West Glades School

2023-24

Schoolwide Improvement Plan (SIP)

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West Glades School

2586 COUNTY ROAD 731, Labelle, FL 33935

www.gladesedu.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Wills, Tina	Principal	The role of a principal is to provide strategic direction in the school system, a positive school culture, assess teaching methods, and monitor student achievement and behavior. Principals also encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff, monitor and enforce student discipline and oversee facilities. The principal must also monitor that teachers are teaching meaningful, grade-level assignments that are standard-based. They assist district personnel in creating district plans required by the state, create and follow state testing guidelines, as well as cultivate leaders among the staff.
Stokes, Lainey	Assistant Principal	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.
Pollard, Jaclyne	Assistant Principal	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.
Oxer, Chelsa	Reading Coach	The Literacy Coach ensures students receive high-quality literacy instruction. The Literacy Coach leads the development and improvement for 10-12 teachers in a school building via training, observations, model lessons, feedback conversations, data analysis and more. The Literacy Coach serves as the literacy content expert and provides support on curriculum, high-quality interactions, and the science of teaching reading.Key Responsibilities ● Coordinate and implement high-quality reading curriculum ● Facilitate professional development for teachers ● Observe teachers, provide feedback, and identify next steps to improve instruction in core ELA instruction for the purpose of support and not evaluation ● Monitor interventions conducted by the classroom teacher ● Model exemplar lessons ● Support lesson preparation using high-quality curriculum ● Model and support high-quality interactions with students

Name	Position Title	Job Duties and Responsibilities
		● Analyze data, identify trends, and support teachers to adjust instruction based on data ● Support teachers with effective parent communication and family involvement ● Communicate a belief in all students' abilities to become successful readers ● Attend all required meetings and trainings ● Communicate with leadership team on school-wide literacy progress
Van Wagner, Sandra	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Smith, Kimber	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Dillman, Kara	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Murray, Jill	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team.

Name	Position Title	Job Duties and Responsibilities
		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
Tyler, Emily	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings
Sewell, Kristy	Teacher, K-12	Grade level chair: Represents the grade at school level and is responsible for bringing back and sharing any information with members of their team. Must communicate and assist in facilitating state, district and school wide initiatives within their grade level team. Responsibilities include the creating and the delivery of standards based instruction to all students as well as the following: -collaborative planning -classroom management -maintaining and monitoring grade book -planning field trips / fundraising -facilitating PLC meetings

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP team, which consists of team leaders for every grade level, electives, and ESE, meets to disaggregate data from the previous year. Once the needs are identified, we set goals for the new year and discuss changes/initiatives needed for improvement. Upon compilation of the school goals, the goals are voted on by the SAC committee. The Committee consists of the following: parents, community members, and teachers.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP team (team leaders) wil meet monthly to discuss the school and strategies for improvement. After every PM testing and I-Ready Diagnostic we will disaggregate the data and check our progress toward the goals set in the SIP. At this time adjustments will be made to the processes detailed in the SIP. Additionally, weekly PLC and team planning will monitor the effectiveness of the strategies in the SIP and adjustments will be made as need and documented by the team leaders and reading coach.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	48%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	16	10	19	5	11	12	22	12	28	135
One or more suspensions	2	2	3	2	2	2	8	12	17	50
Course failure in English Language Arts (ELA)	9	1	2	9	2	1	0	5	1	30
Course failure in Math	9	1	1	7	1	5	13	10	13	60
Level 1 on statewide ELA assessment	0	0	0	14	16	23	20	22	23	118
Level 1 on statewide Math assessment	0	0	0	9	12	17	7	8	3	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	6	1	2	3	0	1	10	5	16	44

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	1	0	9	1	1	2	0	3	22
Students retained two or more times	0	0	3	2	0	0	0	0	5	10

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	0	1	24	15	16	16	25	24	122
One or more suspensions	1	0	0	0	0	12	13	20	13	59
Course failure in ELA	8	1	1	6	1	0	0	0	2	19
Course failure in Math	1	1	0	1	1	2	4	15	1	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	0	5	4	11	6	28

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	0	1	24	15	16	16	25	24	122
One or more suspensions	1	0	0	0	0	12	13	20	13	59
Course failure in ELA	8	1	1	6	1	0	0	0	2	19
Course failure in Math	1	1	0	1	1	2	4	15	1	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	0	5	4	11	6	28

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023 School	2023 District	2023 State	2022 School	2022 District	2022 State	2021 School	2021 District	2021 State
ELA Achievement*	50	47	53	48	44	55	47		
ELA Learning Gains				47			49		
ELA Lowest 25th Percentile				38			43		
Math Achievement*	65	56	55	59	45	42	55		
Math Learning Gains				63			56		
Math Lowest 25th Percentile				59			55		
Science Achievement*	48	43	52	45	51	54	41		
Social Studies Achievement*	63	57	68	59	60	59	60		
Middle School Acceleration	85	64	70	88	56	51	80		
Graduation Rate		89	74		38	50			
College and Career Acceleration		45	53		48	70			
ELP Progress		32	55		73	70	47		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	4	1
ELL	37	Yes	1	
AMI				
ASN				
BLK				
HSP	58			
MUL				
PAC				
WHT	66			
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	3	
ELL	52			
AMI				
ASN				
BLK				
HSP	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	59			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			65			48	63	85			
SWD	22			31			23	45			5	
ELL	27			64							3	
AMI												
ASN												
BLK												
HSP	46			61			39	65	89		6	
MUL												
PAC												
WHT	54			69			58	65	79		6	
FRL	44			57			39	59	94		6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	47	38	59	63	59	45	59	88			
SWD	25	30	25	34	52	48	30	10				
ELL	38	47	40	48	62		27	67	90			
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK												
HSP	41	45	41	52	63	53	43	60	85			
MUL												
PAC												
WHT	55	47	33	66	63	69	48	59	90			
FRL	38	44	43	51	60	59	37	61	83			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	49	43	55	56	55	41	60	80			47
SWD	22	28	15	27	48	53	15					
ELL	37	57	83	63	74			62				47
AMI												
ASN												
BLK												
HSP	40	49	40	50	56	51	30	54	74			47
MUL												
PAC												
WHT	55	50	45	60	56	67	57	70	88			
FRL	37	45	42	46	59	52	28	50	77			60

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	51%	-5%	54%	-8%
07	2023 - Spring	39%	41%	-2%	47%	-8%

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	46%	37%	9%	47%	-1%
04	2023 - Spring	47%	47%	0%	58%	-11%
06	2023 - Spring	51%	45%	6%	47%	4%
03	2023 - Spring	55%	58%	-3%	50%	5%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	64%	52%	12%	54%	10%
07	2023 - Spring	66%	58%	8%	48%	18%
03	2023 - Spring	68%	67%	1%	59%	9%
04	2023 - Spring	63%	61%	2%	61%	2%
08	2023 - Spring	72%	46%	26%	55%	17%
05	2023 - Spring	49%	51%	-2%	55%	-6%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	32%	9%	44%	-3%
05	2023 - Spring	52%	57%	-5%	51%	1%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	50%	40%	50%	40%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	38%	62%	48%	52%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	73%	-10%	66%	-3%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The lowest Component in West Glades School's data is Reading proficiency. The school is currently at 47% proficient in grades 3-8th. Some additional extremes are 7th grade at 38% and 5th grade who did not meet Raise requirements. Contributing factors to the low performance includes a lack of attention to the new BEST standards, little to no reflections and attention to data driven small groups and a lack of consistent goal setting with students. Reading proficiency has been trending downward for some time. The school as a whole has been under 50% proficiency and students with disabilities have fallen below the ESSA threshold of 41%. In 2022-2023 we focused on small group interventions and daily implementation, as this was not happening in the past.

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

Reading proficiency was the only category that showed a decline. The most impactful contribution was the lack of attention to the standards that were being assessed. Additionally, no data based intervention process was in place with fidelity.

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

Reading proficiency has the largest gap between state averages and school data. The state average in reading proficiency for grade 3rd-8th is 51%. West Glades School is -4% below at 47%. The following is a breakdown of percentages by grade:
3rd grade state 50- WGS 55% +5
4th grade state 58- WGS 47% -11
5th grade state 54- WGS 46% -8
6th grade state 47- WGS 51% +4
7th grade state 47-WGS 33% -14
8th grade state 47- WGS 46% -1
All elementary/middle curriculum was only partially aligned with the BEST standards. No attention was given to vetting the curriculum to the standards. Tier 2 interventions were not data based. Teachers were basing interventions from I-Ready which is not aligned to BEST standards. Additionally, external factors of absenteeism were detrimental with many students missing more than 20 days. Historically, 4th grade data declines from the previous year, however, the most prominent trend is the stagnant levels of proficiecy under 50% for mulitple years.

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

Math proficiency is the component with the greatest gains from previous year's data. 2021-2022 Math proficiency was 59% and 2022-2024 math proficiency was 70% in grades 3rd-8th including EOC results. Last year, faculty attended engagement walkthroughs and were required to have an interactive number line in every math class K-8th. The number lines had to be used at least twice a week. Bubble students were pulled from art and library classes for math interventions. This was set forth in our 50 Day Crunch Plan. External factors included a new curriculum.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of concerns in EWS are attendance below 90% and the number of students scoring level 1 in reading. We have found a correlation in the grades with the poorest attendance have the highest number of level 1s. 6th grade had 22 with less than 90% attendance and 20 students had level 1 on the reading assessment. 8th grade had 28 students with less than 90% attendance and 23 level 1s.

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

Growth in the Lowest 25% for ELA
ELA growth across all grade levels.
ELA proficiency in grade 3-8th.
Tier 2 Interventions and small group instruction.
Goal setting across all grade levels.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our early warning system data, we have approximately 25% of middle school students with less than 90% attendance.
SWD are included in this number. Building a positive culture for all students to thrive and feel accepted helps our SWD find their places among peers.

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

West Glades School will build a positive culture and improve attendance 10% by initiating the Ron Clark House System.

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

Administration will set attendance goals with houses for reward points. A quarterly report for attendance and awarding of points will be monitored by Administration and house leaders.

Person responsible for monitoring outcome:
Lainey Stokes (lainey.stokes@glades-schools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Goals will be set with students and house leaders with an emphasis on attendance.

Points will be awarded for attendance goals for each house.

Peer house leaders will meet with students for behavior and attendance interventions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Having goals helps students focus and create a set of achievements during a specific time in school. Through goal-setting, they will learn to focus their time and resources more efficiently. In addition, by referring to the goals, students will gain motivation when they may lack motivation or simply want to give up.

There are four main goals of point and level systems: 1) increasing appropriate behavior; 2) promoting academic achievement; 3) fostering a student's improvement through self-management; and 4) developing personal responsibility for social emotional and academic performance.

Peer counselors can show young people how to communicate their feelings assertively. By addressing these common issues, peer counselors can aid young people in developing into mature and healthy individuals with the skills they need for successful adult life.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administration and house leaders will set goals, administration will monitor the goals and award points.

Person Responsible: Lainey Stokes (lainey.stokes@glades-schools.org)

By When: This will be monitored at the end of each quarter.

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For more than 3 years, SWD have performed below the ESSA threshold of 41%.

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

At least 41% of SWD will be proficient on the FAST Reading Test.

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

ESE teachers will monitor student progress on benchmark assessments and diagnostic tests. They will work closely with the general education teacher to develop strategies for SWD to succeed. The will monitor goals set by the student and teachers.

Person responsible for monitoring outcome:

Jennifer Gaskins (jennifer.gaskins@glades-schools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ESE students will set goals for sucess. The ESE teacher will work closely with gen ed teachers to monitor goals of SWD.
Read 180 program for students scoring below grade level.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Setting a goal stimulates an individual to take action, regardless of the obstacles that may be in place. As such, it can encourage you as a student to develop critical thinking skills, new problem solving techniques, and a better understanding of how to overcome issues.

Read 180 is a blended learning solution for striving readers in Grades 3 through 12 that seeks to raise students' literacy skills and cultivate a growth mindset in students by delivering an evidence-based program incorporating best practices in literacy instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will help students create approroate goals for success. ESE push in teachers will assist in student success and high expectations.

Person Responsible: Jennifer Gaskins (jennifer.gaskins@glades-schools.org)

By When: Ongoing after benchmark assessments and diagnostic test.

Teachers will help students create approroate goals for success. ESE push in teachers will assist in student success and high expectations. Training and collaboration with the READ 180 prgram.

Person Responsible: Jennifer Gaskins (jennifer.gaskins@glades-schools.org)

By When: Ongoing after benchmark assessments and diagnostic test.

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

West Glades School has consistently scored below the state average in reading. Though some grade groups made gains, others were significantly below the state average by more than 10% points. SWD have scored below 41% in ELA. This subgroup has missed the mark for more than 3 years.

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

60% of students in grades 3rd-8th will be proficient on the ELA FAST Test.

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

Teachers will build common assessments that are in alignment with the BEST standards. These benchmark driven tests will be used for small group tier 2 instruction. They will be used as a reflection tool for teachers and administrators. Other diagnostic data, classroom assessment data will also be utilized.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier 3 students are served using 95% Phonics. This intervention is administered via a highly qualified instructor.
Middle School tier 3 students are serviced through Read 180.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

UFLI is the current phonics program and 95% Phonics is used because it is diferent than their tier 1 and 2 instruction. Students in middle school reading classes are not reading on grade level. Therefore, we have chosen to use the Read 180 program for reading interventions. Read 180 is a research based, adaptive reading program that helps students achieve grade-level reading proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

West Glades School had 70% proficiency in math during the 2022-2023 school year. The goal is to maintain or exceed this level of achievement.

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

70% or more of students in grades 3rd- 8th will be proficient on the FAST Math test.

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

Teachers will build common assessments that are in alignment with the BEST standards. These benchmark driven tests will be used for small group tier 2 instruction. They will be used as a reflection tool for teachers and administrators. Other diagnostic data, classroom assessment data will also be utilized.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Setting clear benchmark based learning targets/goals by utilize the B1G-M and standards book for vertical planning & intervention supports

Focus on academic vocabulary

Increasing visual representation with the use of models, manipulatives, and charts

Increasing Peer Interactions - cooperative learning opportunities and structures

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Academic vocabulary is critical to understanding the concepts of the content taught in schools. Academic vocabulary exposes students to word origins, multiple meanings of words, and references to abstract concepts that relate and connect directly to targeted content areas.
Learning targets guide teachers on what they are to teach and students on what they are to learn. Most important, teachers use learning targets to determine what behavior they should be looking for as students demonstrate their level of knowledge and skill.
Manipulatives can be key in providing effective, active, engaging lessons in the teaching of mathematics. Manipulatives help students learn by allowing them to move from concrete experiences to abstract reasoning
Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include: Development of higher-level thinking, oral communication, self-management, and leadership skills.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Team planning with administrators present to ensure standards and curriculum are vetted to meet the needs of students.

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

By When: Ongoing throughout the year.

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

8th grade science scored under the state average. 5th grade science score 2 points above the state average. Our goal is set to more above the state average in both grade levels.

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

NGSSS Science Proficiency will be at least 5% above the state average.

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

Teachers will build benchmark assessments that are in alignment with the BEST standards. These benchmark driven tests will be used for small group tier 2 instruction. They will be used as a reflection tool for teachers and administrators. Other diagnostic data, classroom assessment data will also be utilized.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Middle School Science teachers at West Glades School will be implementing a close reading strategy to improve upon reading comprehension skills to maximize understanding of science concepts being taught.

Compile a focus calendar for the school to ensure standards are covered. This would include benchmark assessments used to drive instructions and remediation.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need to read something more than one time to begin to understand what they are reading (Texas Journal of Literacy Education & Saccomano, 2014). This would look like a consistent pattern in how students of science interact with the text.
Purpose for Instructional Focus Calendars: Blueprint for teaching, re-teaching, and assessing targeted standards to help you reach your SMART Goal during the academic school year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Collaboration and sharing expertise with reading strategies.

Person Responsible: Emily Tyler (emily.tyler@glades-schools.org)

By When: Ongoing throughout the year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SWD are the lowest subgroup and have been for more than 3 years. These students get push in support from ESE allocations. The Read 180 program was purchased for student who are below grade level in middle school. Our SWD are included in this group.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Kindergarten through 2nd grade is implementing UFLI phonics program. 2023 I-Ready diagnostic for 2nd grade shows that second grade is at 50% proficiency in phonics. All k-2 grade met the RAISE standards.

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

Grades 3 and 4 met Raise standards and their cohorts made progress. Grade 5 did not meet Raise standards and the cohort declined in progress toward 50%. Teachers are planning for benchmark and data driven instruction.

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 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 Measurable Outcomes

At least 60% of all students will pass state test.

Grades 3-5 Measurable Outcomes

At least 50% of grade 3-5 will score 3 or above on FAST Reading test.

Monitoring

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 impact student achievement outcomes.

WGS will untilize common benchmark assessments to monitor progress toward student achievemnt. The results of these assessments will drive tier 2 interventions.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:
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. §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?

Programs: UFLI phonics, Benchmark Advanced, HMH Reading, IXL, AR.
These programs follow the SOR, but are only partially aligned with the BEST standards. Therefore, teachers are using them as a resoure and creating benchmark driven lessons.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

These programs have not met the needs of our students in the past. The focus on following the curriculum is shifting to following the benchmarks and using the text as a resource.

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
Literacy coach will model and facilitate PLCs to assist teachers with instructional practices.	Oxer, Chelsa, chelsa.oxer@glades-schools.org
Team leaders will facilitate benchmark driven PLC/team planning sessions.	Pollard, Jaclyne, jaclyne.pollard@gladesschools.org
Teams will build common assessments to facilitate data driven interventions.	Wills, Tina, tina.wills@glades-schools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP goals were approved by the WGS SAC. Staff will be introduced to the SIP during PLC. SIP will be loaded on the school website and a printed copy will be available in the front office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The FEP will be made available on the school website https://wgs.gladesedu.com. A link to the website and documentation of the plan will be sent out to all parents via Aptegy. WGS will hold data nights for parents to learn about their student's current levels.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

West Glades has an advanced track for students in grades K-8th. Gifted classes are offered for elementary and middle grades students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

WGS has a liscensed mental health counselor on staff to assist with students in crisis. Migrant advocates work with migrant students to meet their needs academically and otherwise.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students can obtain and industry certification in business class.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

WGS is a silver PBIS school. PBIS is used to manage tier 1 behaviors and most tier 2. The RCA house system is used in middle grades.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers attend weekly PLC meetings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

WGS facilitates tranistion meetings between RCMA West and local elementary schools. WGS has a VPK and IPK program also.