

Miami-Dade County Public Schools

Glades Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Glades Middle School

9451 SW 64TH ST, Miami, FL 33173

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

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.

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

Provide the school's vision statement.

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

School Leadership Team, 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
Valdes-Garcia, Cynthia	Principal	The school principal's responsibility is to provide a clear school vision and ensure implementation of strategies, intervention support, and documentation. The principal works to develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning at the school
Siles, Elieser	Assistant Principal	Conducts IEP meetings, shares and solicits information about SPED students (504 plans, gifted, etc.), upkeeps IEPs and shares digital IEPs with teachers, communicates with parents and other shareholders.
Garcia, Lola	School Counselor	Checks on students' well-being, communicates with parents, schedule changes, and schedules school-wide testing.
Nazario, Luz	Teacher, K-12	ESOL teacher and PLST Lead Mentor Teacher. Assists in developing a plan for social activities and special events.
Cid, Jonathan	Teacher, ESE	Conducts IEP meetings, shares and solicits information about SPED students (504 plans, gifted, etc.), upkeeps IEPs and shares digital IEPs with teachers, communicates with parents and other shareholders
Alexander, Gizella	Teacher, K-12	Assists in recruiting future students into the DREAMS and Cambridge programs, collaborates with colleagues to share literacy resources, and plans for school-wide diagnostic assessments. Department chair for the Language Arts and Reading departments.

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.

Stakeholder involvement and the SIP Development process at Glades includes having the leadership team meet to review student assessment data and school needs from the Climate Surveys. They will determine which are the best areas of focus and make preliminary decisions. The data and preliminary selections will be shared during the opening of schools meeting and teachers will be able to provide feedback and suggestions for the action plans that will be implemented. An EESAC meeting will be held to share the same information with other stakeholders, including students. This will give other stakeholders an opportunity to provide input.

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 will be regularly monitored for effective implementation using a variety of methods. Upon creation of the action steps, administration will seek evidence of implementation during classroom walkthroughs by observing class lessons, teacher lesson plans, and student work samples. Student progress will be monitored by analyzing student assessment data from the FAST, iReady, and benchmark assessments. During faculty meetings, up to date data will be shared and SIP updates will be provided. Teachers will be able to provide feedback and suggestions on changes that may need to be implemented. Each EESAC meeting will include time to review and discuss the progress made and/or needed on the SIP action steps and will be adjusted accordingly.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
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)	
School Grades History	2021-22: B 2019-20: A 2018-19: A 2017-18: A
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	0	0	0	0	0	0	200	236	280	716
One or more suspensions	0	0	0	0	0	0	0	1	2	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	4	5
Course failure in Math	0	0	0	0	0	0	2	26	8	36
Level 1 on statewide ELA assessment	0	0	0	0	0	0	58	57	75	190
Level 1 on statewide Math assessment	0	0	0	0	0	0	32	49	51	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	79	92	111	282

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	0	0	0	0	0	0	29	48	42	119

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	0	0	0	0	0	0	2	1	3	6
Students retained two or more times	0	0	0	0	0	0	3	1	1	5

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	0	0	0	0	0	0	26	42	52	120
One or more suspensions	0	0	0	0	0	0	0	16	16	32
Course failure in ELA	0	0	0	0	0	0	2	2	6	10
Course failure in Math	0	0	0	0	0	0	7	13	18	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	61	66	168
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	49	68	174
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	98	95	252

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	0	0	0	39	52	62	153

The number of students identified retained:

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

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	0	0	0	0	0	0	26	42	52	120
One or more suspensions	0	0	0	0	0	0	0	16	16	32
Course failure in ELA	0	0	0	0	0	0	2	2	6	10
Course failure in Math	0	0	0	0	0	0	7	13	18	38
Level 1 on statewide ELA assessment	0	0	0	0	0	0	41	61	66	168
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	49	68	174
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	59	98	95	252

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	0	0	0	39	52	62	153

The number of students identified retained:

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

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	55			57			62		
ELA Learning Gains	55			54			59		
ELA Lowest 25th Percentile	50			42			52		
Math Achievement*	59			54			66		
Math Learning Gains	63			35			64		
Math Lowest 25th Percentile	46			23			51		
Science Achievement*	42			45			55		
Social Studies Achievement*	80			62			76		
Middle School Acceleration	68			57			70		
Graduation Rate									
College and Career Acceleration									
ELP Progress	61			54			61		

* 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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	579
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	42			
ELL	46			
AMI				
ASN				
BLK	45			
HSP	57			
MUL				
PAC				
WHT	76			
FRL	56			

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)

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	55	55	50	59	63	46	42	80	68			61
SWD	25	45	49	30	48	40	13	55	50			60
ELL	35	49	48	42	55	45	22	61	46			61
AMI												
ASN												
BLK	45	64		27	45							
HSP	55	54	47	58	62	46	41	78	67			61
MUL												
PAC												
WHT	63	73		74	78		53	100	92			
FRL	53	54	48	55	62	48	41	76	65			60

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	57	54	42	54	35	23	45	62	57			54
SWD	27	43	38	26	24	24	11	26				38
ELL	45	50	42	46	36	28	33	48	47			54
AMI												
ASN												
BLK	42			33								
HSP	57	55	43	53	34	24	45	61	54			54
MUL												
PAC												
WHT	58	48		60	38	10	46	71	100			
FRL	53	52	42	50	34	22	39	62	55			52

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	62	59	52	66	64	51	55	76	70			61
SWD	25	43	40	31	51	49	19	58	50			36
ELL	43	51	44	52	62	52	35	55	63			61
AMI												
ASN	70	60		80	50							
BLK												
HSP	62	59	52	66	65	53	56	76	69			62
MUL												
PAC												
WHT	66	56	33	67	62	31	50	80	80			
FRL	56	56	47	62	63	54	49	70	66			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.

School, District and State data will be uploaded when available.

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 data component showing the lowest performance is our 2023 8th grade Science test. Data shows we had 37% proficiency. District average on this test was 52% and other Tier 1 schools, proficiency was 60%. Possible contributing factors include placing the lowest students in 8th grade science, while advanced students are placed in Physical Science or Biology. Other factors include language barriers, disabilities that impact academic performance, lack of reading proficiency, and lack of comprehension.

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

The data component showing the greatest decline from the prior year is the FAST PM3 data for ELA. Proficiency declined from 55% in 2022 to 54% in 2023. Factors that contributed to this decline is a large number of ESOL students with language barriers as well as students being unfamiliar with the new testing platform and design.

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.

Math and ELA State data is only available for 2021-2022, not 2022-2023. Social Studies and Science proficiency for the state was 59%.

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

The data component showing the most improvement is the 2023 FAST Math PM3. 59% of students were proficient. This is an increase of 7% from 2022 when 52% were proficient. New actions taken were the implementation of IXL and the iReady toolbox for differentiation.

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

1. Student attendance data (futured) indicates 50 students with attendance below 90%. 2022 data indicated 70 students with attendance below 90%.

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

1. ELA
2. Science
3. Student Discipline
4. Student Attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 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 the 2022-2023 FAST PM3 data, 55% of students scored a 3 or above. Based on the data and the identified contributing factors of new standards, new tests, and schoolwide attendance, we will implement the targeted element of ELA.

Measurable Outcome:

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

With the implementation of Data-Driven instruction, there will be a projected 5% increase in students demonstrating increased reading proficiency and comprehension which will take place as a result of schoolwide and department data chats with the goal of increasing student ELA proficiency by May 2024 (FAST ELA PM3)

Monitoring:

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

The Leadership Team, Principal, Assistant Principal, and Department Chairs will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress. The data will be analyzed during Faculty, Leadership Team, and Department Team meetings to ensure students are demonstrating growth on remediated standards. Extended Learning opportunities will be provided to those students who are not showing growth on ongoing progress monitoring.

Person responsible for monitoring outcome:

Cynthia Valdes-Garcia (pr6211@dadeschools.net)

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.)

Within the Targeted Element of ELA, our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven instruction will assist with gradually building the students' knowledge by planning with their data in mind and meeting students where they are. Data-Driven instruction will be monitored through the use of data from the FAST-ELA PM1 and PM2, iReady, and Reading Inventory to drive instructional planning and data driven conversations to include ongoing progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students' needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) and Data Chat forms to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

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.

Provide school-wide, department, and individual student data to all teachers. As a result, teachers will incorporate data trackers in the class.

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

Provide monthly faculty and department meetings for collaborative planning. As a result, teachers will share best practices.

Person Responsible: Gizella Alexander (galexander@dadeschools.net)

Create a testing schedule to assess students on the FAST ELA PM1 and disaggregate the data.

Person Responsible: Lola Garcia (lolagarcia@dadeschools.net)

#2. 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.

According to the 2022-2023 Science 8 data, 32% of students scored at 3 or above. Based on the data and the identified contributing factors of placing the lowest students in 8th grade science, language barriers, disability impacting academic performance, reading proficiency, and comprehension, we will implement the targeted element of Science.

Measurable Outcome:

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

With the implementation of Interactive Learning Environment, there will be a projected 5% increase in students demonstrating increased reading proficiency and comprehension which will take place as a result of department data chats with the goal of increasing student science proficiency by May 2024 (Science 8).

Monitoring:

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

The Leadership Team, Principal, Assistant Principal, and Science Department Chair, will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation and essential labs. Data Analysis of formative assessments will be reviewed monthly to observe progress. This data will be analyzed during Science Department Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on ongoing progress monitoring.

Person responsible for monitoring outcome:

Cynthia Valdes-Garcia (pr6211@dadeschools.net)

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.)

Within the Targeted Element of Science, our school will focus on the Evidence-based Intervention of: Interactive Learning Environment, such as essential labs. Interactive Learning Environment allows students to interact with essential labs that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes. Interactive Learning Environment will be monitored through the use of data from baseline, midyear, and unit tests to drive instructional planning and data driven conversations to include ongoing progress monitoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interactive Learning Environments using essential labs will allow students to interact with visual aids/scaffolds that support the acquisition or assimilation of prerequisite skills, academic vocabulary, and instructional/metacognitive processes.

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.

Provide school-wide, department, and individual student data to all teachers As a result, teachers will incorporate data trackers in the classroom.

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

Provide monthly faculty and department meetings for collaborative planning. As a result, teachers will share best practices.

Person Responsible: Natasha Jarrett (islanddlite@dadeschools.net)

Create a testing schedule to assess students on the Science baseline, midyear, and unit tests and disaggregate the data.

Person Responsible: Lola Garcia (lolagarcia@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Other**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 the 2022-2023 School Climate Results, 40% of the staff believe that students are not being disciplined adequately. Based on the data and the identified contributing factors, an unfamiliarity with the Code of Student Conduct, progressive discipline, and changes in District disciplinary policy, we will implement the targeted element of Student Discipline.

Measurable Outcome:

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

With the implementation of Character Education/Values Matter and Mindfulness, there will be a projected 20% increase in staff reporting on the School Climate Survey that students are adequately disciplined by May 2024.

Monitoring:

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

The Principal, Assistant Principal, and Student Services Department will review quarterly discipline reports

Person responsible for monitoring outcome:

Elieser Siles (esiles@dadeschools.net)

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.)

Within the Targeted Element of Student Discipline, our school will focus on the Character Education/Values Matter and Collective Efficacy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Character Education/Values Matter is an educational movement that supports the social, emotional, and ethical development of students. It is the proactive effort by schools, districts, and states to instill in students important core, ethical, and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. Character Education/Values Matter provides long-term solutions to moral, ethical, and academic issues that are of growing concern in our society and our schools. Character Education/Values Matter teaches students how to be their best selves and how to do their best work. Collective Efficacy can be seen as a staff's shared belief that through their collective action, they can positively influence student outcomes and achievement. In fact, research indicates that collective efficacy is the number one factor influencing student achievement.

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.

Provide faculty and staff with a review of the District Code of Student Conduct and School Board Policies.

Person Responsible: Elieser Siles (esiles@dadeschools.net)

Provide school-wide student behavioral and academic expectations through grade-level orientations.

Person Responsible: Elieser Siles (esiles@dadeschools.net)

Present and implement Values Matter curriculum, bullying prevention, mindfulness, and Restorative Justice Practices.

Person Responsible: Lola Garcia (lolagarcia@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Other**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 the 2022-2023 School Attendance Report, 33% of students had 11 or more absences. Based on the data and the identified contributing factors, lack of motivation and incentives, transportation, and inconsistent parent buy-in to student attendance, we will implement the targeted element of Student Engagement.

Measurable Outcome:

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

With the implementation of Attendance Initiatives, there will be a projected 10% increase in the number of students having less than 11 absences as reported on the School Attendance Report for 2023-2024.

Monitoring:

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

The Principal, Assistant Principal, and Student Services Department will review daily attendance reports. Parents will be contacted daily regarding their child's absences.

Person responsible for monitoring outcome:

Elieser Siles (esiles@dadeschools.net)

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.)

Within the Targeted Element of Student Engagement, our school will focus on Attendance Initiatives.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, and counseling.

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.

The Attendance Review Committee identifies students with 10 or more absences during the previous school year and communicates with parents.

Person Responsible: Elieser Siles (esiles@dadeschools.net)

Review attendance policies and procedures with students and parents during student orientations.

Person Responsible: Elieser Siles (esiles@dadeschools.net)

Establish a student-led Attendance Review Team which will provide input and incentive ideas to increase student attendance.

Person Responsible: Elieser Siles (esiles@dadeschools.net)

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.

Our SIP will be posted on our website (<http://gladesmiddle.dadeschools.net/>) for parent and stakeholder access. In addition, an up to date copy will be kept in the Title 1 Parent Resource Center in our Student Services office. Dissemination of the SIP will be through EESAC meetings and faculty meetings.

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))

Aside from posting pertinent information on our school website (<http://gladesmiddle.dadeschools.net/>), parents will have accessibility to our Title 1 Parent Resource Center. Valuable information will be disseminated during our PTSA and EESAC meetings as well for all stakeholders. They will be provided opportunities to provide feedback on not only our School Improvement Process, but our school community as well.

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 II of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program, specifically in ELA and Science, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment. Tutorial programs for Reading will begin in September 2023.

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))

The Student Services department works closely with all students and periodically surveys students' overall mental health and wellbeing and provides needed services such as individual or group counseling. Parent/Teacher Conferences are held twice a week to keep parents abreast of their child's academic and social/emotional progress. Referrals for specialized services are provided as needed. In addition, our Title 1 Parent Resource Center located in the Student Services office also provides parents with information on services they might need in regards to their social, emotional, academic, and financial needs.

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))

N/A

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).

Our Special Education Department provides all teachers with updated student IEPs, 504s, and EPs. An open line of communication is encouraged to make sure individual student needs are met. Monthly meetings are held with the paraprofessionals charged with providing students one on one support. Students who are exhibiting potential behaviors (academic or social) that impede their academic success, but are not part of the ESE department, are provided with RtI support under the supervision of the SPED Department Chairperson.

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))

Professional Learning is supported by our PD Liaison sharing information on available PDs through our Professional Learning Management System (PDMS) and BEACON, to name a few. To recruit and retain effective teachers, our PLST Mentor Teacher supports them with resources and other practical information they might need.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No