

Glades County School District

# West Glades School



## 2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

### Demographics

**Principal: Tina Wills**

Start Date for this Principal: 5/30/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	48%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (56%) 2018-19: C (50%) 2017-18: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

### 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)
Combination School KG-8	Yes	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

### School Board Approval

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

### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

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

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



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

## Demographic Information

### Principal start date

Monday 5/30/2022, Tina Wills

**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.*

2

**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.*

11

**Total number of teacher positions allocated to the school**

47

**Total number of students enrolled at the school**

642

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

7

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

9

### 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	71	54	64	79	59	71	79	76	79	0	0	0	0	632
Attendance below 90 percent	1	0	1	24	15	16	16	25	24	0	0	0	0	122
One or more suspensions	1	0	0	0	0	12	13	20	13	0	0	0	0	59
Course failure in ELA	8	1	1	6	1	0	0	0	2	0	0	0	0	19
Course failure in Math	1	1	0	1	1	2	4	15	1	0	0	0	0	26
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	0	5	4	11	6	0	0	0	0	28

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	4	3	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	3	0	0	0	0	2	4	1	0	0	0	0	10

Date this data was collected or last updated

Tuesday 8/23/2022

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	58	52	68	61	66	70	75	76	67	0	0	0	0	593
Attendance below 90 percent	0	1	1	15	13	11	13	10	20	0	0	0	0	84
One or more suspensions	0	2	0	4	0	9	4	13	17	0	0	0	0	49
Course failure in ELA	0	5	7	8	7	6	4	5	14	0	0	0	0	56
Course failure in Math	0	2	4	4	4	8	6	14	18	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	17	18	18	0	0	0	0	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	21	14	20	16	0	0	0	0	71
Number of students with a substantial reading deficiency	0	4	26	11	14	16	16	23	9	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	3	3	4	6	13	0	0	0	0	33

The number of students identified as retainees:

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

**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	58	52	68	61	66	70	75	76	67	0	0	0	0	593
Attendance below 90 percent	0	1	1	15	13	11	13	10	20	0	0	0	0	84
One or more suspensions	0	2	0	4	0	9	4	13	17	0	0	0	0	49
Course failure in ELA	0	5	7	8	7	6	4	5	14	0	0	0	0	56
Course failure in Math	0	2	4	4	4	8	6	14	18	0	0	0	0	60
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	17	18	18	0	0	0	0	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	21	14	20	16	0	0	0	0	71
Number of students with a substantial reading deficiency	0	4	26	11	14	16	16	23	9	0	0	0	0	119

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	3	3	4	6	13	0	0	0	0	33

**The number of students identified as retainees:**

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

## 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	48%	44%	55%				49%	41%	61%
ELA Learning Gains	47%						51%	50%	59%
ELA Lowest 25th Percentile	38%						37%	44%	54%
Math Achievement	59%	45%	42%				57%	48%	62%
Math Learning Gains	63%						50%	51%	59%
Math Lowest 25th Percentile	59%						47%	49%	52%
Science Achievement	45%	51%	54%				44%	40%	56%
Social Studies Achievement	59%	60%	59%				48%	45%	78%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	45%	49%	-4%	58%	-13%
Cohort Comparison		-59%				
05	2022					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-45%				
06	2022					
	2019	30%	38%	-8%	54%	-24%
Cohort Comparison		-57%				
07	2022					
	2019	48%	40%	8%	52%	-4%
Cohort Comparison		-30%				
08	2022					
	2019	40%	37%	3%	56%	-16%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	69%	9%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	38%	53%	-15%	64%	-26%
Cohort Comparison		-78%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	52%	-3%	60%	-11%
Cohort Comparison		-38%				
06	2022					
	2019	33%	49%	-16%	55%	-22%
Cohort Comparison		-49%				
07	2022					
	2019	65%	55%	10%	54%	11%
Cohort Comparison		-33%				
08	2022					
	2019	43%	48%	-5%	46%	-3%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	47%	6%	53%	0%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-53%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	28%	25%	3%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	51%	-3%	71%	-23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	44%	20%	61%	3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	32%	68%	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	30	25	34	52	48	30	10			
ELL	38	47	40	48	62		27	67	90		
HSP	41	45	41	52	63	53	43	60	85		
WHT	55	47	33	66	63	69	48	59	90		
FRL	38	44	43	51	60	59	37	61	83		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	28	15	27	48	53	15				
ELL	37	57	83	63	74			62			
HSP	40	49	40	50	56	51	30	54	74		
WHT	55	50	45	60	56	67	57	70	88		
FRL	37	45	42	46	59	52	28	50	77		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	33	24	31	47	47					
ELL	29	46	30	58	46		50				
HSP	41	47	35	52	47	47	35	52	62		
WHT	60	55	41	64	55	46	57	45	78		
FRL	41	43	23	52	48	48	38	58	74		

### 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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54



Hispanic Students	
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	59
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	53
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?

- There continues to be a slight decline in ELA growth in the lowest 25%. These numbers may also include our students with disabilities. The ESSA subgroups of students with disabilities was at 32% which is below the 41% ESSA requirement and that trend has continued for 3 years.
- Social Studies and Science have also been an area that could benefit from growth. Other content areas such as math have rebounded from the COVID shutdown, but ELA seems to be failing to progress.
- According to RAISE criteria (HB 7011) grades 3, 4 and 5 were below the 51% target of achievement. Third grade had 47% achievement, 4th achieved 42% and 5th achieved 48% for the 2022 school year.

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

- The 2022 ELA Growth in the Lowest 25% decreased from 42% to 38%.
- 8th grade Science achievement is currently at 40% achievement, which is below the state average of 45%. 5th grade Science achievement is 45% which is below the state average of 48%.
- Social Studies Achievement is 59% which is also under the state average of 69%.
- Grade 3-5 below 51% expectations of RAISE in reading.

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

- Since the COVID shutdown student grouping has been limited and intervention time had to be altered to accommodate CDC guidelines. The actions taken this year will include focused, data driven, research based strategies for small group intervention time that is implemented with fidelity and consistently.
- The lowest 25 percentile students were not identified. 2022-2023 school year we will identify and track the progress of the lowest 25% in ELA.
- Science and Social Studies have struggled from lack of coverage of standards from previous grades. We are mapping and vertical planning to find trends and pinpoint areas of focus for each grade.

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

Math achievement increased from 55% in 2021 to 59% in 2022. Math Learning gains increased from 56% in 2021 to 63% in 2022. Math lowest 25th percentile growth increase from 55% in 2021 to 59% in 2022.

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

Teachers initiated a spiral review in math class. There was not a spiral review in all grades before this year.

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

- Advanced track for all students on grade level
- Continued work on new standards
- Analyzing data and planning for small groups
- School-wide concentration on number sense
- School-wide concentration on student engagement

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

- Teachers and staff will disaggregate data, focus on student engagement in weekly PLC meetings.
- Mapping curriculum and vertical planning to assess deficiencies and plan for success.
- PLC will follow a coaching cycle for student engagement as follows: instruction, planning, implementation and reflection of strategies.

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

- More focused and consistent push-in support during Panther Time (intervention time). The support will be given by ESE teachers, paraprofessionals and resource teachers.
- Utilizing volunteers in the absence of para-professionals to continue support.
- Planning for small groups using data.

**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.**

Growth in the lowest 25 percentile is 38%, this includes some of our students with disabilities. ESSA data including SWD is 32% and below the 41% expectation. None of the ELA proficiency in grades 3-5 met the RAISE expectations of 51%. This is the first data reported on the BEST standards and the year began with new curriculum arriving late. Additionally, we are seeing gaps from the COVID shutdown. Teachers reported a lack of push in support.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

At least 50% of students will be proficient on the FAST Reading Test for the 2022-2023 school year with an emphasis on students with disabilities and lowest quartile.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Students will be assessed on the FAST Test progress monitoring twice and the i-Ready diagnostic twice. This data will provide teachers with data in student progress. We will have parent data night to help parents understand the new testing data.

**Person responsible for monitoring outcome:**

Tina Wills (tina.wills@glades-schools.org)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

- Fidelity in small group differentiation will be achieved by scheduling push-in support into classrooms to assist with student achievement.  
-Data driven instruction using research based strategies and materials.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

According to Just Read Florida and Reading first, small group differentiated instruction closes the achievement gaps. STAR EL (PK- K), i-Ready and STAR (1-2), FSA and i-Ready (3-8) will provide data to determine grouping, needs of students and MTSS.

**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.

1. Schedule 30 minutes of elementary intervention time in addition to the 90 minute reading block. Middle school students will be provided intensive reading strategies, on grade level strategies and advanced strategies in daily scheduled classes.
2. Use i-ready (K-8), STAR EL (PK-K) and STAR (1-2) BEST progress monitoring (3-8) to plan small group

differentiated instruction for student groups.

3. Schedule resource, ESE and paraprofessionals to assist with push-in support to teachers during intervention.

4. Reading teachers are required to post groups, content and materials in their weekly lesson plans.

5. Teachers will use adopted curriculum in accordance with district pacing guides to ensure standards are mastered.

**Person Responsible** Tina Wills (tina.wills@glades-schools.org)

## #2. Instructional Practice specifically relating to Science

### Area of Focus

#### Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

School data trends show West Glades School is below the state average in Science achievement. In 2019, the school science achievement was 44% with a state average of 56%. In 2021, the school achievement dropped to 41% with a state average of 46%. The latest school average is 45% with a state average of 51%. For the last three data years we have been below the state average.

#### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Science proficiency will be at or above the state average.

#### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will adhere to the mapped standards and assess standards on unit tests. They will remediate non-mastered standards and spiral review with Science Bootcamp material.

#### Person responsible for monitoring outcome:

Tina Wills (tina.wills@glades-schools.org)

#### Evidence-based

##### Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

As a school we will map and vertical plan with all grade levels. Using the testing blueprint, plan and implement a map that focuses on heavily tested standards. We will incorporate science into our reading groups and specials for additional coverage.

#### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Vertical planning allows a school to link content, skills and assessments to create a holistic experience for its students. It helps to prioritize, reinforce and focus the learning of a subject.

Describe the resources/criteria used for selecting this strategy.

Curriculum mapping aims to ensure that teaching is purposefully structured and logically sequenced across grade levels so that students are building on what they have previously learned and learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work.

### 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.

***No action steps were entered for this area of focus***

**#3. Instructional Practice specifically relating to Math****Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In, 2019 before COVID shutdown school average in math achievement is 57% with a district average of 48% and a state average is 62%. In 2021, the school average was 56%. In 2022, the school average was 59% with a district average of 52% and state average 55%. 60% has been the goal for math for several years and we have not reached it.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 60% of students will be proficient on the math FAST test.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Math in grades 3-8 will be monitored with FAST progress monitoring, chapter/unit tests, I-Ready progress monitoring and teacher made formative and summative tools. This monitoring will happen in August, December/January and the final time in May.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The middle school will vertical plan and map to ensure all standards are covered. All math classrooms will have a number line and use it no less than 2 times per week. The number line will be used to increase our number sense. There will be spiral review in the classrooms.

Vertical planning allows a school to link content, skills and assessments to create a holistic experience for its students. It helps to prioritize, reinforce and focus the learning of a subject.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Curriculum mapping aims to ensure that teaching is purposefully structured and logically sequenced across grade levels so that students are building on what they have previously learned and learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work.

Number lines help to provide a mental strategy for addition and subtraction; research has shown that number lines are important because they promote good mental number sense and arithmetic strategies.

Spiral review gives students the opportunity to practice key concepts and skills regularly, which helps them maintain foundational skills throughout the school year that they need for higher level learning opportunities.

**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.

*No action steps were entered for this area of focus*

#### #4. ESSA Subgroup specifically relating to Students with Disabilities

##### Area of Focus

##### Description and

##### Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the last three years, West Glades School has met the 41% requirement in all ESSA sub groups except Students with Disabilities. In 2022, only 32% of the SWD passed the reading FSA. West Glades School has failed to meet SWD requirements for 3 consecutive years.

##### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At least 41% of students with disabilities will be proficient on the FAST reading test to meet ESSA requirements.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Students will be monitored in grade 3-8 on the FAST progress monitoring tests, and I-Ready. The ESE teachers will monitor these students in conjunction with their co-teachers. They will monitor student goals and progress.

##### Person responsible for monitoring outcome:

Tina Wills (tina.wills@glades-schools.org)

##### Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

These teachers will set goals with the SWD populations and communicate with parents. In middle school, co-teachers are teaching in small groups during reading instruction. In elementary, teachers are working in small groups during intervention time. Special consideration will be given to SWD to ensure they are growing and achieving in reading.

##### Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students who continually make goals that are based on their academics have the opportunity to improve their academic achievement at any level in school. Research has shown that when students create goals, it could increase their motivation to learn because they are able to take ownership over their learning.

Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives.

##### 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.

**No action steps were entered for this area of focus**

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.



**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

In the grades k-2, Kindergarten had 93% of students scoring at grade level, 1st grade had 65% of students scoring at grade level and 46% of second grade students scoring at grade level. The K-2nd grade students have not been affected by COVID.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

None of the grade levels 3-5 made the threshold of 50% or more passing the FSA Reading Test. 3rd grade had 47% passing, 4th grade 42% passing and 5th grade had 48% passing. We attribute some of the deficits to the COVID school shutdown two years ago. Some of the gaps have appeared in phonics which is foundational in the lower grades. Additionally, small group instruction lacked focus and fidelity.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

All grades K-2 will be at least 50% proficiency on the STAR Early Lit or STAR Test by PM3.

**Grades 3-5: Measureable Outcome(s)**

All grades 3-5 will be at least 50% proficiency on the FAST Reading Test by PM3

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The K-2 students will be monitored by STAR Early Lit, STAR test, unit/chapter test, I-Ready assessments. The 3rd-5th grade students will be monitored with FAST Reading Tests, I-Ready and unit/chapter tests. They will be monitored in August, December/January and May.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Wills, Tina, tina.wills@glades-schools.org

#### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-2 will vertical plan with an emphasis on phonics as it is an area of concern. K-5 is implementing daily small groups with fidelity. They will set goals with students for their PM tests and confer with parents. K-5 teachers mapped the curriculum this summer and they will follow those maps to ensure proper coverage of standards.

#### **Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Vertical planning allow schools to link content, skills and assessments to create a holistic experience for its students. It helps to prioritize, reinforce and focus the learning of a subject.

Curriculum mapping aims to ensure that teaching is purposefully structured and logically sequenced across grade levels so that students are building on what they have previous learned and learning the knowledge and skills that will progressively prepare them for more challenging, higher-level work.

Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives.

Students who continually make goals that are based on their academics have the opportunity to improve their academic achievement at any level in school. Research shows when students create goals, it increases their motivation.

### Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Learning walks throughs during tier1 and tier 2 small groups. Teachers will observe others with noticing and wondering format. This will help teachers format their small groups and restructure the groups and protect this intevention time.	Wills, Tina, tina.wills@glades-schools.org
PLC for setting goals and data chats. Teachers will be required to chat with students about data and set goals.	Stokes, Lainey, lainey.stokes@glades-schools.org
Teachers will vertical plan to ensure smooth tranisiton within the standards coherence.	Wills, Tina, tina.wills@glades-schools.org

### 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.

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

updated with parent meetings and information. We partner with local newspapers in order to publicize important events. Parents also know to check their children's planners and backpack notes and binders for important messages. The school website and Facebook page contain updated information about activities and events that will take place, as well as pictures and information about activities and events that have already taken place. Administration communicates with parents with a weekly live on Facebook to communicate expectations and important announcements. School wide announcements are shared by classroom teachers through the use of phone apps such as Class Dojo, Remind, etc. These messages are also translated, whenever possible. Finally, we have a migrant advocate recruiter who often makes home calls and visits.

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

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