

Miami-Dade County Public Schools

Palm Glades Preparatory Academy



2021-22 Schoolwide Improvement Plan

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Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

Demographics

Principal: Aisha Mcqueen

Start Date for this Principal: 11/21/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<div>Black/African American Students</div> <div>Economically Disadvantaged Students</div> <div>English Language Learners</div> <div>Hispanic Students</div> <div>Students With Disabilities</div>
School Grades History	<div>2018-19: C (43%)</div> <div>2017-18: D (38%)</div> <div>2016-17: D (37%)</div> <div>2015-16: C (44%)</div>
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Glades Preparatory Academy is to provide students with a well-rounded middle-school education, through a challenging program, focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

The vision of Palm Glades Preparatory Academy is to provide students with a challenging and rigorous curricula enabling students to be well prepared for high school and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
McQueen, Aishia	Principal	The Principal establishes and maintains an effective learning environment in the school, serves as the academic leader for the school, supervises the maintenance of all required building records and reports, evaluates and supervises school's staff, establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
McKenna, Jennifer	Assistant Principal	Works with and supports the principal in all aspects of instruction, students discipline, and school operations. Assists teachers in identifying students' needs and recommending appropriate instructional methods and materials to increase student achievement. Provides support services to teachers through demonstration lessons and professional development activities designed to increase teacher pedagogy and student proficiency.
Stephens, Rosemary	Assistant Principal	Works with and supports the principal in all aspects of instruction, students discipline, and school operations. Assists teachers in identifying students' needs and recommending appropriate instructional methods and materials to increase student achievement. Provides support services to teachers through demonstration lessons and professional development activities designed to increase teacher pedagogy and student proficiency.
Fisher, Hannah	Reading Coach	The Reading Coach will support all 6-8 literacy teachers in the implementation of the site reading and curriculum plan. The Coach will work directly with teachers providing classroom-based demonstrations (via coaching cycles), collaborative and one-on-one planning and support, and facilitating teacher inquiry and related professional development as it relates to the reading content area.
Brown, Kenyake	Math Coach	The Math Coach will support all 6-8 math teachers in the implementation of the site math and curriculum plan. The Coach will work directly with teachers providing classroom-based demonstrations (via coaching cycles), collaborative and one-on-one planning and support, and facilitating teacher inquiry and related professional development as it relates to the math content area.

Name	Title	Job Duties and Responsibilities
Ballard, Erica	Guidance Counselor	The guidance counselor provides academic and career counseling. Provides social and emotional learning support services. Establishes counseling plans and goals that are aligned with the school improvement plan.
Casanova, Michelle	Registrar	The primary role of the registrar is to work with the guidance counselor to ensure that students are enrolled in the appropriate classes and to work with admin to develop the master schedule for the school.
Hill, Devon	Teacher, ESE	The ESE teacher will maintain the procedural safeguards required by law with respect to students, staffing, and 504's and IEPs.
Lathan, Carissa	Teacher, ESE	The ESE teacher will maintain the procedural safeguards required by law with respect to students, staffing, and 504's and IEPs.
Cardenas, Karol	Other	As the Testing and ESOL Coordinator the primary role is to facilitates all school and state testing for the school. Ensures that students receive proper accommodations and that proctors and administrators for the test are present. To maintain procedural safeguards required by law with respect to students, staffing, and LEP's

Demographic Information

Principal start date

Thursday 11/21/2019, Aisha Mcqueen

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

257

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	76	69	112	0	0	0	0	257	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2	
Course failure in ELA	0	0	0	0	0	0	7	2	5	0	0	0	0	14	
Course failure in Math	0	0	0	0	0	0	9	7	10	0	0	0	0	26	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	25	38	0	0	0	0	85	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	23	49	0	0	0	0	105	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	36	38	56	0	0	0	0	130	

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 8/29/2021

2020-21 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	65	101	101	0	0	0	0	267	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	3	1	0	0	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	6	5	0	0	0	0	0	11	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	16	48	64	0	0	0	0	128	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	36	69	0	0	0	0	141	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	28	37	60	0	0	0	0	125	

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	65	101	101	0	0	0	0	267	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	3	1	0	0	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	6	5	0	0	0	0	0	11	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	16	48	64	0	0	0	0	128	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	36	69	0	0	0	0	141	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	28	37	60	0	0	0	0	125	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	58%	-33%	54%	-29%
Cohort Comparison						
07	2021					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-25%				
08	2021					
	2019	29%	60%	-31%	56%	-27%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	18%	58%	-40%	55%	-37%
Cohort Comparison						
07	2021					
	2019	26%	53%	-27%	54%	-28%
Cohort Comparison		-18%				
08	2021					
	2019	28%	40%	-12%	46%	-18%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	73%	-8%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	63%	12%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

APM / Performance Matters were the progress monitoring tools used.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%		
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%		
	Economically Disadvantaged			
	Students With Disabilities			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%		
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%		
	Economically Disadvantaged			
	Students With Disabilities			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%		
	Economically Disadvantaged			
	Students With Disabilities			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%		
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	37	43	14	40	42	9	33			
ELL	24	37	35	27	44	57	26	64			
BLK	23	30	37	18	32	34	23	45	50		
HSP	32	45	41	34	42	58	40	73	70		
FRL	28	41	41	27	38	47	33	60	60		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	42	40	19	27	36	20				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	14	35	40	21	44	47	17	44			
BLK	34	47	39	27	27	30	8	54			
HSP	39	47	38	32	37	42	28	58	33		
MUL	25	25		9	36						
FRL	34	48	37	28	37	41	18	56	32		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After reviewing the data, stakeholders correlate reading deficiencies like the inability to annotate and analyze text, make text-to-text connections, and the ability to apply analysis to broader concepts contributed to this gap. Stakeholders believe that placing a greater emphasis in reading across the curriculum and implemented an array of effective reading strategies, specifically in non tested social studies classes, can help address this deficit. The trends that were evident across math were that students struggled to move from basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem solving.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the lowest performance for the 2018-2019 school year was math achievement. There were several factors that contributed to this performance the primary component is the gaps in academic knowledge of the students. Students across grades 6,7, 8 struggle with the basics of properties of operations, expressions and equations, and the fundamentals of geometric figures and 6-8th grade standards of geometry.

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

The data component that showed the greatest decline from the prior year was ELA achievement which fell by 9%. A large contributing factor to this decline was the absence of a reading instructional coach for the 2018-2019 school year. Additionally, a large number of students entering grade six were reading well below grade level. After reviewing the data, stakeholders correlate reading deficiencies like the inability to annotate and analyze text, make text-to-text connections, and the ability to apply analysis to broader concepts contributed to this gap. Stakeholders believe that placing a greater emphasis in reading and writing across the across the curriculum and implemented an array of effective reading strategies, specifically in non tested social studies and elective classes, can help address this deficit.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science achievement showed the most improvement from the year prior showing a 10% growth. The new Pearson Science curriculum, Elevate Science, was adopted to align with the tested state standards.

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

2018-2019 school year. The prior curriculum lacked the rigor and depth provided by these new materials. This curriculum was piloted the year before in a sister school; therefore, there was in-house training and Pearson training provided starting in the middle of the previous school year.

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

In order to accelerate learning PGA MS has added a second literacy coach and interventionist to assist with accelerating student learning. We have implemented Successmaker, an adaptive progress monitoring tool and Study Island which will help with remediation as well. Additionally, our reading

classes will be utilizing iLit45-- a Savaas learning product that has proven to increase student reading levels by 2.5 grades in one year. PGA has also added specific weekly common planning time supported by coaches and administration. Additionally, new progress monitoring assessments and interventions through Cambium APM for reading grades 6-8 will be administered three times a year in fall, winter, and spring, as well as math for grades 6-8 three times a year fall, winter, and spring. Students who have demonstrated success in previous years, to continue making yearly gains, will be provided with enrichment activities and accelerated learning activities such as lesson specific enrichment exercises in Envisions, advanced content presentation through MathXL, PBL activities, Cambridge Global Perspective Challenges, and open ended problem solving tasks as found through the core curriculum and CPALMS.

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

Professional development will be provided by the Savaas company for both Successmaker and iLit45 and iLitELL. Specific in-house professional development includes collective teacher efficacy, data-based decision making and instruction, differentiated instruction, and cooperative learning structures. Additionally, Instructional Coaches will provide and teachers will participate in regularly occurring professional development that focuses specifically on high-yield strategies as identified by John Hattie's research. Topics include collective teacher efficacy, setting and maintaining high student expectations, cooperative learning structures, and the refinement of the MTSS process.

The Coaches will provide PD on new and innovative approaches to enrich the learning experience for all students based on data. Innovation will be the use of exemplary curriculum delivered through a variety of proven instructional methods and guided by frequent data analysis of teaching outcomes, while setting high academic expectations for all students and providing them with the means to reach their goals. This will include the utilization of technology resources such as ClearTouch panels that allow for digital student collaboration, Class VR for the enrichment of concept explorations, and digital core curriculum resources as found in Envisions, Elevate, and My Perspectives curriculum.

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

All of the new programs will be implemented as a fixture in the building. Additionally, students will be introduced to Naviance college and career planning beginning in 6th grade to help to encourage forward thinking and goal setting among the middle school. These accounts will carry them through the 12th grade.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math was identified as a critical needs area based on the data because the 6-8 math achievement scores were on average 6-21 percentage points below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications.

Measureable Outcome: The specific measurable outcome that Palm Glades Preparatory Academy plans to achieve will be on average 40% proficiency in math grades 6-8.

Monitoring: The area will be monitored using Successmaker (adaptive progress monitoring) and our benchmark testing. Baseline and Benchmark testing will be completed via Cambium APM testing. Monitoring will also take place during common lesson planning to ensure teachers understand the standards and how to unpack them for maximum efficacy.

Person responsible for monitoring outcome: Jennifer McKenna (jmckenna@charterk12.com)

Evidence-based Strategy: Evidence-based research indicates the need for standards-based learning helps define the depth of mathematical processes, allowing students to truly understand mathematical concepts rather than traditional shallow teachings in the past. The strategies that the school will implement include, but are not limited to differentiated instructions, flexible grouping, on-going progress monitoring and intervention.

Rationale for Evidence-based Strategy: By educating teachers on how to break down standards, it provides them with the tools to be able to clearly identify the skills students need to master each standards. Increasing teacher capacity in the structure of guided and independent practice will also allow for more specific instruction. Constant progress monitoring will help to identify the measure of success of the teacher and the students. Differentiated classroom instruction, flexible grouping, and immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in math. Teacher collaboration, within and across grade levels, acknowledges the importance of year to-year continuity in mathematics instruction. The quality of math teachers, particularly with regard to their content knowledge of mathematics, is critically important.

Action Steps to Implement

Teachers will have professional development on the use of Successmaker from the company, Savaas.

Person Responsible: Jennifer McKenna (jmckenna@charterk12.com)

Teachers will continue to learn how to unpack standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. Initial training was facilitated by the administrative team and the math coach.

Person Responsible: Kenyake Brown (kbrown@charterk12.com)

There will be professional development to help teachers in preparing guided and independent practice to target learning. Teachers will develop their feedback skills to aid students in the ability to verbalize their mathematical processes and aid students in their ability to understand their own data and goals.

Person Responsible: Kenyake Brown (kbrown@charterk12.com)

Teachers work through the planning process during planning periods and department meetings with the administrative team and Math Coach. These meetings were held bi-weekly from January-March and then continued throughout virtual learning. This plan will continue in place for the 2021-22 school year.

Person Responsible Jennifer McKenna (jmckenna@charterk12.com)

Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using performance matters.

Person Responsible Jennifer McKenna (jmckenna@charterk12.com)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional math coach to work with students in small group to remediate deficiencies.

Person Responsible Kenyake Brown (kbrown@charterk12.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	ELA was identified as a critical needs area based on the data because the 6-8 ELA achievement scores were on average 25-32 percentage points below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications. Additionally, the focus will be to help teachers to understand how to use the standards and data to target specific deficiencies that will aid in raising the overall ELA achievement.
Measureable Outcome:	The specific measurable outcome that Palm Glades Preparatory Academy plans to achieve will be on average 33% proficiency in ELA grades 6-8.
Monitoring:	The area will be monitored using iLit45, and our benchmark testing. Baseline and Benchmark testing will be completed via Cambium APM testing. Monitoring will also take place during common lesson planning to ensure teachers understand the standards and how to unpack them for maximum efficacy.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	Teachers will learn to develop targeted instruction using data as well as the standards and item specifications for the tests. Teachers will use all of this information in the planning process to provide specific and informed instruction. Teachers in all areas will learn to incorporate vocabulary and comprehension strategies into all content areas to help reading strategies across the curriculum. Evidence-based strategies that will be implemented include, but are not limited to differentiated instructions, multiple opportunities for reading (both academic and for pleasure), and integrating reading across the curricula.
Rationale for Evidence-based Strategy:	Understanding the "why" and the "how" of data driven instruction is paramount when applying this strategy in schools. Teachers must also be able to differentiate what students do as well as what they need to master based upon item specifications. Once implemented, there must be support for teachers in instruction and developing remediation plans. Teachers and students must learn to invest in this process. Education in terms of item specification is necessary for teachers to be able to create formative and summative assessments. Additionally, small group instruction to accommodate students at different skill levels is critical. Building the capacity of teacher as it relates to their content knowledge will be critical and is enhanced through professional development opportunities that emphasize research-based reading instruction.

Action Steps to Implement

Teachers will receive Professional Development from the Savaas company on the use of iLit45.

Person Responsible Aishia McQueen (955263@dadeschools.net)

Teachers will continue to learn how to unpack standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. Initial training was facilitated by the administrative team and the reading coach.

Person Responsible Hannah Fisher (hfisher@charterk12.com)

Teachers work through the planning process during planning periods and department meetings with the administrative team and Reading Coach.

Person Responsible Hannah Fisher (hfisher@charterk12.com)

Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using iLit45.

Person Responsible Aishia McQueen (955263@dadeschools.net)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional math coach to work with students in small group to remediate deficiencies.

Person Responsible Hannah Fisher (hfisher@charterk12.com)

#3. ESSA Subgroup specifically relating to English Language Learners**Area of****Focus****Description
and****Rationale:**

An area of focus for the 2021-2022 school year will be to increase ELL achievement as it fell below the federal index for the 2018-2019 school year at 40%.

**Measureable
Outcome:**

ELL achievement will increase minimally to the federal threshold percentage of 41% with a goal of 50% achievement (to include both proficiency and learning gains).

Monitoring:

Students will be monitored with the general population (iLit and APM), but in addition, they will be formative assessments using iLit ELL designed specifically for ELLs. Finally, students will be monitored using Imagine Learning and Achieve 3000.

**Person
responsible
for
monitoring
outcome:**

Jennifer McKenna (jmckenna@charterk12.com)

**Evidence-
based
Strategy:**

There are three main strategies that will be the focus of ELL instruction for the school year. These are:
developing basic phonemic awareness. developing basic encoding skills with explicit instruction and promoting reading fluency

**Rationale
for
Evidence-
based
Strategy:**

The basic evidence-based strategies listed above are the basic building blocks for ELL learners to form a sustained and solid relationship with the English language. The basics of language combined with an in-context approach to vocabulary acquisition will allow students to build fluency and comprehension.

Action Steps to Implement

Provide professional development to teachers on the iLitELL program and Ellevation as it relates to ESOL instruction.

**Person
Responsible**

Jennifer McKenna (jmckenna@charterk12.com)

Provide extensive in-house professional development for all teachers with a focus on instructional strategies for ELL students.

**Person
Responsible**

Hannah Fisher (hfisher@charterk12.com)

Monitor the weekly usage of students in Imagine Learning and Achieve 3000. Students are expected to complete 2-3 lessons per week and/or 1 to 2 hours weekly.

**Person
Responsible**

Karol Cardenas (kcardenas@charterk12.com)

Track the progress of ELL students as they progress through baseline and benchmark testing, providing intervention support when needed during small group instruction.

**Person
Responsible**

Aishia McQueen (955263@dadeschools.net)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional reading coach to work with students in small group to remediate deficiencies.

Person Responsible Hannah Fisher (955366@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Students with disabilities achievement fell far below the federal threshold for the 2018-2019 school year. SWD achievement will be a focus of the 2021-2022 school year with an achievement percentage of only 29%.

Rationale:

Measureable Outcome: Students with disabilities will meet the federal threshold of 41% for the 2022-22 school year.

Monitoring: Students will be monitored with curriculum-based formative and summative assessments including the Cambium APM testing.

Person responsible for monitoring outcome: Jennifer McKenna (jmckenna@charterk12.com)

Evidence-based Strategy: Teachers must not only know the theories behind the practices of teaching students with disabilities, but they must be able to practice how to apply these practices in an academic setting. Teachers must learn how to plan assignments in different ways, read and apply IEP accommodations, and collaborate with ESE teachers to design targeted instruction.

Rationale for Evidence-based Strategy: The ability to make a classroom more inclusive for students with disabilities sets these students up for success. To be able to reach learners through different approaches in learning styles and by helping them to meet and create measurable and attainable goals helps their learning process and can lead to higher achievement levels

Action Steps to Implement

In-house professional development during pre-planning where teachers become more familiar with the different types of accommodations and how these can be applied successfully in different lessons. This PD would also include how to differentiate small group instruction for SWD. This would be led by the ESE team at Palm Glades Academy.

Person Responsible Carissa Lathan (clathan@charterk12.com)

Lesson plans will be monitored weekly for ESE accommodations and these will be juxtaposed with the implementation of the accommodations in the classroom during weekly walkthroughs.

Person Responsible Jennifer McKenna (jmckenna@charterk12.com)

SWD will be monitored as a separate data group for in-class summative and benchmark assessments to ensure that needs are being met appropriately and progress is being made.

Person Responsible Carissa Lathan (clathan@charterk12.com)

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Black students were 9 percentage points below the federal index for the 2018-2019 school year making proficiency of this ESSA subgroup a priority for the 2021-2022 school year.

Measureable Outcome: Black students will meet the federal threshold of proficiency of 41% for the 2021-2022 school year with a goal of 40%.

Monitoring: Students will be monitored with curriculum-based formative and summative assessments as well as with Cambium APM testing.

Person responsible for monitoring outcome: Rosemary Stephens (rstephens@palmingladesacademy.com)

Evidence-based Strategy: Teachers will learn to develop targeted instruction using data as well as the standards and item specifications for the tests. Teachers will use all of this information in the planning process to provide specific and informed instruction. Further, students will be offered more in-school options for intervention and remediation, in addition to after school tutoring.

Rationale for Evidence-based Strategy: When it is implemented with fidelity, data driven instruction can dramatically improve student performance. For students who struggle to be able to attend Saturday school and after school help sessions, students will receive targeted interventions during the school day not only during core classes, but through pull out during electives.

Action Steps to Implement

Teachers will continue to learn how to unpack standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. . Initial training was facilitated by the administrative team and instructional coaches

Person Responsible: Hannah Fisher (hfisher@charterk12.com)

There will be professional development to help teachers in preparing guided and independent practice to target learning. Teachers will develop their feedback skills to aid students in the ability to verbalize their instructional processes and aid students in their ability to understand their own data and goals

Person Responsible: Hannah Fisher (hfisher@charterk12.com)

Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using curriculum resources and Successmaker.

Person Responsible: Jennifer McKenna (jmckenna@charterk12.com)

Monitor student participation in after-school tutoring. For students who struggle during these sessions, or for those who cannot attend these sessions will be provided additional targeted intervention during elective classes.

Person Responsible: Aishia McQueen (955263@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In order to address the areas addressed in the school's early warning indicators, Palm Glades Preparatory Academy will work on further developing the skills needed to increase a positive school environment. The school community and community stakeholders will place a greater emphasis on school-wide improvement more specifically, building school culture through developing more opportunities for social emotional learning. This will be done with a focus on the school's C.H.O.I.C.E values (Character, Honestly, Optimism, Innovation, Collaboration, and Excellence) as evidenced by an annual activities calendar of events which will highlight the strengthening of these qualities. Additionally, an early warning system process will be developed whereby school personnel will collectively analyze student data to monitor students at risk of falling off track for graduation and to provide the interventions and resources to intervene.

Although data will be collected for all students, special attention will be paid to ELL students, African American and Black students and students with disabilities. The school will also implement a multi-tiered support systems to combat chronic absenteeism. Utilizing strategies from Attendance Works, the school will tier students according to their individual needs to become both proactive and reactive to student attendance issues.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In order to create and maintain a safe learning environment, Palm Glades has instituted numerous policies and procedures to ensure the safety of its instructional personnel, support staff and students.

Palm Glades has hired an additional security monitor to assist with monitoring the school grounds. There is a designated "Safe Team" on-site. All members meet on a regular basis to discuss safety protocols and to address areas in need of improvement. All school personnel participate in training on all safety policies and procedures prior to the start of each school year. This includes emergency procedures which are in place for evacuation, fires, weather, and dangerous intruders. These procedures are practiced throughout the year to ensure that everyone knows what to do and where to go. At morning arrival and afternoon dismissal

times, school staff members are posted at strategic locations through the school. There are more than a dozen security cameras throughout the school as well. All exterior doors remain locked during school hours. In order for visitors to enter the building, they must enter through the main door, sign in at the reception desk, and show valid identification where their ID is scanned through Raptor system. The system detects if the visitor has any legal issues that would not allow the visitor to enter the building. Students are also encouraged to report any and all incidents, suspicions, and rumors so that administration can follow up with an investigation. The teachers post and discuss their class rules and discuss school expectations. All persons on campus are aware that PGA has a zero tolerance for bullying.

Palm Glades implements a Positive Behavior Incentive System (PBIS) which motivates students to perform to their fullest potential. All school stakeholders are made aware of the school-wide PBIS expectations through grade-level assemblies, the Student Handbook, the Student Code of Conduct, and classroom rules which are posted throughout the school, outside each classroom door and inside the classroom as well. The school utilizes established protocols to address disciplinary incidents which include a progression from verbal warnings, parent conferences, and Saturday detentions. A central component of this progression includes ongoing communication with the parents/guardians to include them in the implementation of the schoolwide behavioral system. Teachers are expected to communicate with parents in order to share positive news much more so than negative news. This is especially important with students that have been identified as having past discipline issues. Parents are invited to Citizenship Award assemblies, which are presented at the quarterly Honor Roll Assemblies. During this time, students are recognized for "Doing the Right Thing" and "Students of the Month" are celebrated as well.

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

Palm Glades Preparatory Academy (PGA) hosts a variety of activities to facilitate the home-school connection in an effort to connect with the parents and students of the learning community. This connection begins prior to the start of each academic year with a "Meet and Greet" event which is scheduled the week before school begins. During this event, parents and students have a chance to preview their class schedules and meet their assigned teachers prior to the opening day of school. There are also opportunities for families and staff to connect during the annual Open House Night, monthly professional development sessions for parents, and mandatory parent conference meetings to address academic achievement, behavioral, and/or social concerns as necessary. Parents and students are nominated and elected to serve on the PGA Educational Excellence School Advisory Council (EESAC) which reviews and approves the annual School Improvement Plan. The Parent Teacher Student Organization (PTSO) is an integral component of the school community in creating and maintaining a positive relationship between the teachers, parents, and students. The PTSO holds meetings on the second Tuesday of each month, and these meetings coincide with mini-workshops for parents on how to improve student achievement at home.

PGA also builds the relationships between teachers and students through the use of technology. In addition to communication posts through social media on the PGA Facebook page, school information is updated daily and posted on the PGA website. School leadership also creates a monthly newsletter which is also posted on the school website. In order to closely monitor their children's academic achievement, parents are provided with access to the MDCPS parent portal and Pinnacle Gradebook. Student achievement and positive citizenship is celebrated through individual classroom teacher awards, "Student of the Month" activities, and quarterly Honor Roll assemblies.

PGA facilitates a systematic process by which the school learns about students' cultures. Diversity among students is recognized and celebrated through a multitude of clubs like Spanish Club and focused lessons on Hispanic Heritage, Black History, Holocaust, and Women's History.

Palm Glades employs a Multi-Tiered System of Supports process to ensure that the social-emotional needs of all students are being met. The School Support Team (SST) is responsible for making sure the process is implemented with fidelity to meet the needs of its diverse student population. . The SST includes a guidance counselor, Special Needs teachers, program specialist, and a speech language pathologist Having a school counselor on campus provides a confidante and resource for students to talk about any issues they have as well as providing relevant information and education on social issues. The Guidance Counselor also provides counseling, mentoring, and additional student services depending on need. Classroom lessons related to bullying, social media, and tolerance for individual differences are scheduled for each grade-levels. Students also have access to clubs and athletics so they can find a niche and remain motivated to excel in class as well. Students can also participate in a mentoring program where homeroom teachers serve as role models for their students and track their progress through-out the school year

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Math				\$75,856.49
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	3032 - Palm Glades Preparatory Academy	Title, I Part A	0.5	\$29,356.60
			<i>Notes: Instructional Math Coach to assist teachers with professional development and implementation of curriculum.</i>			
	6300	220-Social Security	3032 - Palm Glades Preparatory Academy	Title, I Part A	0.5	\$2,245.78
			<i>Notes: Employer FICA for Instructional Math Coach.</i>			
	5100	150-Aides	3032 - Palm Glades Preparatory Academy	Title, I Part A	2.0	\$40,132.56
			<i>Notes: Intensive Math interventionist to assist teachers with low performing students.</i>			
	5100	220-Social Security	3032 - Palm Glades Preparatory Academy	Title, I Part A	2.0	\$3,070.15
			<i>Notes: Employer FICA for Interventionist Salaries</i>			
	5100	510-Supplies	3032 - Palm Glades Preparatory Academy	Title, I Part A		\$1,051.40
			<i>Notes: Supplies for math department.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$106,798.52
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	3032 - Palm Glades Preparatory Academy	Title, I Part A	1.0	\$53,125.00
			<i>Notes: Instructional Reading Coach to assist teachers with professional development and implementation of curriculum.</i>			
	6300	220-Social Security	3032 - Palm Glades Preparatory Academy	Title, I Part A	1.0	\$4,064.06
			<i>Notes: Employer FICA for Instructional Reading Coach.</i>			
	5100	130-Other Certified Instructional Personnel	3032 - Palm Glades Preparatory Academy	Title, I Part A	2.0	\$40,132.56
			<i>Notes: Intensive Reading interventionist to assist teachers with low performing students.</i>			

	5100	220-Social Security	3032 - Palm Glades Preparatory Academy	Title, I Part A	2.0	\$3,070.14
			Notes: Employer FICA for Interventionist Salaries			
	5100	520-Textbooks	3032 - Palm Glades Preparatory Academy	Title, I Part A		\$5,355.37
			Notes: Word Their Way Vocabulary Curriculum			
	5100	510-Supplies	3032 - Palm Glades Preparatory Academy	Title, I Part A		\$1,051.39
			Notes: Supplies for the ELA Department			
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
					Total:	\$182,655.01