

Miami-Dade County Public Schools

Glades Middle School



2021-22 Schoolwide Improvement Plan

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Glades Middle School

9451 SW 64TH ST, Miami, FL 33173

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

Demographics

Principal: Cynthia Valdes Garcia

Start Date for this Principal: 6/18/2013

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 86% |
| 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: A (62%) 2017-18: A (63%) 2016-17: B (57%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Glades Middle School

9451 SW 64TH ST, Miami, FL 33173

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

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Middle School 6-8 | No | 73% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 94% |

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Glades Middle School's mission is to empower students with the highest quality education so all of our students are provided with lifelong learning skills to become successful in leading productive, responsible, and fulfilling lives as a member of society.

Provide the school's vision statement.

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

School 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 |
|----------------------------|---------------------|---|
| Valdes-Garcia, Cynthia | Principal | The school principal's responsibility is to provide a clear school vision and ensure implementation of strategies, intervention support, and documentation. The principal works to develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning at the school. |
| Siles, Elieser | Assistant Principal | Assists the principal in the daily functions of the school: discipline, curriculum, teacher observations, student supervision, and communicating with stakeholders. |
| Cid, Jonathan | Other | Conducts IEP meetings, shares and solicits information about SPED students (504 plans, gifted, etc.), upkeeps IEPs and shares digital IEPs with teachers, communicates with parents and other shareholders. |
| Garcia, Lola | School Counselor | Checks on students' well-being, communicates with parents, schedule changes, and schedules school-wide testing. |
| Alexander, Gizella | Teacher, K-12 | Assists in recruiting future students into the DREAMS and Cambridge programs, collaborates with colleagues to share literacy resources, and plans for diagnostic assessments. |
| Ruiz, Barbara | Teacher, K-12 | Assists in curriculum implementation for the English Language Arts department, sharing best practices, soliciting feedback, problem solving, and as a line of communication with other stakeholders. |
| Facio-Valderrama, Madeline | Teacher, K-12 | Assists in curriculum implementation for the Social Studies department, sharing best practices, soliciting feedback, problem solving, and as a line of communication with other stakeholders. |
| Jarrett, Natasha | Teacher, K-12 | Schedules EESAC meetings, communicates with members, oversees all EESAC functions. Assists in curriculum implementation for the Science department, sharing best practices, soliciting feedback, problem solving, and as a line of communication with other stakeholders. |
| Griffin, Helen | Teacher, K-12 | Assists in curriculum implementation for the Fine Arts department, sharing best practices, soliciting feedback, problem solving, and as a line of communication with other stakeholders. Plans for and organizes school social events. |

Demographic Information

Principal start date

Tuesday 6/18/2013, Cynthia Valdes Garcia

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.*

15

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.*

22

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

729

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

0

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

1

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 | 0 | 0 | 0 | 0 | 0 | 0 | 219 | 230 | 277 | 0 | 0 | 0 | 0 | 726 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 31 | 52 | 0 | 0 | 0 | 0 | 101 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 20 | 0 | 0 | 0 | 0 | 32 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 24 | 46 | 0 | 0 | 0 | 0 | 76 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 26 | 45 | 0 | 0 | 0 | 0 | 86 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 28 | 48 | 0 | 0 | 0 | 0 | 94 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 84 | 139 | 0 | 0 | 0 | 0 | 284 | |

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 | 0 | 0 | 0 | 0 | 13 | 26 | 62 | 0 | 0 | 0 | 0 | 101 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 0 | 0 | 0 | 0 | 11 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 | |

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 248 | 286 | 297 | 0 | 0 | 0 | 0 | 831 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 45 | 33 | 0 | 0 | 0 | 0 | 110 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 14 | 9 | 0 | 0 | 0 | 0 | 29 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 36 | 24 | 0 | 0 | 0 | 0 | 83 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 45 | 40 | 0 | 0 | 0 | 0 | 112 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 44 | 52 | 0 | 0 | 0 | 0 | 125 | |

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 | 0 | 0 | 0 | 0 | 27 | 55 | 46 | 0 | 0 | 0 | 0 | 128 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 11 | 0 | 0 | 0 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 6 |

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 | | | | 62% | 58% | 54% | 64% | 56% | 53% |
| ELA Learning Gains | | | | 59% | 58% | 54% | 60% | 56% | 54% |
| ELA Lowest 25th Percentile | | | | 52% | 52% | 47% | 54% | 52% | 47% |
| Math Achievement | | | | 66% | 58% | 58% | 64% | 56% | 58% |
| Math Learning Gains | | | | 64% | 56% | 57% | 65% | 56% | 57% |
| Math Lowest 25th Percentile | | | | 51% | 54% | 51% | 53% | 55% | 51% |
| Science Achievement | | | | 55% | 52% | 51% | 59% | 52% | 52% |
| Social Studies Achievement | | | | 76% | 74% | 72% | 78% | 73% | 72% |

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 |
| 06 | 2021 | | | | | |
| | 2019 | 55% | 58% | -3% | 54% | 1% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 60% | 56% | 4% | 52% | 8% |
| Cohort Comparison | | -55% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 66% | 60% | 6% | 56% | 10% |
| Cohort Comparison | | -60% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2021 | | | | | |
| | 2019 | 57% | 58% | -1% | 55% | 2% |
| Cohort Comparison | | | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 50% | 53% | -3% | 54% | -4% |
| Cohort Comparison | | -57% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 57% | 40% | 17% | 46% | 11% |
| Cohort Comparison | | -50% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2021 | | | | | |
| | 2019 | 44% | 43% | 1% | 48% | -4% |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 98% | 68% | 30% | 67% | 31% |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 74% | 73% | 1% | 71% | 3% |
| 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 | 96% | 63% | 33% | 61% | 35% |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------------|-------|--------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 54% | 46% | 57% | 43% |

Grade Level Data Review - Progress Monitoring Assessments

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

6th grade: iReady Reading and Math

7th grade: Reading and Math and Civic Midyear Assessments

8th grade: iReady Reading and Math and Science Midyear Assessments

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 43.9 | 53.3 | 56.4 |
| | Economically Disadvantaged | 40 | 50.6 | 48.4 |
| | Students With Disabilities | 24.5 | 36.7 | 42.9 |
| | English Language Learners | 7.1 | 21.4 | 21.4 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 45.8 | 57.1 | 57.4 |
| | Economically Disadvantaged | 38.9 | 50.6 | 49.7 |
| | Students With Disabilities | 27.1 | 38.8 | 35.4 |
| | English Language Learners | 0 | 21.4 | 14.3 |

| Grade 7 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 44.0 | 49.6 | 51.9 |
| | Economically Disadvantaged | 42 | 47.7 | 50.8 |
| | Students With Disabilities | 8.5 | 15.2 | 15.6 |
| | English Language Learners | 7.7 | 0 | 8 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 39.9 | 49.4 | 55.7 |
| | Economically Disadvantaged | 39.2 | 44.7 | 52.5 |
| | Students With Disabilities | 6.8 | 20 | 31.1 |
| | English Language Learners | 4 | 8 | 16 |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 66 | 0 |
| | Economically Disadvantaged | 0 | 62 | 0 |
| | Students With Disabilities | 0 | 33 | 0 |
| | English Language Learners | 0 | 21 | 0 |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51 | 60.3 | 64.1 |
| | Economically Disadvantaged | 46.9 | 57 | 60.7 |
| | Students With Disabilities | 11.9 | 22.2 | 26.8 |
| | English Language Learners | 9.1 | 0 | 27.3 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 43.7 | 57.6 | 57.2 |
| | Economically Disadvantaged | 42.2 | 50.9 | 51.3 |
| | Students With Disabilities | 11.6 | 20.9 | 25.7 |
| | English Language Learners | 0 | 27.3 | 36.4 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 0 | 22 |
| | Economically Disadvantaged | 0 | 0 | 20 |
| | Students With Disabilities | 0 | 0 | 33 |
| | English Language Learners | 0 | 0 | 21 |

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 | 27 | 43 | 38 | 26 | 24 | 24 | 11 | 26 | | | |
| ELL | 45 | 50 | 42 | 46 | 36 | 28 | 33 | 48 | 47 | | |
| BLK | 42 | | | 33 | | | | | | | |
| HSP | 57 | 55 | 43 | 53 | 34 | 24 | 45 | 61 | 54 | | |
| WHT | 58 | 48 | | 60 | 38 | 10 | 46 | 71 | 100 | | |
| FRL | 53 | 52 | 42 | 50 | 34 | 22 | 39 | 62 | 55 | | |
| 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 | 25 | 43 | 40 | 31 | 51 | 49 | 19 | 58 | 50 | | |
| ELL | 43 | 51 | 44 | 52 | 62 | 52 | 35 | 55 | 63 | | |
| ASN | 70 | 60 | | 80 | 50 | | | | | | |
| HSP | 62 | 59 | 52 | 66 | 65 | 53 | 56 | 76 | 69 | | |

| 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 |
| WHT | 66 | 56 | 33 | 67 | 62 | 31 | 50 | 80 | 80 | | |
| FRL | 56 | 56 | 47 | 62 | 63 | 54 | 49 | 70 | 66 | | |
| 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 | 28 | 40 | 42 | 24 | 45 | 45 | 36 | 43 | | | |
| ELL | 31 | 47 | 42 | 33 | 50 | 40 | 13 | 50 | | | |
| HSP | 63 | 61 | 53 | 63 | 65 | 54 | 58 | 78 | 70 | | |
| WHT | 72 | 59 | | 77 | 68 | 45 | 80 | 74 | 68 | | |
| FRL | 59 | 59 | 54 | 60 | 63 | 51 | 55 | 75 | 64 | | |

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 | 48 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 54 |
| Total Points Earned for the Federal Index | 483 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 90% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 29 |
| 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 | 43 |
| 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 | |
|--|-----|
| 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 | 38 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 48 |
| 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 | 54 |
| 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 | 46 |
| 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?

2019 data findings:

FSA Proficiency in ELA was 62% compared to 64% in 2018 representing a 2 percentage point decrease, for Math 66% compared to 64% in 2018 representing a 2 percentage point increase. Science was 55% proficiency compared to 59% in 2018 representing a 4 percentage point decrease, and 76% proficiency for Civics, compared to 78% in 2018, representing a 2 percentage point decrease.

ELA LG was 59%, compared to 60% in 2018 representing a 1 percentage point decrease. ELA L25 was 52%, compared to 54% in 2018 representing a 2 percentage point decrease. Math LG was 64%, compared to 65% in 2018 representing 1 percentage point decrease. Math L25 was 51%, compared to 53% in 2018 representing a 2 percentage point decrease.

2021 data findings:

FSA Proficiency in ELA was 57% proficiency compared to 62% in 2019 representing a 5 percentage point decrease, for Math 54% proficiency compared to 66% in 2019 representing a 12 percentage point decrease. Science was 45% proficiency compared to 55% in 2019 representing a 10 percentage point decrease, and 62% proficiency for Civics, compared to 76% in 2019, representing a 10 percentage point decrease.

ELA LG was 54%, compared to 59% in 2019 representing a 5 percentage point decrease. ELA L25 was 42%, compared to 52% in 2019 representing a 10 percentage point decrease. Math LG was 35%, compared to 64% in 2019 representing a 29 percentage point decrease. Math L25 was 23%, compared to 51% in 2019 representing 28 percentage point decrease.

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

Our data reveals that our greatest need for improvement appears to be among ELA, Math, Science, and Civics achievement which all decreased. When specifically comparing 2019 and 2021, the following is what the data shows:

- ELA decreased 5 points (from 62 to 57)
- ELA LG decreased 5 points (from 59 to 54)
- ELA L25 decreased 10 points (from 52 to 42)
- Math decreased 8 points (from 66 to 54)
- Math LG decreased 29 points (from 64 to 35)
- Math L25 decreased 28 points (from 51 to 23)
- Science decreased 10 points (from 55 to 45)
- Social Studies decreased 14 points (from 76 to 62)
- Middle School Acceleration decreased 13 points (from 70 to 57)

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

The 2020-2021 school year presented unique challenges that were contributing factors to this need for improvement. Many students remained virtual throughout the year and while the school distributed devices to the ones who needed them, students still experienced technology issues. In addition,

student engagement during virtual learning was extremely difficult, especially with the subgroups. This school year, seeing as students are back to physical learning, there should be a marked increase in all academic areas.

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

Comparing progress monitoring data to 2019 state assessments, data shows the most improved areas being 6th and 8th grade students who increased 13 percentage points from the Fall iReady administration to the Spring. Also, in the math administration, 6th grade increased 12 percentage points, 7th increased 16 percentage points, and 8th grade 14 percentage points.

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

Teachers received digital copies of students' IEP and 504 plans. Upon completion of iReady Diagnostics, students and teachers engaged in virtual and face to face data chats using digital and uniform data tracking sheets. Teachers successfully taught using Teams and implemented a variety of interactive websites to engage the students. In addition, to celebrate student success we implemented creative ways such as providing them with certificates, classroom downtime, mental breaks, and time to play educational games.

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

To accelerate learning we will be implementing more differentiated instruction. Also, we will be making the switch from Teams to Schoology. Common Planning time will be allocated on a monthly basis for teachers to share best practices, obtain Professional Development, and plan for and align their lessons. We will also provide tutoring services for students. We will also work to increase the collaboration between general education teachers and those who teach the English Language Learners (ELL) and Students with Disabilities (SWD).

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.

Product and programs specialists will be brought into our school to support the teachers in the successful implementation of Schoology (10/29). Most of the faculty received a 3-hour training on August 10th, 2021 to learn about this new digital tool available to us. The 2nd faculty meeting of the month is scheduled for teachers to engage in professional learning and sharing best practices as deemed necessary. In addition, all teachers participated in professional development relative to their subject area on Thursday, August 14th.

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

Additional services that will be implemented to ensure sustainability will be biweekly Collaborative Planning time for each department. Also, before and after school tutoring will be provided to students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

The leadership team determined that this is a critical need area due to decreased student achievement from 2019 to 2021. Data shows that student subgroups and their unique and diverse educational needs are not being met. Student achievement is declining and a focus on new and unique differentiated strategies could improve our data. School Grade Component data shows that:

ELA decreased 5 points (from 62 to 57)
 ELA LG decreased 5 points (from 59 to 54)
 ELA L25 decreased 10 points (from 52 to 42)
 Math decreased 8 points (from 66 to 54)
 Math LG decreased 29 points (from 64 to 35)
 Math L25 decreased 28 points (from 51 to 23)
 Science decreased 10 points (from 55 to 45)
 Social Studies decreased 14 points (from 76 to 62)
 Middle School Acceleration decreased 13 points (from 70 to 57)

In addition, based on 39 teachers completing the 2020-2021 Professional Development Needs Assessment Survey, differentiation was identified as a critical need. Teachers ranked their interest in attending Professional Development on various topics and the top 3 were Understanding the Rti process, implementing blended learning, and addressing the needs of ELL students. To address the loss of learning from the past year, teachers need to receive PD related to differentiation. Evidence of this will be found in teacher lesson plans, student work samples, and certificates of PD completion.

Measurable Outcome:

By the end of the 2021-2022 school year, if we successfully carry out Professional Development in the areas of differentiation, with a focus on Rti, blended learning, and addressing the needs of ELL students, 90% of teachers will have successfully completed Professional Development in the area of differentiation. This will be measured by sign in sheets, department meeting agendas, and certificate of PD completion, student work samples, as well as being reflected in teachers' lesson plans.

Monitoring:

This area of focus will be monitored by administration for desired outcomes based on teacher completion of the Professional Development activities, as evidenced by MyLearning Plan, Beacon, or any other Professional Development platforms certificates of completion, use of temporary duty forms, and meeting agendas, and sign in sheets. Also, during instructional walkthroughs, administration will over the effective implementation of differentiated strategies.

Person responsible for monitoring outcome:

Cynthia Valdes-Garcia (pr6211@dadeschools.net)

Evidence-based Strategy:

The evidence based strategy being implemented for this area of focus is that teachers will participate in professional development opportunities on best practices in differentiation in order to increase student engagement and close the learning gap.

Rationale for Evidence-based Strategy:

The rational for selecting this specific strategy is that through quality professional learning opportunities, teachers, specifically in the area of differentiation, we can have a positive impact on student learning as well as increase collaboration among colleagues.

Action Steps to Implement

9/2: School and District Professional Development opportunities will be shared by our PD Liaison and department chairs, to effectively understand differentiation in the classroom as part of effective instruction. This will be evidenced by department meeting agendas, PD completion records, temporary duty forms submitted, and documented in teachers' lesson plans.

Person Responsible Elieser Siles (esiles@dadeschools.net)

8/31-10/11: Teacher Work Days will consist of participating in professional development opportunities such as how to implement Schoology, Performance Matters, the new Reading and English Language Arts program, implementing the Rti process, blending learning, and strategies that will support our ELL students and facilitate differentiated instruction.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

8/31-10/11: Department chairpersons and teacher leaders will model how to carry out the Rti process and the steps involved in identifying students in need of more services. Reading teachers will obtain training and work collaboratively on implementing the new reading program which entails a blended learning approach to literacy. ELL teachers will share effective researched based ELL strategies to support that student subgroup.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

8/31-10/11: Administration will provide timely and corrective feedback on the implementation of the differentiated instructional strategies observed through teacher lesson plan documentation, PD completion records, and instructional walkthroughs.

Person Responsible Elieser Siles (esiles@dadeschools.net)

11/1-12/17: ELA, Math, and Science teachers will participate in weekly computer lab rotations to implement programs such as iReady, Edgenuity, Gizmos, etc. that have the ability to help teachers facilitate differentiated instruction. A weekly lab rotation calendar was created and students attend the labs for 45 minutes each week.

Person Responsible Gizella Alexander (galexander@dadeschools.net)

11/1-12/17: Language Arts and Math teachers will continue using the iReady Teacher Tool Box to support academic vocabulary instruction as well as use differentiated resources for all students, including English Language Learners.

Person Responsible Gizella Alexander (galexander@dadeschools.net)

1/31-4/29: During administrative data chats, teachers will record student iReady, Reading Inventory, and other assessment data on the Glades Middle School Leveraging data form. These chats will be on 2/3 and 2/4. Teachers will meet one on one with administration and discuss progress towards meeting instructional goals, proficiency, lowest and highest performing classes, predicted proficiency, differentiated instructional strategies, and ways to ensure maximum learning gains.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

1/31-4/29: Select Math teachers will be using the program IXL as a differentiation tool for students. This program helps students master essential skills at their own pace through fun and interactive questions. The program is adaptive to students strengths and weaknesses.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

This critical need was identified by reviewing the 2020-2021 Professional Development Needs Assessment Survey that indicated that 12% of teachers felt that collaboration among department/grade level member occurs either quarterly, annually, or never. When teachers engage in collaborative planning they acquire new skill sets that will perceive themselves as more capable and better able to complete their job responsibilities. Increasing the occurrences of collaborative planning session allows for more authentic and timely learning experiences, as well as allows for more immediate feedback and reflection. Collaborative planning will have a positive effect on student learning. State assessment data for ELA decreased 5 percentage points from 2019 to 2021 and 10 percentage points in Math.

Measurable Outcome:

By the end of 2021-2022 school year, the Professional Development Needs Assessment Survey will reflect that 100% of the teachers will have engaged in collaborative planning with their subject area departments and/or grade levels on a monthly basis, as measured by Collaborate Planning data sheets and meeting agendas.

Monitoring:

Administration will monitor the implementation of this area of focus by reviewing the collaborative planning meeting data sheets and minutes. An administrator will attend the planning sessions. They will also observe evidence of effective collaboration in teachers' lesson plans and student work samples.

Person responsible for monitoring outcome:

Cynthia Valdes-Garcia (pr6211@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for the Area of Focus is using collaborative data chats and collaborate communication of student work. Collaborative data chats allow analysis of student performance data and help drive future instruction. Collaborative communication of student work allows for student work scoring and expectations to be more consistent among a group of teachers.

Rationale for Evidence-based Strategy:

The rationale for selecting the specific strategy is that through collaborative data chats and analysis of student performance, educational growth can be monitored on an ongoing basis and feedback can regularly be provided. Collaborative planning allows teachers to become collectively responsible for student learning and increase their learning outcomes.

Action Steps to Implement

9/2: Teachers will be provided with collaborative planning time the last Wednesday of each month to analyze data, set targets, develop focus, and share best practices. Department chairs will provide support on how to analyze student data and set goals for learning. They will also provide teachers with resources such as grading rubrics to align expectations.

Person Responsible

Gizella Alexander (galexander@dadeschools.net)

8/31-10/11: A Collaborative Planning form will be created that documents data analysis and targets, the focus, standards based instruction, reflections, and progress monitoring. This form will be used by the teachers on a monthly basis. Teachers will reflect on individual lesson planning created during the Collaborative Planning sessions and adjust their lessons, as needed.

Person Responsible

Cynthia Valdes-Garcia (pr6211@dadeschools.net)

08/31-10/11: Teachers will develop lessons plans that align to the pacing guides and the resources and strategies learned during the collaborative planning sessions. They lesson plans will reflect that student data from iReady, baseline assessments, topic assessments, etc. was used to drive instruction. Writing rubrics will be shared and used for commonality in teachers' classrooms.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

08/31-10/11: Administration will conduct walkthroughs and observe evidence in teacher lesson plans and student work samples that reflect collaborative planning lessons/strategies across subject areas.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

11/1-12/17: Updated Digital IEPs, 504 Plans, and EPs will continue to be used as needed and teachers will carrying out accommodations stated in these documents. They will provide feedback regarding student progress to the caseload teacher assigned to the specific students. Caseload teachers and classroom teachers will collaborate to best meet the needs of these students and identify strategies that best support student success.

Person Responsible Jonathan Cid (jcid@dadeschools.net)

11/1-12/17: ELA and Math teachers will review the district sent excel spreadsheet that represents the amount of time the students are working on iReady lessons, lessons passed, passing rate, etc. Based on this data, teachers will reflect and collaborate and then share best practices to maximize the amount of time students are engaged with iReady lessons and on how to increase their passing rate.

Person Responsible Gizella Alexander (galexander@dadeschools.net)

1/31-4/29: Departments will be meeting an extra day each week (aside from their Wednesday meetings) to collaboratively plan: 1/31, 2/7, 2/14, 2/28. The focus will be to create a crunch time plan for FSA and EOC testing and align their lessons, as well as share strategies.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

1/31-4/29: ELA teachers will attend PD to learn how to use to Performance Matters. Using this program, teachers will administer mini assessments to students during testing crunch time. This will be done in a effort to monitor progress and determine if further remediation is needing for certain skills.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Upon reviewing the 2020-2021 School Climate Survey results, Social Emotional Learning, specifically student resources and support systems, was identified as a critical need area. 41% of students indicated that they believe that adults at the school do not care about them as an individual and 49% feel that the counselor does not help with school and personal problems. Supporting students' Social Emotional learning needs is shown to increase academic achievement and positive social interactions, and decrease negative outcomes later in life. Students in our school need to feel they are supported by all the adults in the building if we expect them to be academically successful.

Measurable Outcome:

The specific measurable outcome that the school plans to achieve if we successfully implement Social Emotional Learning, is that the School Climate Survey will demonstrate a 10 percentage point decrease in the number of the students who feel the adults at the school do not care about them as individuals and that the counselor does not help them with school and personal problems. This can be evidenced by student communication logs maintained by counselors.

Monitoring:

This area of focus will be monitored by administration for the desired outcome via observations of student and staff connections through staff visibility during arrival, dismissal, and between class changes, quick check in/check out activities at the start or end of class, or during specific Social Emotional learning initiatives in Language Arts or homeroom. Administration will also monitor the completion rates of the School Climate Survey by collecting the logs of the surveys distributed to students during homeroom.

Person responsible for monitoring outcome:

Elieser Siles (esiles@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy being implemented for this area of focus promotes mental wellness, counseling services such as TRUST counseling, Social Emotional Learning as infused in the curriculum and participation in programs such as Restorative Justice Practices.

Rationale for Evidence-based Strategy:

The rationale for selecting this specific strategy is that these have been effective and with deeper implementation are likely to produce desired and continued results as well as improve relationships.

Action Steps to Implement

9/2: Following the district Pacing Guides, Language Arts and Reading teachers will implement the Social-Emotional Learning Opportunities in their lessons, as evidenced by documentation in their lesson plans and student work samples. Other social emotional learning components to be implemented include the kick-off event for Values Matter. Our students will participate in the Values Matter Virtual Kick-Off event. A Miami Dolphins football player will be talking to students and answering questions. Select students will have the opportunity to ask the player a predetermined question.

Person Responsible

Tessie Izquierdo-Nunez (tizquierdo@dadeschools.net)

8/31-10/11: Students will be encouraged to be a part of the Mental Wellness Club that will meet weekly and stresses the importance of positive mental wellness and brings awareness to the many school and community mental health services and resources available to them.

Person Responsible

Tessie Izquierdo-Nunez (tizquierdo@dadeschools.net)

08/31-10/11: A wide array of electives will be offered to the students. Elective courses such as Family and Consumer Sciences, Self-defense, Physical Education, Art, Music, and Technology serve as a way for students to express themselves in a positive way and increase their positive experiences, both academically and socio-emotionally.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

08/31-10/11: Administration will conduct walkthroughs to ensure that teachers' lesson plans and student work samples reflect evidence of student social-emotional learning initiatives and lessons.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

11/1-12/17: Select Wednesdays every month, there will be a Wellness Wednesday where students will engage in less rigorous work. They will be able to play board games, educational games, listen to music, and have reflective discussions about mental health and wellness.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

11/1-12/17: On November 22nd, students will participate in field day. Students will engage in a variety of sports and competitions (kick ball, basketball, tug of war, etc.). There will also be a bounce house for the students. This event will provide students with opportunities to engage in competitions with their peers as well as socialize with other students they do not normally socialize with due to grade levels, different courses, etc.

Person Responsible Elieser Siles (esiles@dadeschools.net)

1/31-4/29: Through Student Council, students will be creating positive and uplifting notes of encouragement. Should any student feel down or upset and in need of an uplifting message, they can visit the Student Council sponsor and they will be given one of the peer created cards. The goal is to create more moments of positivity and positive interactions within our student body.

Person Responsible Mairelys Doimeadios (mdoime@dadeschools.net)

1/31-4/29: Students services will send monthly SEL Strong Seminars through Social Studies classes. This series of monthly seminars allow for students to learn about, discuss, and reflect on healthy eating habits, anti bullying, mental wellness, battling depression, etc. This is done in an effort to increase overall mental and physical wellness, which in turn could have a positive effect on students' educational progress.

Person Responsible Lola Garcia (lolagarcia@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Results of the 2020-2021 School Climate Survey, while overwhelmingly positive, 32% of teachers disagree with the statement that staff morale is high at our school. This is a critical need with regard to feedback and open lines of communication between administration, school leadership, and all faculty and staff.

Measurable Outcome: By end of the school year, School Climate Survey results should demonstrate a decrease in the percent of teachers who disagree with the statement that staff morale is high.

Monitoring: The results of the School Climate Survey will indicate progress and be used to monitor staff morale and the perception that their ideas are listened to and considered and that they are provided with feedback

Person responsible for monitoring outcome: Cynthia Valdes-Garcia (pr6211@dadeschools.net)

Evidence-based Strategy: Professional development with regard to social-emotional learning, professional collaboration and community, and teacher-directed observation.

Rationale for Evidence-based Strategy: Social-emotional learning and collaborative PDs will allow faculty and staff to empathize with, listen to, and understand the perspectives of colleagues, as well as allow for more effective communication between school leadership and all faculty and staff. Teacher-directed observation presents opportunities for mutual support and collaboration, supporting morale, a sense of partnership between teachers, and a sense of ongoing mutual support.

Action Steps to Implement

9/2: Administration will set aside some time during monthly faculty, department, and leadership meetings to share concerns and collaborate with faculty and offer solutions.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

8/31-10/11: During faculty meetings, the administration will conduct "shout-outs" where they praise faculty for attendance/punctuality, going above and beyond, and/or other observations made worthy of praise.

Person Responsible Elieser Siles (esiles@dadeschools.net)

8/31-10/11: Team building activities will be carried out during monthly faculty meetings to help build morale and develop a greater sense of camaraderie.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

08/31-10/11: After formal and informal instructional walkthroughs and observations, administration will provide teachers with prompt and productive feedback.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

11/1-12/17: Teacher Tuesday Spotlight will be implemented through our school's Microsoft Teams page and via our school's Instagram page. This will be a weekly shoutout to a different teacher each week. This serves to praise teachers for their hardwork and to boost morale.

Person Responsible Lucila salazar (salazarl@dadeschools.net)

11/1-12/17: Restorative Justice Practices daily check-ins via Microsoft Teams. Teacher can share their reactions and responses with each other, as well as have meaningful class discussions with their students. The topics themselves are stimulating and great discussion prompts for the teachers to create a greater sense of community, and for the students to connect with their teachers, as well.

Person Responsible Sean Loret De Mola (319541@dadeschools.net)

1/31-4/29: Language Arts, Reading, and Math teachers will be meeting on February 2nd and 3rd with administration using a common data chat form and discuss student progress as well as solicit feedback from teachers regarding any materials, resources, and/or support they might need to help them be more successful in reaching their students' needs.

Person Responsible Cynthia Valdes-Garcia (pr6211@dadeschools.net)

1/31-4/29: Continue implementation of Teacher Tuesday Spotlight through Microsoft Teams and our Instagram page.

Person Responsible Lucila salazar (salazar@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

According to the School Safety Dashboard, Glades Middle School reports .9 incidents per 100 students when compared to other middle schools statewide. We ranked very low in violent incidents and in property incidents. Drug and public order incidents were ranked low. The area of concern would be tobacco incidents. Though minor in numbers, we will monitor this in hopes of eliminating future incidents. We have increased the number of cameras in the building, teachers are present in hallways between passing of classes, bathrooms are monitored and only two students are allowed at a time, and our security guards and resource officer are visible and proactive.

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.

Our strengths within school Culture are in Relationships, Physical and Emotional Safety and Support Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support children. At Glades, we provide opportunities for staff and faculty to offer suggestions and feedback. School leadership maintains open lines of communication with all stakeholders. The school addresses building a positive school culture and environment and promotes social-emotional learning through programs such as MAWI Learning, Values Matter, Restorative Justice Practices. Our school encourages relationship-building among all stakeholders through luncheons, gatherings, clubs, and activities. Orientations and assemblies allow us to set and promote expectations as an academic community.

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

The Principal, Assistant Principal, Leadership Team Members, Teacher Leaders, and School Counselors work to create and promote a positive school culture and environment. The Principal will monitor and oversee the school's and district's initiatives and respond to concerns or issues that might arise. The Assistant Principal will also monitor implementation as well as share information with stakeholders. Leadership Team Members, Teacher Leaders and Counselors will make connections with and foster positive relationships with stakeholders. All stakeholders will be responsible for making specific efforts to connect and establish relationships with students, parents, and the school community.

Part V: Budget

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

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|--------|--------|--|--------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Collaborative Planning | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | \$0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Specific Teacher Feedback | \$0.00 |
| Total: | | | \$0.00 |