

Glades Middle School
"Engage, Educate & Elevate"
16700 SW 48th Court
Miramar, FL 33027

School Advisory Council (SAC) General Meeting Agenda

Wednesday, September 30, 2026
Media Center

I. Call to Order

II. Roll Call to Establish Quorum

III. Approval of Minutes

- Approval of Meeting Minutes/September 9, 2026

IV. Principal's Updates

V. SAC Membership Update

- Introduction of prospective/new SAC members
- Election or recognition of election results, as applicable
- Seating of new SAC members

VI. Reports

- School Improvement Plan (SIP) Update

VII. Old Business

VIII. New Business

- School Grades Video: Middle School Grades A Parent-Friendly Overview
- Review and Approval of SAC By-Laws
- Review and Approval of SIP Plan 2026 - 2027
- Funding Requests (if applicable)
- Other New Business

IX. Announcements

X. Questions / Open Discussion

XI. Adjournment

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Attendance:

Dora Alfaro, Nancy Apollon, Guillermo Cartegena, Brenda Farkas, Daniela Fatout, Miesha Partee, Harmonie Moleon

Call to Order:

A meeting of the Glades Middle School Advisory Council was held in the Media Center on September 30, 2026. Mrs. Farkas called the meeting to order at 8:40 AM.

Roll Call to Establish Quorum:

Five members were present. A quorum was established.

Approval of September Minutes:

A quorum was established; therefore, the September minutes were eligible for approval. Ms. Alfaro made a motion to approve the September minutes. Ms. Moleon seconded the motion. The motion passed, and the minutes were approved.

Principal's Updates (Mrs. Fatout):

Mrs. Fatout provided an update regarding the reimagining of middle schools. Parents brainstormed ideas to support the transition and suggested inviting Dolphin Bay families to participate in school tours and other opportunities to become familiar with Glades.

A district-generated presentation reviewed the new system for calculating school grades. For achievement purposes, students are considered passing when they score Level 3 or higher. The accountability measures discussed included ELA, Mathematics, Science, Civics, and FAA.

The school grading scale is changing, with the threshold for an "A" discussed as increasing from 64% to 65%. In addition, 95% of eligible students must be tested for the school to receive a grade.

Old Business

Approval of SIP Plan: Each subject area established targets designed to support overall school performance. Ms. Alfaro made a motion to approve the SIP Plan. The motion was seconded by Thomas. The motion passed.

Approval of SAC Bylaws: Ms. Alfaro made a motion to approve the SAC Bylaws. Ms. Moleon seconded the motion. The motion passed.

New Business

No new business was presented.

SIP Plan Review

SIP Plan: Each subject area developed measurable outcomes, including Social Studies, Science at each grade level, Mathematics (Algebra, Geometry, and Pre-Algebra), and ELA, to maintain rigor and academic expectations. PLCs are designed to increase rigor based on student data. The MTSS process, including tiered strategies, is detailed in the plan.

School Environmental Report

No report was provided.

PTSA Updates:

There were no updates.

Accountability Funds

Current balance: \$24,770.35.

Adjournment:

Next meeting: November 4, 2026.

The meeting adjourned at 9:15 AM.

Submitted By: Nancy Apollon

Approval Date: _____

☆ SAC Sign in Sheet for Glades MS (2021)

Date:

Sept 30, 2020

Time:

8:30

#	Full Name	SBBC Employee	Parent of Student	Community/Business	Sign Here
1	Miesha Pina		yes		 miesha.pina@yahoo.com
2	MARIE TAVERAS		YES		
3	Dora Alfaro		yes.		
4	Renee Grant		yes		
5	Winsome Johnson		no		
6	Judith Johnson		yes		
7	Schane M-Blank				
8					
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18					
19					
20					

☆ SAC Sign in Sheet for Glades MS (2021)

Date: Sept 30, 2020

Time: _____

#	SAC Member Full Name	Position	SBBC Employee	Parent of Student	Sign Here
1	Alfaro, Dora	SAF Chair (or designee) Parent of a student at the school	No	☒ Yes	<i>Dora Alfaro</i>
2	Apollon, Nancy	SAC Secretary	Yes	☐ No	<i>Nancy Apollon</i>
3	Cartegena, Guillermo/Jessica	Community / Business Representatives	No	☒ Yes	<i>Jessica Cartegena</i>
4	Farkas, Brenda	SAC Chair	Yes	No	<i>Brenda Farkas</i>
5	Fatout, Daniela	Principal	Yes	No	
6	Figueroa, Vivian	Non-Instructional Support Employees	Yes	No	
7	Moleon, Harmonie	I-Zone Representative (must be a parent)	No	Yes	<i>Harmonie Moleon</i>
8	Russo, Mavel	BTU Steward (or designee)	☒ Yes	No	<i>Mavel Russo</i>
	<i>Winsome Johnson</i>	<i>Social Worker</i>		<i>No</i>	
	<i>Judith Thomas</i>	<i>social worker</i>		<i>Yes</i>	<i>80</i>

Glades MS (2021) SCHOOL ADVISORY COUNCIL BY-LAWS

ARTICLE I. NAME

The name of this Council shall be the School Advisory Council.

ARTICLE II. PURPOSE

The primary objectives of the School Advisory Council (SAC) shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

The School Advisory Council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and school principal. School Advisory Council functions shall include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To provide assistance in the preparation of the school's annual budget
- E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

The responsibilities and duties of the School Advisory Council will be in accordance with Florida State Statutes 1001.452 and Broward County School Board Policy 1403.

ARTICLE III. MEMBERSHIP

The School Advisory Council shall be representative of the ethnic diversity of the school's student population. In order to satisfy this requirement, the minimum standards for representation shall be as follows:

- Principal
- Teachers
- BTU Steward (or designee)
- Parents
- I-Zone Representative (must be a parent)
- SAF Chair (or designee) Parent of a student at the school
- ESOL Parent of a student at the school
- ESE Parent of a student at the school
- Gifted Parent of a student at the school
- Pre-K (if applicable – parent or certified teacher)
- Non-Instructional Support Employees
- Community / Business Representatives
- Students (required on high school & adult/technical centers—optional at the middle school)
- Community School Representative (if applicable)

A majority (more than half) of SAC members must not be employed by the Broward County School District. Required members include the school Principal, BTU Steward, School Advisory Forum (SAF) Chair (Co-Chair) or designee, Community School Representative, ESE, ESOL, and Gifted parent representatives, and students (if applicable). The ESE, ESOL, and Gifted representative must be a parent of a student at the school. One SAC parent member will be elected as an Innovation Zone (IZ) representative.

SAC members will be elected by their respective peer groups (parents elected by parents, teachers by teachers, etc.) Vacancies will be filled by special elections as needed in the same general manner. Changes in the SAC Composition during the school year must be approved by the School Transformation Office and noted in SAC meeting minutes.

If the elected team is not representative of the school community, as determined by the Principal and/or the Regional Superintendent, the district school board shall appoint additional members to achieve proper representation.

All stakeholders are invited to attend SAC meetings as non-voting participants without regard to membership on the SAC.

- Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted orally. All members of the Council shall have one vote each. A voting member must be present in person to vote. (See Section Article VI, Section 9.)
- Section 2. Term of Membership: Members of the SAC should attend SAC meetings on a regular basis. A SAC member will be removed from membership after two (2) unexcused consecutive absences from properly noticed SAC meetings. Vacancies will be filled as described above.
- Section 3. Length of Term: Members of the School Advisory Council shall be elected for year term(s).
- Section 4. Announcement of an election must be made to the various peer groups at least one week in advance. Announcements will be distributed in a manner that ensures the widest dissemination possible within the peer group.
- Section 5. Election of the faculty representatives will take place at a scheduled general faculty meeting.
- Section 6. Election of the parent representatives will take place at a scheduled general meeting of parents.

ARTICLE IV. OFFICERS

- Section 1. Officers of this committee will consist of and secretary.
- Section 2. The officers shall be elected annually at the meeting.
- Section 3: Installation of new officers will be held at the meeting of the school year.
- Section 4: If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.
- Section 5. Nominations of SAC Officers:
 - A. There shall be a nominating committee composed of three members who shall be elected by the School Advisory Council at a regular meeting. The committee shall consist of at least one, but not more than two, of current elected officers and the remainder from the general membership.
 - B. The nominating committee will present a slate of candidates for each office at which time nominations from the floor will be taken.
 - C. Nominations for officers will be made from the floor at a School Advisory Council meeting.

ARTICLE V: DUTIES OF THE OFFICERS

- A. The shall preside at all meetings of the Council and will be an ex-officio member(s) of all committees except the nominating committee. The will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The or designee shall represent SAC at Area Advisory meetings and as a voting member of the school's School Advisory Forum (SAF). The will represent the SAC at District meetings and/or workshops and may choose a designee to attend as necessary. The SAC will sign the school's annual budget (per District Budget Guidelines) as an indication of SAC participation in both processes.

- B. The Secretary shall be responsible for all correspondence and notices of meetings. The Secretary shall keep the minutes of all meetings and assure that copies of the minutes are distributed in a timely manner to Council members. Minutes will be made available to any stakeholder who requests them. The Secretary will keep an accurate record of attendance at all meetings as well as a current roster of all stakeholders.

ARTICLE VI. MEETINGS

The School Advisory Council shall meet regularly and the schedule of meetings for the year will be determined and published in September for the current school year. The SAC and School Advisory Forum (SAF) will schedule a joint meeting semi-annually. Notification of all regular meeting places will be included in the minutes.

- Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on School Advisory Council issues.
- Section 2. Attendance of SAC members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the Regional Superintendent.
- Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Minutes will be sent to the Regional Superintendent, kept on file at the school and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted.

Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions made.

- Section 4. Special meetings may be called by the or by notice of any three (3) members in writing to the .
- Section 5. All scheduled meetings, meeting times, and places will be announced at least three days in advance. Any matter that is scheduled to come before the council for a vote requires at least 3 days advance written notice to all SAC members. Members must be advised of a change in the established date, time or location. All special meetings will require notification.
- Section 6. SAC meetings will be scheduled at times and locations convenient for all stakeholders (parents, students, teachers, business persons, and members of the community).
- Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. To establish a quorum, a majority of the membership of the council (more than half the members) must be present at the meeting.
- Section 8. SAC meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. SAC meeting discussions will be restricted to those topics on the agenda. Other matters will be deferred to another SAC meeting, to the School Advisory Forum, the PTA/PTO, or the principal.
- Section 9. Voting will be conducted orally by asking all in favor to say "Yea" and those opposed to say "Nay". If there is any doubt as to whether or not there is a majority for or against the vote, a roll call must be taken. Voting on high-stakes issues such as Recognition Funds and Waivers shall be conducted by a roll call. All votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law). All votes will be scheduled early in the beginning of the agenda.

ARTICLE VII. COMMITTEES

- A. The shall create such committees as may be required to promote the objectives of the School Advisory Council.
- B. Committees may include other stakeholders not belonging to the SAC.
- C. The SAC an ex-officio member(s) of all committees except the nominating committee.
- D. All committees shall bring recommendations to the School Advisory Council at the monthly Council meeting.

ARTICLE VIII. UTILIZATION OF SCHOOL IMPROVEMENT FUNDS

- A. A portion of the Education Enhancement Trust Fund (lottery money) is distributed to the school (through the District) for the SAC to use for programs and projects to enhance school performance through the implementation of the SIP.
- B. Per the General Appropriations Act, Accountability Funds may not be used for capital improvements or for projects or programs with a duration of more than one-year. A principal may not override the selection of the use of the money.
- C. School-based decisions concerning the distribution of School Recognition Funds will be the responsibility of the SAC in accordance with procedures established by the District.

ARTICLE IX. SAC TRAINING AND ACTIVITIES

- A. SAC members will have opportunities to engage in training activities and workshops to build the team, orient new members, develop skills, assist in the annual budget process, and gain a better understanding as to their roles in the school improvement process.
- B. School-based accountability funds may be used to support appropriate training.
- C. Members of the SAC will take an active role in the development, implementation and evaluation of the School Improvement Plan. Members will participate in monitoring the progress of the SIP and will assist in completing a needs assessment each year to determine how best to revise the current SIP.
- D. The SAC will have access to the necessary data to successfully complete the SIP, including budgets, staffing levels, instructional materials, and test data. School personnel, as directed by the principal, may assist the SAC in gathering and interpreting data.
- E. The SAC and its officers will follow all District policies, state rules, and state statutes in conducting its business.

ARTICLE X. AMENDMENTS

- A. Bylaws must conform to the State of Florida statutes and the policies of the School Board of Broward County, Florida.
- B. Amendments to the bylaws will be approved by a majority of the SAC members. Bylaws will be reviewed and approved annually.

ARTICLE XI. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern () School Advisory Council.

Annual Ratification

Amended

*Adopted
September 30, 2020
BX*

☆ School Info

School Name

Glades MS (2021)

School Grade (2025 - 2026)

A

Title 1 School

No

School Improvement (SI)

No

School of Excellence

Yes

ESSA School

No

RAISE

No

Reading Achievement Initiative for Scholastic Excellence

Executive Summary

CONFIDENTIALITY NOTE: Information posted to this website will be open to public view. Do not include student's personally identifiable data, which is confidential and protected by FERPA.

☆ School Budget Signature Page

School Budget Signature Page

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
StaffingAllocation_GMS_2021_2627-(2)-(1).pdf (_sip_all_plans/2027/2021_09112026_StaffingAllocation_GMS_2021_2627-(2)-(1).pdf)	Stephanie Mentore	9/11/2026		
MS-SAC-Meeting-Budget-Presentation-05-12-26.pptx (_sip_all_plans/2027/2021_09112026_MS-SAC-Meeting-Budget-Presentation-05-12-26.pptx)	Stephanie Mentore	9/11/2026		

☆ High Quality Instruction

Early Warning Indicators

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

School Improvement Plan: Early Warning Indicators / RtI
 Glades Middle School will use a systematic, data-driven Response to Intervention (RtI)/MTSS process to identify students in need of additional academic, behavioral, attendance, and reading support. The school will follow the Middle School Identification/Intervention Decision Tree (DT2) and use multiple data sources to determine student needs, appropriate interventions, and progress-monitoring requirements.

For 2025–2026, Glades Middle School enrolled 833 students. Early Warning Indicator data identified 122 students absent 10% or more of school days, 119 students with one or more suspensions, 110 students scoring Level 1 on the statewide ELA assessment, 113 students scoring Level 1 on the statewide mathematics assessment, and 110 students with two or more Early Warning Indicators. There were no ELA or mathematics course failures reported, and one student was retained. Students displaying multiple indicators will be prioritized for coordinated academic, behavioral, attendance, and social-emotional supports.

For reading intervention, the school will use the BCPS secondary reading decision process. FAST is the initial data point. Students who score Level 1 or Level 2 on FAST are further assessed using NWEA MAP and the Code Placement Test to identify specific reading needs. NWEA MAP is used as a measure of language comprehension, while the Code Placement Test provides information regarding word recognition and decoding skills.

Particular attention will be given to students performing below the 30th percentile on NWEA MAP. Students who demonstrate adequate word recognition but score below the 30th percentile on MAP are identified as needing additional support in comprehension and vocabulary and may receive Tier 2 intervention through Read 180. Students demonstrating significant decoding and word-recognition deficits may receive Tier 3 intervention through The Code, with instruction targeting phonological awareness, phonics, and fluency. Students with an IEP and students demonstrating a poor or questionable response to Tier 3 intervention may receive additional diagnostic assessment and review through the school's Collaborative Problem-Solving Team.

Students identified through the Early Warning Indicators, FAST Level 1 or 2 performance, and/or performance below the 30th percentile on NWEA MAP will be monitored regularly to determine whether interventions are producing sufficient growth. Instruction and intervention will be systematic, explicit, evidence-based, and matched to the student's identified area of need. Intervention intensity and instructional supports will be adjusted based on ongoing progress-monitoring data. Grade-level and content-area PLCs, literacy personnel, intervention teachers, counselors, ESE/ELL staff, the Collaborative Problem-Solving Team, and administrators will collaboratively review student data and intervention effectiveness. School administration will monitor implementation through PLC and MTSS data reviews, classroom walkthroughs, progress-monitoring results, intervention documentation, and review of student response to intervention to ensure instruction is standards-aligned, systematic, explicit, implemented with fidelity, and adjusted based on student performance.

Areas of Focus (Math, ELA, Science, Social Studies, Graduation Rate, Etc.)

Goal	Professional Development	Budget	Monitoring	Results
By June 2027, students will improve proficiency in analyzing informational text, citing evidence, and writing evidence-based responses in Social Studies, as measured by CFAs, DBQs, constructed responses, and classroom assessments, supporting the schoolwide ELA proficiency goal of 72% to 76%.	Professional development will support Social Studies teachers in strengthening standards-based instruction, source analysis, literacy integration, retrieval practices, and data analysis to identify student needs, adjust instruction, and improve mastery of priority standards.	Accountability funds are available to support Extended Learning Opportunities (ELO) and supplemental instructional activities aligned with Social Studies and schoolwide ELA improvement goals.	Monitoring instruments include document-based responses, written responses, student work, exit tickets, quizzes, CFAs, classroom assessments, unit assessments, and Performance Matters data where applicable. These measures will be reviewed to monitor student progress, determine mastery, and identify areas requiring additional instructional support.	
Strategies				
Strategies 1	Primary and Secondary Source Analysis Students need to strengthen informational-text comprehension, sourcing, inference, evidence use, and historical analysis. Students will analyze primary and secondary sources using structured questions focused on author, context, perspective, evidence, and historical significance.			
Persons Responsible	Melissa Davis, Stephanie Mentore-Blanc			
Deadline	6/2/2027			
Strategies 2	Retrieval Practice & Standards-Based Spiral Review Students need increased retention of taught content and mastery of priority benchmarks. Previously taught content is embedded in warm-ups, review activities, collaborative tasks and cumulative assessments.			
Persons Responsible	Melissa Davis, Stephanie Mentore - Blanc			
Deadline	6/2/2027			
Mid-Year Reflection				

By June 2027, the percentage of students demonstrating proficiency in Science will increase by 4 percentage points, from 60% to 64% Professional development will support science teachers in strengthening standards-based instruction, increasing rigor, analyzing student data, and implementing effective instructional strategies to improve student mastery of science standards. Accountability funds are available to support Extended Learning Opportunities (ELO) that provide students with additional time and targeted support to strengthen science skills, address identified learning gaps, and improve mastery of science standar Monitoring instruments include benchmark/CFA data, unit

assessments, classroom data, CER rubrics, data-analysis questions, and EOC-aligned practice questions. These data sources will be reviewed and compared regularly to monitor student progress, determine mastery of science standards, and identify areas requiring additional instructional support.

Strategies

Strategies 1 Biology EOC Spiral Review Students need retention and application of previously taught Biology benchmarks for the EOC. Benchmarks are incorporated into warm-ups, review stations, retrieval activities, data-analysis questions and cumulative assessments **Persons Responsible** Brenda Farkas, Raixa Rafuls **Deadline** 6/2/2027

Strategies 2 Data Analysis & CER Students struggle to interpret experimental data, graphs, scientific passages and evidence-based questions. Students analyze investigations, tables, graphs, models and scientific texts and use evidence to justify conclusions. **Persons Responsible** Brenda Farkas, Raixa Rafuls **Deadline** 6/2/2027

Mid-Year Reflection

By June 2027, the percentage of students demonstrating proficiency in Science will increase by 4 percentage points, from 60% to 64% or higher. Professional development will focus on strengthening standards-based science instruction, increasing instructional rigor, using student data to guide instructional decisions, and implementing effective strategies to support student mastery of science standards. Accountability funds are available to support Extended Learning Opportunities (ELO) that provide students with additional time and targeted support to strengthen science skills, address identified learning gaps, and improve mastery of science standards. Monitoring instruments include lab tasks, exit tickets, CFAs, quizzes, unit assessments, student models, and station exit tickets. Results from these measures are compared with subsequent assessment data to determine student mastery and identify areas requiring additional support.

Strategies

Strategies 1 Hands-On / Model-Based Concept Development Students struggle with matter, atomic structure, density, forces, energy and physical/chemical changes. Students use investigations, models, diagrams, simulations and collaborative tasks before independent application. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Strategies 2 Differentiated Review Stations Assessment data show different misconceptions and mastery levels prior to unit assessments. Students rotate through need-based stations: reteaching, vocabulary, calculations, diagrams/models, error analysis and independent practice rather than primarily whole-group review. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Mid-Year Reflection

Science ♦ GEARS 1 Science teachers will participate in professional development and collaborative PLC activities focused on standards-based instruction, data analysis, differentiation, and increasing the rigor of science instruction to support an increase in Science proficiency Accountability funds are available to support extended learning opportunities aligned with the school's Science improvement goal. Monitoring instruments include exit tickets, station products, weekly checks, quizzes, CFAs, classroom assignments, unit assessments, and standards mastery data. These data sources will be reviewed regularly to monitor student progress, identify areas of need, and adjust instruction and supports as needed.

Strategies

Strategies 1 Learning Goal: By June 2027, increase the percentage of students demonstrating proficiency in Science from 60% to 64% or higher. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Strategies 2 Retrieval Practice & Spiral Review Students need improved retention of previously taught concepts and vocabulary. Previously taught content is incorporated into warm-ups, short review tasks, cumulative questions and student-led retrieval activities. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Mid-Year Reflection

By June 2027, our goal is to increase the percentage of students demonstrating proficiency in Science by at least 2 percentage points, from 60% to 62% or higher, with a stretch goal of 64%. Science teachers will participate in professional development and collaborative PLC activities focused on standards-based instruction, data analysis, differentiation, and increasing the rigor of science instruction to support an increase in Science proficiency Budget: Accountability funds are available to support extended learning opportunities aligned with the school's Science improvement goal. Monitoring instruments include lab responses, CER rubrics, vocabulary-in-context questions, exit tickets, models, quizzes, CFAs, and unit assessments. These data sources will be reviewed regularly to monitor student progress, identify instructional needs, and adjust instruction, supports, and interventions as needed.

Strategies

Strategies 1 Inquiry-Based Investigation & CER Students need stronger connections among concepts, investigations, evidence and explanations. Students conduct investigations or analyze scenarios and use observations/data to develop evidence-based explanations. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Strategies 2 Vocabulary Through Conceptual Models Students struggle with science vocabulary and relationships among biological structures, functions and processes. Vocabulary is taught through diagrams, models, investigations and text; students explain models using scientific terminology. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Mid-Year Reflection

By June 2027, our goal is to increase the percentage of students demonstrating proficiency in Science by at least 4 percentage points, from 60% to 64% or higher. By June 2027, 100% of science teachers will participate in professional development and collaborative PLC activities focused on standards-based instruction, data analysis, differentiation, and increasing the rigor of science instruction to support an increase in Science proficiency Accountability funds are available to support professional development activities aligned with the school's Science improvement goal. Monitoring instruments include CER rubrics, model rubrics, data-analysis questions, CFAs, exit tickets, quizzes, unit assessments, and student work. These data sources are reviewed during PLC and data discussions to monitor student progress, identify instructional needs, and adjust supports and interventions as needed.

Strategies

Strategies 1 CER: Claim, Evidence, Reasoning Students need support interpreting evidence and constructing explanations from data, models and informational text. After investigations, readings, simulations or data analysis, students make a claim, select evidence and explain scientific reasoning. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline** 6/2/2027

Strategies 2 Models & Data Analysis Students struggle with abstract Earth/space systems and interpreting graphs, diagrams and scientific data. Students construct, interpret, compare and revise models and analyze authentic/simulated data to explain phenomena. **Persons Responsible** Bibi Hussein, Raixa Rafuls **Deadline**

Mid-Year Reflection

By the end of the 2026-2027 school year, Math proficiency will increase from 70% to 74%, and overall Math learning gains will increase from 60% to 64%, as measured by state accountability data. PLC professional development will focus on using Performance Matters to analyze student data, identify priority standards, strengthen cross-curricular reading strategies, review student work and common assessments, and use findings to guide instructional adjustments, differentiation, and intervention. Accountability funds are available to support professional development activities. Monitoring instruments for Geometry include Savvas assessments, district and course-based assessments, CFAs,

exit tickets, student work, classroom assignments, Performance Matters, standards-level data, and applicable EOC assessment data. These data sources are reviewed during PLC and data discussions to monitor student progress, identify instructional needs, and adjust supports, interventions, and enrichment as needed.

Strategies

Strategies 1 Visual Models & Multiple Representations: Students struggle to connect vocabulary, diagrams, algebraic representations, formulas and abstract concepts. Teachers use diagrams, models/manipulatives and coordinate representations before abstract applications. **Persons Responsible** Mr. Ortiz, Mr. Decembert **Deadline** 6/2/2027

Strategies 2 EOC-Aligned Error Analysis & Spiral Review: Students need retention of taught standards and application of geometric reasoning to unfamiliar problems. Students revisit priority standards, analyze incorrect solutions, explain misconceptions and correct reasoning. **Persons Responsible** Mr. Ortiz, Mr. Decembert **Deadline** 6/2/2027

Mid-Year Reflection

By the end of the 2026-2027 school year, Math proficiency will increase from 70% to 74%, Math learning gains will increase from 60% to 64%, and learning gains for the Lowest 25% will increase from 48% to 52%, as measured by state accountability data. Professional Development Focus: PLC professional development will focus on using Performance Matters to analyze student data, identify priority standards, strengthen cross-curricular reading strategies, review student work and common assessments, and use findings to guide instructional adjustments, differentiation, and intervention. Accountability funds are available to support professional development activities. Monitoring instruments for Algebra include Savvas assessments, district and course-based assessments, CFAs, exit tickets, student work, classroom assignments, Performance Matters, standards-level data, and applicable EOC assessment data. These data sources are reviewed during PLC and data discussions to monitor student progress, identify instructional needs, and adjust supports, interventions, and enrichment as needed.

Strategies

Strategies 1 EOC-Aligned Spiral Review: Students need continued exposure to previously taught Algebra benchmarks and EOC-assessed skills. Previously taught standards are embedded in warm-ups, stations, practice and cumulative review while new content is taught. **Persons Responsible** Mr. Decembert, Mr. Ortiz **Deadline** 6/2/2027

Strategies 2 Misconception-Based Small Groups: Assessment data reveal misconceptions with equations, functions, expressions, graphing and other Algebra concepts. Students are grouped by specific misconception for targeted modeling, guided practice and immediate feedback. **Persons Responsible** Mr. Decembert, Mr. Ortiz **Deadline** 6/2/2027

Mid-Year Reflection

By the end of the 2026-2027 school year, Math proficiency will increase from 70% to 74%, Math learning gains will increase from 60% to 64%, and learning gains for the Lowest 25% will increase from 48% to 52%, as measured by state accountability data. PLC professional development will focus on using Performance Matters to analyze student data, identify priority standards, strengthen cross-curricular reading strategies, review student work and common assessments, and use findings to guide instructional adjustments, differentiation, and intervention. Accountability funds are available to support professional development activities. Rubrics, unit assessments, CFAs, performance tasks and student explanations. Written justifications, discussion rubrics, CFAs, assessments and student work.

Strategies

Strategies 1 Enrichment Through Complex Problem Solving: Advanced students need increased rigor, productive struggle, application and deeper conceptual understanding. Students complete multi-step, open-ended, real-world tasks requiring multiple strategies, justification and collaboration. **Persons Responsible** Mr. Decembert, Mr. Ortiz **Deadline** 6/2/2027

Strategies 2 Mathematical Discourse & Multiple-Solution Analysis: Students need to communicate advanced reasoning and evaluate multiple approaches. Students solve independently, compare strategies collaboratively and defend efficiency/accuracy of methods. **Persons Responsible** Mr. Decembert, Mr. Ortiz **Deadline** 6/2/2027

Mid-Year Reflection

By the end of the 2026-2027 school year, Math proficiency will increase from 70% to 74%, Math learning gains will increase from 60% to 64%, and learning gains for the Lowest 25% will increase from 48% to 52%, as measured by state accountability data. PLC professional development will focus on using Performance Matters to analyze student data, identify priority standards, strengthen cross-curricular reading strategies, review student work and common assessments, and use findings to guide instructional adjustments, differentiation, and intervention. Accountability funds are available to support professional development activities. Monitoring instruments include FAST PM1-PM3, HMH assessments, cold reads, CFAs, exit tickets, written responses, student work, classroom assignments, Performance Matters, and standards-level data. These data sources are reviewed during PLC and data discussions to monitor student progress, identify instructional needs, and adjust supports and interventions as needed.

Strategies

Strategies 1 Flexible Small Groups Based on Standards Mastery: CFA, FAST Math, classroom assessment and Performance Matters identify unfinished learning and standards needing reteaching. Stations/flexible groups reteach prerequisite skills, address misconceptions, provide guided practice and extend learning. **Persons Responsible** Mr. Decembert, Mr. Ortiz **Deadline** 6/2/2027

Strategies 2 Error Analysis & Mathematical Discourse: Students need stronger reasoning, application, multi-step problem solving and misconception identification. Students analyze incorrect solutions, explain errors, compare strategies, justify answers and revise solutions collaboratively. **Persons Responsible** Mr. Decembert, Mr. Ortiz **Deadline** 9/2/2026

Mid-Year Reflection

By the end of the 2026-2027 school year, ELA proficiency will increase from 72% to 76%, ELA learning gains will increase from 62% to 66%, and learning gains for the Lowest 25% will increase from 45% to 49%, as measured by state accountability data. PLC professional development will focus on using Performance Matters to analyze student data, identify priority standards, strengthen cross-curricular reading strategies, review student work and common assessments, and use findings to guide instructional adjustments, differentiation, and intervention. Accountability funds are available to support professional development activities. Monitoring instruments include FAST PM1-PM3, HMH assessments, cold reads, CFAs, exit tickets, written responses, student work, classroom assignments, Performance Matters, and standards-level data. These data sources are reviewed during PLC and data discussions to monitor student progress, identify instructional needs, and adjust supports and interventions as needed.

Strategies

Strategies 1 Data-Driven Small-Group Instruction: FAST PM, HMH, CFA, classroom assignments and standards data identify needs in comprehension, main idea, text evidence, vocabulary and targeted standards. Flexible groups during stations/small-group rotations provide targeted modeling, guided practice and differentiated tasks. Groups change as students demonstrate mastery. **Persons Responsible** Mrs. Mentore - Blanc, Mrs. Chin **Deadline** 6/2/2027

Strategies 2 Explicit Close Reading & Evidence-Based Response: Students need improvement with complex-text comprehension, central idea, inference, text evidence and text-dependent responses. Students annotate/chunk text, identify key information, collaborate and respond using evidence; instruction moves from modeling to independent application. **Persons Responsible** Mrs. Mentore - Blanc, Mrs. Chin **Deadline** 6/2/2027

Mid-Year Reflection

K-12 Comprehensive Reading Plan

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
2021-Glades_Middle_26-27_Literacy_Leadership_Team_UPDATED.pdf (_sip_all_plans/2027/2021_08312026_2021-Glades_Middle_26-27_Literacy_Leadership_Team_UPDATED.pdf)	Brenda Farkas	8/31/2026		
2021GladesMiddle_CERP_2627.pdf (_sip_all_plans/2027/2021_09172026_2021GladesMiddle_CERP_2627.pdf)	Brenda Farkas	9/17/2026		

Resources

- Broward K12 Comprehensive Reading Plan (_sip_all_plans_templates/2023/2022-23_Broward K12-Reading-Plan.pdf)
- World-Class Instructional Design and Assessment for ELL (<https://wida.wisc.edu/>)
- Can Do Descriptors for ELL (<https://wida.wisc.edu/teach/can-do/descriptors>)
- SWD Support Resources (<https://browardschools.instructure.com/courses/661066>)
- Framework For ELL Achievement ESSA (V2) (_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Supplemental Title III Materials List (_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)
- Tier I Core Instructional Factors for ELLs (_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)



☆ Safe and Supportive Environment

Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Electives	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/10/2026 - 5/28/2027	8:30 AM - 9:15 AM	6, 7, 8
Social Studies Department	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/10/2026 - 5/28/2027	8:30 AM - 9:15 AM	6, 8
Civics Department	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/10/2026 - 5/28/2027	8:30 AM - 9:15 AM	7
Language Arts Department	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/10/2026 - 5/28/2027	8:30 AM - 9:15 AM	6, 7, 8
Science Department	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/10/2026 - 5/28/2027	8:30 AM - 9:15 PM	6, 7, 8
Mathematics Department	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/10/2026 - 5/25/2027	8:30 AM - 9:15 AM	6, 7, 8

Multi-Tiered System of Supports (MTSS) Plan

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
MTSS-Action-Plan-26-27-Final.pdf (_sip_all_plans/2027/2021_09142026_MTSS-Action-Plan-26-27-Final.pdf)	Stephanie Mentore	9/14/2026		

CPS Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd, 5th	8/24/2926 - 5/25/2027	9:45 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

No files have been uploaded.

School-wide Positive Behavior Plan (SPBP)

File Name

2021-Glades-Middle-Schoolwide-Positive-Behavior-Plan-(SPBP)-2627.pdf
 (_sip_all_plans/2027/2021_08302026_2021-Glades-Middle-Schoolwide-Positive-Behavior-Plan-(SPBP)-2627.pdf)

File
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By

Brenda
Farkas

Upload
Date

8/30/2026

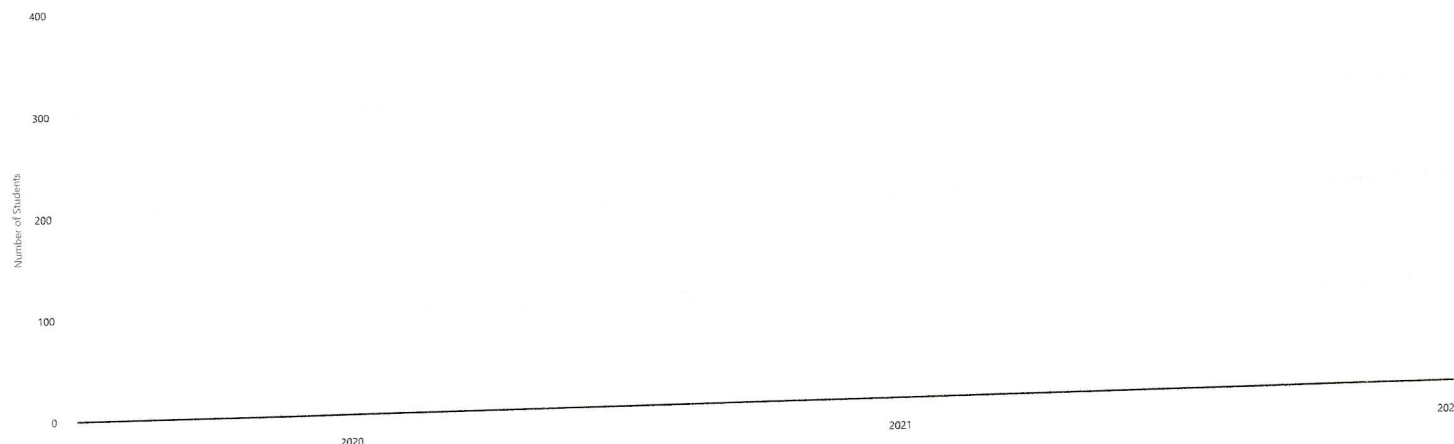
Locked/Reviewed
By

Locked/Reviewed
Date

Attendance Plan

Comprehensive Attendance Plan Trends

Source: Student Services Department



Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2019 - 2020	1525	1249	81.90	190	12.46	66	4.33	20	1.31
2020 - 2021	1377	1196	86.86	118	8.57	37	2.69	26	1.89
2021 - 2022	1350	803	59.48	379	28.07	133	9.85	35	2.59

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%

Attendance Type

School Goal

File Name

2021Glades_Middle_SIP_AttendancePlan-26_27.pdf
 (_sip_all_plans/2027/2021_09142026_2021Glades_Middle_SIP_AttendancePlan-26_27.pdf)

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9/14/2026

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By

Jessica Overstreet

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Date

9/25/2026

School Counseling Plan

File Name

2021-Glades-Middle-School-Annual-School-Counseling-and-Support-Plan-2627.pdf
 (_sip_all_plans/2027/2021_08302026_2021-Glades-Middle-School-Annual-School-Counseling-and-Support-Plan-2627.pdf)

Glades_LSW-Action-Plan-Completion--2026-27-.pdf
 (_sip_all_plans/2027/2021_09142026_Glades_LSW-Action-Plan-Completion--2026-27-.pdf)

File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
Brenda Farkas	8/30/2026		
Stephanie Mentore	9/14/2026		

Equity Plan

No files have been uploaded.

Best Practices in Inclusive Education (BPIE)

File Name

2021_GladesMiddle-08302026_School-Best-Practices-for-Inclusive-Education-(BPIE)-AssessmentE-Assessment-2024-to-2027.pdf
 (_sip_all_plans/2027/2021_08302026_2021_GladesMiddle-08302026_School-Best-Practices-for-Inclusive-Education-(BPIE)-AssessmentE-Assessment-2024-to-2027.pdf)

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Brenda Farkas	8/30/2026		

☆ Effective Communication

SAC Documentation

SAC Upload Center

File Name

2021_GladesMiddle_2026-2027_SAF_Meeting_Dates_815AM.pdf
 (_sip_plan_sac/2021_09142026_2021_GladesMiddle_2026-2027_SAF_Meeting_Dates_815AM.pdf)

2021_GladesMiddle_2026-2027_SAC_Meeting_Dates.pdf
 (_sip_plan_sac/2021_09032026_2021_GladesMiddle_2026-2027_SAC_Meeting_Dates.pdf)

2021-Glades-Middle-School-August20_Agenda-Minutes-Signin.pdf (_sip_plan_sac/2021_08302026_2021-Glades-Middle-School-August20_Agenda-Minutes-Signin.pdf)

Meeting Month	Document Type	Uploaded Date
September	SAF Meeting Dates	9/14/2026
September	SAC Meeting Dates	9/3/2026
August	SAC Agenda, Attendance, Minutes	8/30/2026

File Name

GLadesMSBCPS-STUDENT-(Grades-6-12)-CUSTOMER-SURVEY-2026.pdf
 (_sip_all_plans/2027/2021_09292026_GLadesMSBCPS-STUDENT-(Grades-6-12)-CUSTOMER-SURVEY-2026.pdf)

GladesMSBCPS-SCHOOL-STAFF-CUSTOMER-SURVEY-2026.pdf
 (_sip_all_plans/2027/2021_09292026_GladesMSBCPS-SCHOOL-STAFF-CUSTOMER-SURVEY-2026.pdf)

Glades-MS-BCPS-PARENT-CUSTOMER-SURVEY-2026.pdf
 (_sip_all_plans/2027/2021_09292026_Glades-MS-BCPS-PARENT-CUSTOMER-SURVEY-2026.pdf)

File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
Stephanie Mentore	9/29/2026		
Stephanie Mentore	9/29/2026		
Stephanie Mentore	9/29/2026		

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date	Locked/Reviewed By	Locked/Reviewed Date
2021_GladesMiddle_FACESPACE_September1st.pdf (_sip_all_plans/2027/2021_09102026_2021_GladesMiddle_FACESPACE_September1st.pdf)	Brenda Farkas	9/10/2026		
2021_GladesMiddle_FACESPACE_September1st.pdf (_sip_all_plans/2027/2021_09102026_2021_GladesMiddle_FACESPACE_September1st.pdf)	Brenda Farkas	9/10/2026		

Reviewed & accepted
September 30, 2026
PT