabella, Doreen | Principal | <p>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.</p> |
| 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> |
| Garcia, Tonie | 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: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings</p> |
| Wingate, Katelyn | 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</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|----------------|---|
| | | 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 |
| Goodwin, Noel | 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 |
| Cuellar, Emily | 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 |
| 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 |
| Tindall, Andie | Teacher, K-12 | Grade level chair: Represents the grade at school level and is responsible for bringing back and |

| Name | Position 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 |
| Dillman, Kara | 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 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 |
| Reinking, Michelle | Teacher, ESE | <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 -providing ESE student services -maintaining IEP |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|----------------|---|
| Murray, Jill | 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 |
| Van Wagner, Sandra | 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 |

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

43

Total number of students enrolled at the school

593

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

7

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

6

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 58 | 52 | 68 | 61 | 66 | 70 | 75 | 76 | 67 | 0 | 0 | 0 | 0 | 593 |
| Attendance below 90 percent | 0 | 1 | 1 | 15 | 13 | 11 | 13 | 10 | 20 | 0 | 0 | 0 | 0 | 84 |
| One or more suspensions | 0 | 2 | 0 | 4 | 0 | 9 | 4 | 13 | 17 | 0 | 0 | 0 | 0 | 49 |
| Course failure in ELA | 0 | 5 | 7 | 8 | 7 | 6 | 4 | 5 | 14 | 0 | 0 | 0 | 0 | 56 |
| Course failure in Math | 0 | 2 | 4 | 4 | 4 | 8 | 6 | 14 | 18 | 0 | 0 | 0 | 0 | 60 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 13 | 17 | 18 | 18 | 0 | 0 | 0 | 0 | 66 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 21 | 14 | 20 | 16 | 0 | 0 | 0 | 0 | 71 |
| Number of students with a substantial reading deficiency | 0 | 4 | 26 | 11 | 14 | 16 | 16 | 23 | 9 | 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 | 0 | 0 | 1 | 3 | 3 | 3 | 4 | 6 | 13 | 0 | 0 | 0 | 0 | 33 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 4 | 0 | 0 | 7 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 16 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 1 | 0 | 0 | 0 | 0 | 8 |

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - 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 | 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 |

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 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 |

Part II: Needs Assessment/Analysis

School Data Review

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

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 49% | 41% | 61% | 52% | 43% | 60% |
| ELA Learning Gains | | | | 51% | 50% | 59% | 51% | 49% | 57% |
| ELA Lowest 25th Percentile | | | | 37% | 44% | 54% | 39% | 39% | 52% |
| Math Achievement | | | | 57% | 48% | 62% | 59% | 44% | 61% |
| Math Learning Gains | | | | 50% | 51% | 59% | 53% | 39% | 58% |
| Math Lowest 25th Percentile | | | | 47% | 49% | 52% | 44% | 32% | 52% |
| Science Achievement | | | | 44% | 40% | 56% | 48% | 37% | 57% |
| Social Studies Achievement | | | | 48% | 45% | 78% | 63% | 50% | 77% |

Grade Level Data Review - State Assessments

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

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 59% | 62% | -3% | 58% | 1% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 45% | 49% | -4% | 58% | -13% |
| Cohort Comparison | | -59% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 57% | 54% | 3% | 56% | 1% |
| Cohort Comparison | | -45% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 30% | 38% | -8% | 54% | -24% |
| Cohort Comparison | | -57% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 48% | 40% | 8% | 52% | -4% |
| Cohort Comparison | | -30% | | | | |
| 08 | 2021 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 40% | 37% | 3% | 56% | -16% |
| Cohort Comparison | | -48% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 78% | 69% | 9% | 62% | 16% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 38% | 53% | -15% | 64% | -26% |
| Cohort Comparison | | -78% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 49% | 52% | -3% | 60% | -11% |
| Cohort Comparison | | -38% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 33% | 49% | -16% | 55% | -22% |
| Cohort Comparison | | -49% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 65% | 55% | 10% | 54% | 11% |
| Cohort Comparison | | -33% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 43% | 48% | -5% | 46% | -3% |
| Cohort Comparison | | -65% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 53% | 47% | 6% | 53% | 0% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 28% | 25% | 3% | 48% | -20% |
| Cohort Comparison | | -53% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| CIVICS EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 48% | 51% | -3% | 71% | -23% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 64% | 44% | 20% | 61% | 3% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 32% | 68% | 57% | 43% |

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Reading and Math Diagnostic Assessments are used to progress monitor students three times annually.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 7 | 32 | 44 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 11 | 44 | 33 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 3 | 25 | 55 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 11 | 11 | 44 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 23 | 43 | 58 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 50 | 43 | 43 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 18 | 39 | 62 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 17 | 50 | 71 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 45 | 59 | 67 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 37 | 47 | 58 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 11 | 39 | 59 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 5 | 37 | 47 |
| | English Language Learners | 0 | 0 | 0 |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 22 | 31 | 46 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 33 | 17 | 42 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 20 | 46 | 57 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 17 | 25 | 33 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 22 | 31 | 49 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 23 | 23 | 36 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 17 | 34 | 66 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 15 | 24 | 29 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26 | 28 | 41 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 25 | 23 | 31 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 12 | 31 | 48 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 25 | 31 | 46 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 7 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 36 | 41 | 39 |
| | Economically Disadvantaged Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 33 | 32 | 30 |
| | Economically Disadvantaged Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 8 | | | | |
|----------------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 27 | 30 | 39 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | 0 | 0 | 0 |
| Mathematics | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 7 | 5 | 3 |
| Science | Economically Disadvantaged | | | |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | | | |
| Number/% Proficiency | Fall | Winter | Spring | |
| All Students | | | | |
| Economically Disadvantaged | | | | |
| Students With Disabilities | | | | |
| English Language Learners | | | | |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 22 | 28 | 15 | 27 | 48 | 53 | 15 | | | | |
| ELL | 37 | 57 | 83 | 63 | 74 | | | 62 | | | |
| HSP | 40 | 49 | 40 | 50 | 56 | 51 | 30 | 54 | 74 | | |
| WHT | 55 | 50 | 45 | 60 | 56 | 67 | 57 | 70 | 88 | | |
| FRL | 37 | 45 | 42 | 46 | 59 | 52 | 28 | 50 | 77 | | |
| 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 | | |

ESSA Data Review

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

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 53 |
| 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 | 47 |
| Total Points Earned for the Federal Index | 533 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

Subgroup Data

| Students With Disabilities | |
|---|-----|
| Federal Index - Students With Disabilities | 30 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|--|----|
| Federal Index - English Language Learners | 60 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---|-----|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|--|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 49 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 61 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 50 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

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

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

-ELA Lowest 25th Percentile was the lowest performance component at 37% in 2019 and the second lowest performance component at 43% in 2021.

The contributing factors for this data component are loss of face-to-face instructional time due to COVID, 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 in 2019. 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.

-Science Achievement-There has been a steady decline in this performance component such as decline of 4% in 2019 and a decline of 3% in 2021.

The contributing factors for this data component include lack of content being taught in previous grades leading to the assessment, the lack of curriculum map as well as the lack of unpacking the standard to teach more in-depth and to achieve mastery.

-According to the RAISE criteria (House Bill 7011) 3rd and 4th grade ELA proficiency (2021 FSA ELA) was below the expectation of 51%. The contributing factors for this data component are loss of face-to-face instructional time due to COVID, 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.

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

-Science Achievement-There was a 3% decline from the previous year in this data component which was 41% in 2021. The contributing factors for this data component consisted of the lack of content being taught in previous grades leading to the assessment, 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.

-ELA Proficiency in Grades 3-5 (RAISE)-According to RAISE ELA proficiency in grades 3-5 should be at 51% or higher. As of 2021 scores 3rd grade ELA proficiency was 50% and 4th Grade ELA proficiency was 47%.

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

-Science Achievement-There was a 3% decline from the previous year in this data component which was 41% in 2021. The contributing factors for this data component consisted of the lack of content being retained that was taught in previous grades leading to the assessment due to certain standards only being taught in prior grade levels, 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. We have ordered supplemental instructional pieces as well as restructured the path of science courses that students would complete through middle school. Also our 5th grade students are receiving STEM as part of their enrichment rotation once a week.

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

-2019-The data component for Math Lowest 25th Percentile increased by 3%. Fifth grade students showed an increase of 15% in Math Achievement Proficiency.

-2021-The data component for Social Studies Achievement increased by 12%.

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

2019-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.

2021-The 7th grade Civics teacher utilized supplementary EOC review materials as well as Florida Civics 360 lessons in addition to the adopted curriculum.

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

In order to accelerate learning the following strategies will need to be implemented:

- Unpacking the new BEST and old LAFS standards.
- Analyzing data and utilizing data for differentiated small group instruction
- Adoption and unpacking of updated curriculum in ELA and Math.
- Reduce student truancy.

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

Teachers and staff will regularly review progress monitoring data and analyze standards through weekly Professional Learning Communities.

They will also be provided with professional development related to new curriculum adoption and unpacking the new standards as we transition to Florida's BEST standards.

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

Master schedules and support schedules will reflect "Panther Time (iii)" where students will receive small group differentiated instruction based on the skills that need support. Paraprofessionals, ESE teachers and Resource teachers will be utilized to push-in to classrooms at this time to assist the general education teacher in providing small group differentiated instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 2019-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%. 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. 2021-

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.

Monitoring: Students will be progress monitored through the use of i-Ready Diagnostic Assessments three times annually. i-Ready diagnostic assessments provide school staff with data related to the student's proficiency in ELA and Math as well as their growth in each.

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 HMH into Reading (K-2), Reading Street/Benchmark (3-5) and Mirrors-and-Windows/Amplify/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 Science

Area of Focus -Science Achievement-There has been a steady decline in this performance component such as decline of 4% in 2019 and a decline of 3% in 2021.
Description and Rationale: The contributing factors for this data component include lack of content being taught in previous grades leading to the assessment, the lack of curriculum map as well as the lack of unpacking the standard to teach more in-depth and to achieve mastery.

Measurable Outcome: Increase Science Achievement data component by at least 5% as measured by NGSSS Assessment in grades 5 and 8.

Monitoring: -Students will take a pre and post assessment on their grade level (grades 3-8) using the EDIS platform.

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

Evidence-based Strategy: The gradual release of responsibility (also known as I do, we do, you do) is a teaching strategy that includes demonstration, prompt, and practice. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content (direct instruction). Teachers will can use Kagan and/or AVID strategies to provide question answer about content taught.. Next the lesson will allow for the teacher and students to complete an activity together. Finally, students will complete an hands on experiment, activity or complete an assignment independently so that the teacher can determined if the student has mastered the content taught.

Rationale for Evidence-based Strategy: It is scientifically proven that students learn when they have the opportunity to apply what they have been taught. This strategy allows for the components necessary for students to learn to mastery and how to apply it to real life situations.

Action Steps to Implement

- 1- Plan lessons using grade level standards pulling from the resources provided to create meaningful rigorous lessons.
- 2-Provide direct instruction using AVID/Kagan strategies to teach content. These strategies allow for student interaction while learning.
- 3-Provide an engaging activities, project or experiment that allows individual or small group of students to apply knowledge to a real life situation.
- 4-Check for understanding and mastery of content taught.
- 5-Reteach if necessary
- 6-The administration will monitor along with grade-level chairpersons that the plan is being implemented with fidelity. Teachers will be using Pearson Elevate Science (K-8) as a primary resource for instruction while supplementing with J & J Educational Bootcamp.

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

#3. 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.

Monitoring: Students will be progress monitored through the use of i-Ready Diagnostic Assessments three times annually. i-Ready diagnostic assessments provide school staff with data related to the student's proficiency in ELA and Math as well as their growth in each. Khan Academy is used by Algebra 1 and Geometry students to monitor student progress

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 walk-throughs 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, Khan Academy and J & J Educational Bootcamp.

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

Additional Schoolwide Improvement Priorities

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

Statewide there was 1.6 incidents per 100 students related to violent, property and drug/public orders. At the time of reporting, WGS did not have any students who fit these categories. After reviewing our local discipline records the most prominent behaviors that resulted in non-SESIR referrals were related to disruption, aggression, and inappropriate physical contact. We will continue to monitor behaviors and discipline through the review of Rti:B records at monthly Positive Behavior Interventions Support (PBIS) and Safety Team Meetings. Our school is a model school for PBIS and we promote positive behavior through school-wide expectations, character education and positive behavior rewards regularly. In addition, we address students who are struggling with problem behaviors through MTSS for behavior, Wellness Referrals, and Behavior Intervention Plans.

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.

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.

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

West Glades School's stakeholders consist of staff members, students, parents/guardians, and community members. All stakeholders are encouraged to participate in the planning, review, facilitation and improvement of school-based activities, plans, and events. These opportunities are communicated regularly through the school's website, Facebook, Skylert Call system, communication apps (Class Dojo/Remind) and monthly calendars. When all stakeholders have an active role in the school, then they seek ownership in creating a positive culture and environment at the school. Stakeholders may volunteer to participate in a number of school-based programs and events such as School Advisory Council (SAC), Family Literacy Night, Get Acquainted Night, Orientations, Parent-Teacher Conferences, Positive Behavior Intervention Supports (PBIS), and field trips as well as many others.

Part V: Budget

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

| | | | |
|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Science | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| Total: | | | \$0.00 |