

Miami-Dade County Public Schools
GLADES MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cynthia Valdes-Garcia

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Elieser Siles

Position Title

Assistant Principal

Job Duties and Responsibilities

Responsible for student accident and incident reports, School Climate Survey, Student discipline, health and safety inspections, audits for the cafeteria, ELL, property control, Safety to Life, and Sanitation. Also handles building safety and health concerns, personnel issues, custodial supervision, instructional staff supervision/observations, technology and textbook inventories.

Leadership Team Member #3

Employee's Name

Lola Garcia

Position Title

Test Chair and Trust Counselor

Job Duties and Responsibilities

Checks on students' well-being, communicates with parents, schedule changes, and schedules school-wide testing. Also responsible for gradebook management, Project Up Start, Schoology, data and special events.

Leadership Team Member #4

Employee's Name

Luz Nazario

Position Title

ESOL Department Chair and ESOL Teacher

Job Duties and Responsibilities

Checks on students' well-being, communicates with parents, schedule changes, and schedules school-wide testing.

Leadership Team Member #5

Employee's Name

Johnathan Cid

Position Title

ESE Department Chairperson

Job Duties and Responsibilities

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

Leadership Team Member #6

Employee's Name

Gizella Alexander

Position Title

Reading and Language Arts Chairperson and Teacher

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Glades incorporates consistent stakeholder engagement in the SIP development process. The leadership team initiates this by analyzing student assessment data and Climate Survey results to identify key areas of focus. Following preliminary decisions, the data and proposed focus areas are shared with teachers during the opening of schools meeting, providing an opportunity for feedback and suggestions. To further broaden input, an EESAC meeting is convened to present the information to a wider range of stakeholders, including students.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will undergo regular monitoring to ensure effective implementation through various methods. Once action steps are established, administration will gather evidence of their execution by observing classroom instruction, reviewing teacher lesson plans, and examining student work during walkthroughs. Student progress will be tracked by analyzing data from FAST, iReady, and benchmark assessments. Regular faculty meetings will be dedicated to sharing updated data, discussing SIP updates, and gathering teacher feedback on necessary adjustments. Each EESAC meeting will include a dedicated time to review and modify the SIP action steps based on progress made.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	94.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	87.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: B 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							12	17	16	45
One or more suspensions							1	0	0	1
Course failure in English Language Arts (ELA)							3	2	0	5
Course failure in Math							7	21	8	36
Level 1 on statewide ELA assessment							50	50	44	144
Level 1 on statewide Math assessment							33	29	28	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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							33	27	30	90

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							1	1	0	2
Students retained two or more times							0	1	3	4

Prior Year (2023-24) As Last 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 school days							13	14	23	50
One or more suspensions							1			1
Course failure in ELA							1		4	5
Course failure in Math							3	1	1	5
Level 1 on statewide ELA assessment							5	3	24	32
Level 1 on statewide Math assessment							36	58	47	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										211

Prior Year (2023-24) As Last Reported (pre-populated)

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							22	28	46	96

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							4	1	1	6
Students retained two or more times							1	2		3

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	61	53	63	56	49	55	55	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	62	60	56				55		
ELA Learning Gains Lowest 25%	60	51	50				50		
Math Achievement *	75	64	60	66	60	56	59	43	36
Math Learning Gains	72	63	62				63		
Math Learning Gains Lowest 25%	66	62	60				46		
Science Achievement *	62	56	51	49	55	49	42	54	53
Social Studies Achievement *	83	75	70	88	72	68	80	64	58
Graduation Rate								51	49
Middle School Acceleration	70	73	74	72	74	73	68	56	49
College and Career Readiness								73	70
ELP Progress	68	58	49	49	50	40	61	77	76

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	682
Total Components for the FPPI	10
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	64%	58%	48%		62%	63%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	47%	No		
English Language Learners	57%	No		
Hispanic Students	68%	No		
White Students	78%	No		
Economically Disadvantaged Students	67%	No		

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%
Students With Disabilities	38%	Yes	1	
English Language Learners	49%	No		

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%
Hispanic Students	63%	No		
White Students	74%	No		
Economically Disadvantaged Students	60%	No		

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%
Students With Disabilities	42%	No		
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students	45%	No		

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%
Hispanic Students	57%	No		
Multiracial Students				
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	56%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%		62%	60%	75%	72%	66%	62%	83%	70%			68%
Students With Disabilities	34%		57%	70%	45%	65%	61%	28%	55%	28%			31%
English Language Learners	39%		55%	56%	64%	70%	61%	33%	74%	48%			68%
Hispanic Students	63%		61%	61%	75%	71%	65%	62%	84%	70%			67%
White Students	83%		77%		83%	93%		75%	70%	64%			
Economically Disadvantaged Students	60%		59%	61%	72%	72%	66%	61%	80%	70%			67%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	63%				66%			49%	88%	72%			49%
Students With Disabilities	40%				35%			13%	73%	40%			27%
English Language Learners	46%				51%			26%	74%	53%			43%
Hispanic Students	63%				65%			48%	88%	73%			43%
White Students	68%				76%			62%	92%	71%			
Economically Disadvantaged Students	62%				61%			43%	87%	69%			38%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	25%		45%	49%	30%	48%	40%	13%	55%	50%			60%
English Language Learners	35%		49%	48%	42%	55%	45%	22%	61%	46%			61%
Native American Students													
Asian Students													
Black/African American Students	45%		64%		27%	45%							
Hispanic Students	55%		54%	47%	58%	62%	46%	41%	78%	67%			61%
Multiracial Students													
Pacific Islander Students													
White Students	63%		73%		74%	78%		53%	100%	92%			
Economically Disadvantaged Students	53%		54%	48%	55%	62%	48%	41%	76%	65%			60%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	52%	57%	-5%	54%	-2%
Ela	7	53%	55%	-2%	50%	3%
Ela	8	58%	54%	4%	51%	7%
Math	6	59%	60%	-1%	56%	3%
Math	7	65%	49%	16%	47%	18%
Math	8	62%	58%	4%	54%	8%
Science	8	46%	42%	4%	45%	1%
Civics		74%	70%	4%	67%	7%
Biology		100%	70%	30%	67%	33%
Algebra		99%	55%	44%	50%	49%
Geometry		97%	56%	41%	52%	45%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						

* data suppressed due to fewer than 10 students or all tested students scoring the same.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

According to the 2024 FAST Assessment, the data component showing the most improvement was Math. Math proficiency increased from 59% to 75%. New actions taken to improve in this area was to implement the Unit tests through Performance Matters. Teachers used this data to isolate standards that were deficient and provided remediation with iXL and iReady Toolbox lessons. iReady lab rotations also were implemented with fidelity and students were able to access this program which provided instruction at their individual level and scaffolded instruction as needed.

Lowest Performance

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

According to the 2024 FAST Assessments, the data component showing the lowest performance was 6th grade ELA. One major contributing factor was that one of the language arts teachers for these students was on a personal leave and acquiring adequate instructional personnel was difficult to secure. Access to instructional programs and applications was an obstacle for the substitute placed in that position. While the substitute teacher in place for those students, remained the same as much as possible, experience of content and instructional strategy implementation was challenging.

Greatest Decline

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

Data does not show a decline in any area, but one area remained stagnant and that was Middle School Acceleration. Acceleration held steady at 70%. The factor that may have contributed to this may possibly be that we have a decrease in our student enrollment.

Greatest Gap

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.

No data components show a gap when compared to the state average. All our data is above state and district average.

EWS Areas of Concern

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

One EWS area of concern in the number of students who scored a Level 1 on the 2024 statewide ELA assessment.

Highest Priorities

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

Our top priority for the upcoming school year is improving ELA performance on the FAST PM3 assessment for 6th grade. This focus is driven by 6th grade ELA proficiency data being lower than 7th and 8th grades. To address this, we will closely examine student data from the previous PM1 and PM2 assessments. This analysis will inform instructional adjustments to accelerate student growth. Teachers will conduct regular check-ins with students to review performance, set goals, and emphasize accountability for progress and effort.

Our second priority is to continue to improve 8th grade FAST Science performance. Despite a 13% proficiency increase, we want to ensure continued growth. Mastering these standards is crucial for students to develop a strong science foundation and succeed in subsequent grades. To address this, teachers will continue to implement targeted instruction using baseline and formative assessment data. Regular student check-ins will be conducted to monitor progress. Additionally, science teachers will dedicate time in the computer lab for differentiated learning experiences using programs like EdPuzzle and Gizmos.

Third priority will be increasing student attendance as student attendance directly ties into student achievement. We will be carrying out various incentives for students such as No Uniform Days, allow participation in special events such as dances, field days, and school trips.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST PM3 data, 6th grade ELA proficiency was 61%, learning gains were 54%, and learning gains for the lowest 25 was 51%. Compared the 7th and 8th grade data, 6th performed the lowest. These students are our current 7th graders and if we do not target them specifically and strategically, their performance could further decline. We need to equip the students to meet the Florida BEST standards and expectations and help them progress to the next grade level without learning gaps in ELA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By implementing Data-Driven Instruction and conducting regular school-wide and departmental data chats, we anticipate a 5% increase in students demonstrating improved reading proficiency and comprehension by May 2025 (FAST ELA PM3). These efforts will focus on enhancing 6th grade ELA proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Leadership will conduct quarterly data chats, adjusting student groups and instructional plans in response to real-time data. Regular classroom walkthroughs will ensure differentiation aligns with student needs. Administrators will review lesson plans for evidence of differentiation, while monthly analysis of formative assessments will track student progress. Data will be closely examined during faculty, leadership, and department meetings to measure growth on targeted standards. Students not demonstrating progress will receive extended learning opportunities.

Person responsible for monitoring outcome

Cynthia Valdes-Garcia, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our school will focus on Data-Driven Instruction as the Evidence-Based Intervention within the Targeted Element of ELA. By utilizing data from FAST-ELA PM1 and PM2, iReady, and Reading Inventory, teachers will tailor instruction to meet students' specific needs. This approach involves using data to inform instructional planning, guide ongoing progress monitoring, and facilitate data-driven conversations.

Rationale:

Data-Driven Instruction is a systematic approach that uses student performance data to inform and improve teaching and learning. By analyzing assessment data, teachers can identify specific student needs and tailor instruction accordingly. To support this approach, we will implement Instructional Focus Calendars (IFCs) and Data Chat forms to guide instruction based on data outcomes. Our goal is to accelerate student growth, as measured by consistent improvement from FAST PM1 to PM2 and a 5% proficiency increase by PM3.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

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

Person Monitoring:

Cynthia Valdes-Garcia, Principal

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through monthly faculty and department meetings, teachers will engage in collaborative planning and share effective instructional strategies.

Action Step #2

Implement a structured system for Differentiated Instruction in the ELA, ESOL and Reading Classrooms.

Person Monitoring:

Cynthia Valdes-Garcia

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Lesson plans will be structured to indicate which element of Differentiation teachers are focusing on.

Teachers will use suggested Differentiated Instructional strategies from the pacing guides for their respective subjects.

Action Step #3

Establish a weekly iReady lab rotation system to deliver differentiated instruction and targeted skills practice.

Person Monitoring:

Gizella Alexander, ELA Department Chairperson

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A lab rotation calendar will be provided for each teacher and lesson plans will reflect usage of the labs for iReady instruction. iReady usage will be monitored and graded for participation, weekly. Students will complete iReady lessons independently, allowing teachers to provide focused support to small groups or individual students based on their needs.

Action Step #4

Student and administrative data chats

Person Monitoring:

Cynthia Valdes-Garcia, Principal

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After student data (iReady, unit tests, NWEA test, etc.) is collected and analyzed, teachers will meet individually with students and share the information with them and allow them to set learning goals. Then the department will meet with administration for a data chat to discuss student data and the strategies that will be implemented to address the learning gaps.

Action Step #5

Administer SAVVAS Unit Test through Performance Matters

Person Monitoring:

Gizella Alexander, Department Chairperson

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All ELA teachers will administer the Unit Test for their respective grade levels. Upon completion of the test, teachers will identify the standards that students are deficient in a differentiate instruction, as needed. The Unit Tests align with the classroom instruction and with the benchmarks/standards students will encountered of the FAST.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data from the 2023-2024 school year indicates that 55% of 8th-grade students achieved a science

score of 3 or above on the FAST science test. This is a 7% increase from the prior year, however, to avoid stagnancy or a decline, we would proactively address key factors contributing to low performance due to language barriers, disabilities affecting academic performance, and reading comprehension challenges. To address these issues, we will implement a targeted science intervention.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Implementing an Interactive Learning Environment is expected to boost science reading proficiency and comprehension by 5%. Through regular department data chats, we aim to increase overall science proficiency for 8th-grade students by May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team, including the principal, assistant principal, and science department chair, will conduct quarterly data chats to analyze student performance and adjust student groupings accordingly. Regular classroom walkthroughs will ensure differentiation aligns with current data needs. Administrators will review lesson plans to verify the inclusion of differentiation and essential labs. Monthly analysis of formative assessment data will inform Science Department Team meetings, focusing on student growth in targeted areas. Students demonstrating limited progress will receive extended learning opportunities.

Person responsible for monitoring outcome

Cynthia Valdes-Garcia, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our school will focus on Interactive Learning Environments, specifically essential labs, as the Evidence-Based Intervention for Science. These environments foster the development of prerequisite skills, academic vocabulary, and critical thinking through hands-on experiences. Data from baseline, midyear, and unit tests will inform instructional planning, drive data-driven conversations, and monitor student progress.

Rationale:

Interactive Learning Environments, incorporating essential labs, will provide students with visual aids and scaffolds to develop prerequisite skills, master academic vocabulary, and enhance instructional

and metacognitive strategies.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Monthly faculty and department meetings

Person Monitoring:

Natasha Jarrett, Science Department Chairperson

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Through monthly faculty and department meetings, teachers will collaborate on curriculum development and share effective instructional strategies.

Action Step #2

Implement and carry out a Science Lab Rotation schedule.

Person Monitoring:

Natasha Jarrett, Science Department Chairperson

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Science teachers will conduct hands-on, interactive lab projects and experiments with their students on a bi-weekly basis using programs such as Gizmos.

Action Step #3

Implement Topic Assessments via Performance Matters for Science Progress Monitoring on a quarterly basis.

Person Monitoring:

Natasha Jarrett, Science Department Chairperson

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Following the pacing guides and after carrying out appropriate and timely instruction, science teachers will carry out the topic assessments and share relevant data with students, during their individual data chats. Teachers will meet as a department to discuss data trends and align and adjust instruction as necessary.

Action Step #4

Student/teacher data chats and administrative data chats with the department.

Person Monitoring:

Cynthia Valdes-Garcia, Principal

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

After student data (iReady, baseline test, unit tests, NWEA test, etc.) is collected and analyzed,

teachers will meet individually with students and share the information with them and allow them to set learning goals. Then the department will meet with administration for a data chat to discuss student data and the strategies that will be implemented to address the learning gaps.

Action Step #5

Identify lowest 25% based on student performance data and differentiate instruction.

Person Monitoring:

Natasha Jarrett, Science Department Chairperson January, 2025

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Science teachers will identify the lowest 25% of students after each Progress Monitoring assessment and differentiate instruction based on the weakest benchmark. Extended learning opportunities will be provided to these students.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the the 2023-2024 FAST PM3 data, ELA proficiency was 64%, Math 75%, Science 62%, and Civics 83% We are above district and state averages in all areas. In order to maintain and hopefully increase proficiency, teachers need to adjust their differentiated instructional methods to align with their unique student population which includes an increase in the number of non-English speakers.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of specific differentiated instructional strategies, and documentation in each teacher's lesson plans, we will increase proficiency in all areas by 5%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Principal and Assistant Principal will monitor implementation of Differentiated Instruction by observing lessons, reviewing teacher lesson plans for documentation, and by evidence samples contained in student work folders.

Person responsible for monitoring outcome

Cynthia Valdes-Garcia, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction (DI) is a powerful approach to teaching that recognizes the diverse needs of learners. By tailoring instruction to individual students, teachers can create a more inclusive and effective learning environment. Small groups can be carried out based on student needs, interests, or learning styles. In addition, continuously adjusting instruction as needed will be based on monitoring student progress.

Rationale:

This evidence-based strategy addresses students individual needs and at the same time hold the teacher accountable for maintaining high expectations for all students as the teacher is able to tailor instruction to match students' readiness levels.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional learning based on Differentiated Instruction

Person Monitoring:

Luz Nazario, PD Liason

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Our PD liaison will share Differentiated Instruction related professional learning opportunities and share with the faculty. She will maintain documentation of participation in these sessions.

Action Step #2

Effective student grouping for differentiation

Person Monitoring:

Cynthia Valdes-Garcia, Principal

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will group students effectively using available student achievement data. Grouping will be documented either on teacher lessons plans, on a data tracking sheet, or via online resource through academic programs. Groups will be adjusted as needed.

Action Step #3

Implement use of pacing guides with fidelity.

Person Monitoring:

Cynthia Valdes-Garcia, Principal

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will adhere to pacing guides suggestions for resources and lessons related to differentiation. Each core area has a differentiated component on their respective lesson plans. Documentation of implementation will be evident in teacher lesson plans and in student work folders.

Action Step #4

Implement Benchmark Hello curriculum in Reading classrooms

Person Monitoring:

Gizella Alexander, Department Chairperson

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Intensive Reading teachers will implement the Benchmark Hello! curriculum for their ESOL Level 1 students. This program provides students with scaffolding tools for learning English.

Action Step #5

Review district pacing guides and adjust instruction, as needed.

Person Monitoring:

Cynthia Valdes-Garcia, Principal

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using the B.E.S.T. Standards, following the District Pacing Guides and using the provided instructional materials will ensure that all teachers cover the content needed to be successful at each grade level. Teachers will continually make adjustments to their instruction as new data becomes available. By continually using data to drive instruction, teachers will prioritize students' individual needs and plan deliberate lessons to target areas that need improvement.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 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, chronic health , and transportation issues, and inconsistent parent buy-in to student attendance, we will target those students who consistently miss school and provide interventions.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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 2024-2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Principal, Assistant Principal, and Student Services Department will conduct daily reviews of attendance reports. Parents will receive daily notifications regarding their child's absences and will be required to provide written excuses for absences. Parents will also be informed of the consequences of excessive absences. To ensure the effectiveness of these measures, the team will meet quarterly to assess student attendance data, including referrals, DSIS records, and parent contact logs

Person responsible for monitoring outcome

Elieser Siles, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our school is prioritizing Attendance Initiatives to boost student engagement. By implementing incentives for regular school attendance, we aim to reduce unjustified absences and improve overall attendance rates.

Rationale:

Strategic Attendance Initiatives (SAIs) are a comprehensive approach to tackling chronic absenteeism. They involve a multi-faceted strategy that goes beyond simple tracking and involves direct intervention. We will closely monitor and report student absences, make calls to parents, and carry out more direct measures including home visits, and counseling.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Establish an Attendance Review Committee to monitor attendance.

Person Monitoring:

Elieser Siles, Assistant Principal

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Using attendance data, the Attendance Review Committee will pinpoint students who exceed a predetermined absence threshold, such as 10 or more absences. They will reach out to parents or guardians to discuss their child's attendance, express concerns, and explore potential solutions. This initial contact can often build a positive relationship and encourage parental involvement.

Action Step #2

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

Person Monitoring:

Elieser Siles, Assistant Principal

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During grade level assemblies, counselors and administration will outline attendance policies to establish clear expectations for both students and parents. They will highlight the impact on students' academic success. Students will then sign a contract agreeing to adhere to said expectations.

Action Step #3

The Great Attendance Race

Person Monitoring:

Elieser Siles, Assistant Principal

By When/Frequency:

October, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Great Attendance Race will be a way to incentivize student attendance and hold grade levels accountable for attending school regularly. During lunch time, daily attendance rates will be calculated and announced. Data will be tracked on a large white board in the cafeteria. The grade level with the least amount of absences for that week will be allowed a "No Uniform Day" the subsequent week, on Friday.

Action Step #4

Attendance Incentives

Person Monitoring:

Elieser Siles, Assistant Principal

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To reward students who have been regularly attending school, students will be able to participate in our annual Field Day (November), and Blue and Gold Game (December).

Action Step #5

Target students with unexcused absences

Person Monitoring:

Elieser Siles, Assistant Principal

By When/Frequency:

January, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who have unexcused absences will have their parents contacted in an effort to get them to submit an excused absence note. Parents of students who have 5 or more unexcused absences will

have a conference with the assistant principal regarding the risks of excessive school absences.

Action Step #6

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

To keep everyone informed, we utilize several communication channels:

- **School Website:** Essential information is readily available on our website (<https://gladesmiddle.dadeschools.net/index.htm>).
- **Parent Resource Center:** Our Title 1 Parent Resource Center provides valuable resources directly to parents.
- **Meetings:** PTSA and EESAC meetings offer opportunities to share information with all stakeholders, including parents. These meetings encourage feedback on both our School Improvement Process and the overall school community.

Plans to Strengthen the Academic Program

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. (ESEA Section 1114(b)(7)(ii))

To enhance academic achievement, the school will focus on strengthening 6th grade ELA and Science programs, in addition to increasing the Acceleration to 70%. By increasing instructional time and implementing focused collaborative planning, teachers will address diverse student needs and deliver enriched curriculum. To support students requiring additional support, intervention and tutoring programs will be developed. Reading tutoring will commence in September 2024.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This plan is developed in coordination and integration with other Federal, State and local resources to guarantee that we are meeting the educational needs of all our students regardless of race, gender, ethnicity, disability, socioeconomic level, or linguistic background. This plan is inclusive of all our students and is driven by data obtained from our diverse student demographic.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The Student Services Department prioritizes student mental health and well-being, offering regular surveys and counseling services. To foster open communication, we conduct parent-teacher conferences twice weekly, addressing academic and social-emotional progress. Additionally, we provide referrals to specialized services as required. Our on-site Title 1 Parent Resource Center supports parents with various needs, including social, emotional, academic, and financial concerns.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Our students have access to a variety of career and technical education programs, including industry certifications like Microsoft Office Specialist. Additionally, they can earn high school credits in subjects such as Algebra, Geometry, Physical Science, Biology, and Foreign Language through FLVS.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

The ESE Department provides teachers with up-to-date IEPs, 504 plans, and Educational Plans for all students. We foster open communication to ensure students' individual needs are met.

Paraprofessionals providing one-on-one support meet regularly to discuss student progress. Students exhibiting academic or behavioral challenges, even if not classified as ESE, receive Response to Intervention (RTI) support under the ESE Department Chairperson's guidance.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Our PD Liaison promotes professional learning opportunities by sharing information through platforms like PDMS and BEACON. To support teacher growth and retention, our PLST Mentor Teacher provides resources and guidance.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00