Miami-Dade County Public Schools

Glades Middle School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
2021-22 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	2021-22: B (58%) 2018-19: A (62%) 2017-18: A (63%)
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	N/A
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	86%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	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.
Nazario, Luz	Teacher, K-12	ESOL teachers and PD Liason. Assists in developing a plan for social activities and special events.
Cid, Jonathan	Teacher, ESE	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.
Alexander, Gizella	Other	Assists in recruiting future students into the DREAMS and Cambridge programs, collaborates with colleagues to share literacy resources, and plans for school-wide diagnostic assessments.

Demographic Information

Principal start date
Tuesday 6/18/2013, Cynthia Valdes Garcia

Number of teachers with a 2022 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.*
13

Number of teachers with a 2022 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.*
17

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school

637

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	217	241	279	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	26	42	52	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	0	16	16	0	0	0	0	32
Course failure in ELA	0	0	0	0	0	0	2	2	6	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	7	13	18	0	0	0	0	38
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	41	61	66	0	0	0	0	168
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	57	49	68	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	59	98	95	0	0	0	0	252

Using the table above, complete the table below with the number of students by current grade level who have 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	39	52	62	0	0	0	0	153

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	1	8	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	2	2	2	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/24/2022

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	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

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	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		
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	
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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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	55%	55%	50%				62%	58%	54%
ELA Learning Gains	55%						59%	58%	54%
ELA Lowest 25th Percentile	50%						52%	52%	47%
Math Achievement	59%	43%	36%				66%	58%	58%
Math Learning Gains	63%						64%	56%	57%
Math Lowest 25th Percentile	46%						51%	54%	51%
Science Achievement	42%	54%	53%				55%	52%	51%
Social Studies Achievement	80%	64%	58%				76%	74%	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	2022					
	2019	55%	58%	-3%	54%	1%
Cohort Comparison						
07	2022					
	2019	60%	56%	4%	52%	8%
Cohort Comparison		-55%				
08	2022					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	57%	58%	-1%	55%	2%
Cohort Comparison						
07	2022					
	2019	50%	53%	-3%	54%	-4%
Cohort Comparison		-57%				
08	2022					
	2019	57%	40%	17%	46%	11%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	44%	43%	1%	48%	-4%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	68%	30%	67%	31%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	73%	1%	71%	3%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	63%	33%	61%	35%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	45	49	30	48	40	13	55	50		
ELL	35	49	48	42	55	45	22	61	46		
BLK	45	64		27	45						
HSP	55	54	47	58	62	46	41	78	67		
WHT	63	73		74	78		53	100	92		
FRL	53	54	48	55	62	48	41	76	65		

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		

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
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		
WHT	66	56	33	67	62	31	50	80	80		
FRL	56	56	47	62	63	54	49	70	66		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

According to the FSA data from 2021-2022, ELA Proficiency data decreased from 57 percent to 55 percent which is a 2 percentage point decrease. Math proficiency data increased from 54 percent to 59 percent which is a 5 percentage point increase. Science proficiency data decreased from 33 percent to 27 percent which is a 6 percentage point decrease.Civics proficiency data increased from 62 percent to 80 percent which is an 18 percentage point increase.

ELA LG increased from 54 percent to 55 percent which is a 1 percentage point increase. ELA L25 increased from 42 percent to 50 percent which is an 8 percentage point increase. Math LG increasd from 35 percent to 63 percent which is a 28 percentage point increase. Math L25 increased from 23 percent to 46 percent which is a 23 point increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our 2022 FSA data reveals that our greatest need for improvement appears to be among ELA and Science Proficiency which decreased. ELA Proficiency data decreased from 57 percent to 55 percent which is a 2 percentage point decrease. Science proficiency data decreased from 33 percent to 27 percent which is a 6 percentage point decrease

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

Several factors may have contributed to the need for improvement, including implementing the new BEST standards and adjusting to new textbook adoptions and formats (from virtual learning back to tangible products). Teacher attendance was a factor. Studies show a direct correlation to teacher absences and student learning. 57% of teachers had 10.5 or more days absent, compared to the district average which was 37%. Student attendance was also a factor. Data shows 42% of students absent 11 or more days, compared to other tier 1 schools which show 37%.

Deficiency in basic academic skills can be attributed to the learning gap from the pandemic.

New actions that would need to be taken to address the need for improvement would be to follow up on student absences, create student attendance incentives, increase teacher morale with team-building activities, and incentives to decrease absences. Continue new program implementation and encourage more PD related to effective textbook usage to ensure program fidelity.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on our data, the greatest improvement was:

According to the Math FSA data from 2021-2022, Math LG increased from 35 percent to 65 percent which is a 28 percentage point increase.Math L25 increased from 23 percent to 46 percent which is 23

point increase.

Other notable areas of improvement include:

According to ELA FSA data from 2021-2022, ELA LG increased from 54 percent to 55 percent which is a 1 percent increase.ELA L25 increased from 42 percent to 50 percent which is an 8 percentage point increase.

According to Math FSA data from 2021-2022, Math proficiency increased frin 54 percent to 59 percent which is a 5 percentage point increase.

According to Civics EOC data from 2021-2022, Civics proficiecny increased from 62 percent to 80 percent which is an increase of 18 points.

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

The contributing factor to the significant improvement in Math overall Learning Gains and among the Lowest 25%, was the successful implementation of the new IXL math program. This program provides students with extra practice at their own pace, based on skills they are deficient in. Teachers also celebrated student success with certificates, donut parties, and other incentives.

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

Strategies that will be implemented in order to accelerate learning include Increasing the use of IXL, maximizing the use of the iReady program (data, instruction, Toolbox), carry out the FAST Progress Monitoring Assessments and use data to help drive instruction, continue teacher common planning, increase the use of differentiated instructional strategies, encourage worthwhile and effective professional development in needed areas, and implement the new BEST standards.

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.

Professional Development opportunities that will be provided at the school to support teachers and leaders include; Schoology training, BEST Standards implementation, Beacon self-guided courses, FAST assessment training sessions, and any program implementation PDs.

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. We will add more incentive opportunities for teachers and students to encourage better attendance.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The School Leadership Team determined ELA to be an area of focus due to decreased student achievement. According to the FSA ELA data from 2021-2022, the ELA Proficiency data decreased from 57 percent to 55 percent which is a 2 percentage point decrease. 2021-2022 FSA ELA 6th grade student data shows it remaining at 55 percent proficiency. 7th grade students decreased from 52 percent to 49 percent which is a 3 percentage point decrease. 8th grade students decreased from 59 percent to 52 percent which is a 7 percent decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of instructional practice related to ELA, proficiency will increase 20 percentage points on the 2023 FAST Assessment PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct classroom walkthroughs to monitor ELA lesson plans and implementation of the district pacing guides. During weekly collaborative common planning, grade level and/or teachers with similar courses will plan lessons using items specifications, assessment limits, pacing guides, and teacher editions. Quarterly data chats will occur with administration so that data driven instruction will be planned for during common planning.
Person responsible for monitoring outcome:	Cynthia Valdes-Garcia (pr6211@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this Area of Focus is using data-driven instruction specifically related to ELA as the primary means of guiding instruction in the classroom. Teachers will all have access to student data from FSA, IEPs, 504s, EPs, iReady Diagnostics, Reading and Phonics Inventory, and the Florida Assessment of Student Thinking (FAST).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Using student achievement data to target instruction will help the teacher make informed decisions about student expectations and lessons carried out in the classroom. Teachers are able to analyze data and remediate or enrich students as necessary. Taking account student data is the only way to successfully implement BEST standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11: Facilitate weekly collaborative planning sessions for ELA and Reading teachers. This will provide teachers an opportunity to share best practices, review data, and align their lessons.

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

8/31-10/11: Teachers will create and use students data charts that they will share with students and have one on one discussions about where the students are deficient and this will allow the students to set literacy goals for themselves.

Person Responsible	Gizella Alexander (galexander@dadeschools.net)

8/31-10/11: Teachers will participate in Schoology training in order to effectively maximize the use of this program which will hold all resources from textbooks to pacing guides.

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

9/6-9/30: Teachers will review student data from the Florida Assessment for Student Thinking (FAST) PM 1 and use the data as part of their differentiated instructional groups.

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

10/31-12/16: Computer lab/cart rotations will be implemented to allow students weekly iReady Reading and Math time.

Person Responsible	Gizella Alexander (galexander@dadeschools.net)

10/31-12/16: 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	Gizella Alexander (galexander@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the analysis of the 2021 and 2022 FSA assessments, we learned that ELA decreased 2 points (from 57 to 55) and Science decreased 3 points (from 45 to 42). In addition, 7th grade had the lowest proficiency level in 2022 which was 50% proficiency, 6th grade had 59% and 8th grade had 57%. We we must improve our ability to differentiate instruction and the scaffolding necessary for all students in order to improve our overall proficiency rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement differentiation, our ELA and Science proficiency scores will increase by 10 percentage point as evidenced by the 2023 state assessments. ELA will increase from 55 percent to 65 percent and Science will increase from 42 percent to 52 percent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will conduct classroom walkthroughs and observations on a weekly basis and provide timely feedback to teachers. Professional development logs will be maintained and will be in alignment with differentiated instruction. Student achievement data will be monitored by administration to identify differentiation trends. Data chats will be conducted with faculty, parents, and students.
Person responsible for monitoring outcome:	Cynthia Valdes-Garcia (pr6211@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiated instruction will allow teachers to tailor the instruction to the unique needs of the students. It is a framework for effective teaching that involves providing different students with multiple avenues of learning. Teachers can differentiate the content, process, or product so the students are successful.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiation is proven to be effective and it allows teachers to meet individual student needs. Current school-based programs allow for differentiated instruction within their platform. For example, IXL and iReady both have the ability to support instruction at the students' adaptive levels.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11: The Professional Development Liaison will provide information on available PD's for teachers on the effective implementation of differentiated instruction that is aligned to the school goals based on the

needs of student assessment data. As a result, teachers will develop learning opportunities for students that focus on targeting different learning styles.
through DI execution.

Person Responsible   Lucila salazar (salazar@dadeschools.net)

8/31-10/11: Teachers will develop lesson plans inclusive on Differentiated Instructional strategies that targets the needs of all students, specifically ESOL, SWD, and those whose data shows are struggling.

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

8/31-10/11: ELA and Reading teachers will use iReady toolbox, Read180 and System 44 resources to provide students necessary scaffolding and enrichment (as needed).

Person Responsible   Gizella Alexander (galexander@dadeschools.net)

8/31-10/11: ELA, Reading, Math, and Science teachers will use data tracking sheets and conduct data chats with the students periodically, as data becomes available. They will set goals with and for the students which will facilitate the carrying out of differentiated strategies.

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

10/31-12/16: 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)

10/31-12/16: During administrative data chats, teachers will record student iReady, Reading Inventory, and
topic assessment data on the Glades Middle School Leveraging data form. These chats will be on 11/4 and 11/10. 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)

#3. Positive Culture and Environment specifically relating to Staff Morale	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2022 School Climate Survey results indicate that 39% of the staff agree with the statement, "Staff Morale is High at our School." This is a decrease of 47 percentage points from 2021, when 86% of staff members agreed with that statement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With implementation focused on increasing staff morale, the results of the 2023 School Climate Survey should show a 40 percentage point increase in the number of teachers who agree with the statement, "Staff Morale is High at our School."
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by administration as they carry out various activities for teachers and administration to build rapport. Faculty meetings will begin with an opportunity for connection and teachers will have designated speaking time during every meeting to ensure that all input is considered. The leadership team will survey teachers to gather ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills.
Person responsible for monitoring outcome:	Cynthia Valdes-Garcia (pr6211@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the evidence-based strategy: staff morale we will focus on Empowering Teachers and Staff to ensure that our teachers have a voice and can participate in the decision making process.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for	We need to build staff morale and empower teachers in our school by involving them in the decision-making process. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on what initiatives to implement.

selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31-10/11: Teachers will complete a Social Committee Survey to indicate interest in participating in breakfast club, coffee club, afterschool social events, and other opportunities for teachers to socialize on a more personal level. The survey will also ask teachers to select flexible dates and times, so that more teachers are able to attend such gatherings/events.

Person Responsible	Luz Nazario (nazario@dadeschools.net)

08/31-10/11: Teachers will be recognized and celebrate for their successes during faculty meetings and on our social media sites are part of our "Teacher Shoutout Tuesdays"

Person Responsible	Lucila salazar (salazarl@dadeschools.net)

08/31-10/11: Faculty meetings will have team building activities embedded as a way to break the ice and engage staff.

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

08/31-10/11: Faculty meetings will begin with an opportunity for teachers to pose comments, questions, or concerns while administration listens and provides feedback.

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

10/31-12/16: Every Friday, teachers will be invited to join in Coffee Friday and Tea club. This will give teachers an opportunity to socialize and gather prior to the start of their school day.

Person Responsible	Luz Nazario (nazario@dadeschools.net)

10/31-12/16: On November 17th faculty and staff will participate in a Thanksgiving Luncheon. Faculty and staff present can enjoy a break from their routine lunch habits and spend time socializing.

Person Responsible	Luz Nazario (nazario@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2022 School Climate Survey revealed that only 30% of teachers feel their principal is supportive of teachers. This is a 70% decrease from 2021 where 100% of teachers felt their principal was supportive of them. In addition, on the 2022 survey, 63% of teachers felt their ideas are listened to and considered which is a decrease of 33% from 2021 when 98% of teachers agreed with that statement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If we successfully implement teacher feedback/walkthroughs then, we should see a 70 percentage point increase in the number of teachers who feel their pirincipal is supportive of teachers, as evidenced by the 2023 School Climater Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through the Leadership Team, department meetings, common planning session agendas, meeting minutes, and attendance logs. Administrators will conduct data chats individually with teachers as needed. Administrators will work collaboratively with departments and attend department meetings, Leadership Team meetings, and common planning sessions on a monthly basis. Administrators will conduct formal observations and provide timely, authentic, and supportive feedback to teachers. Administrators will also request specific feedback from all faculty members during the implementation of all daily operational practices.
Person responsible for monitoring outcome:	Cynthia Valdes-Garcia (pr6211@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	This Area of Focus will be implemented by administrators attending department meetings. In addition, and conducting data chats individually with teachers as needed to share ideas, complete quarterly check-ins, and encourage peer interactions; thus, building a positive rapport with instructional staff.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By administrators coordinating and attending data chats and department meetings with instructional staff, they will in turn create a harmonious relationship and understanding. Teachers feel supported and motivated to teach when authentic feedback and genuine support are provided by administrators.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/11 Department chairs will conduct meetings and administrators will be included to address all the concerns as a unified team.

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

8/31-10/11 The leadership team will involve other faculty members in important decisions by creating an experts in my building and involving teachers in the decision making process.

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)

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)

10/31-11/16: 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   Cynthia Valdes-Garcia (pr6211@dadeschools.net)

10/31-11/16: Administration will continue to have an open door policies to address teacher concerns and provide support and suggestions for respective issues that teachers might encounter with parents, students, etc.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 and has an open door policy with staff. 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 school culture and environment.

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.