

Miami-Dade County Public Schools

Palm Glades Preparatory Academy



2015-16 School Improvement Plan

Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

27%

Alternative/ESE Center

No

Charter School

Yes

2015-16 Minority Rate (Reported as Non-white on Survey 2)

96%

School Grades History

Year
Grade

2014-15
D*

2013-14
D

2012-13
D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

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 the Teachers" event which is scheduled the week before school begins. During this event, parents and students have a chance to preview their classrooms and meet their new 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 through 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. In addition to the face-to-face meetings, PGA bridges the home-school connection through the use of technology. In addition to communication posts through social media on the PGA Facebook page and Twitter, school information is updated daily and posted on the PGA website. The Principal 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. Additionally, small class sizes at PGA facilitate relationships between teachers and students as well as the process by which the school learns about students' cultures. Diversity among students is recognized through a multitude of clubs like Spanish Club and focused lessons on Hispanic Heritage, Black History, Holocaust, and Women's History.

Describe how the school creates an environment where students feel safe and respected before, during and after school

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. 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.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Palm Glades utilizes a positive behavior support system and motivates students to perform to their fullest potential. Part of this plan includes ongoing communication with the parents/guardians to include them in the behavior plan. PGA implements a school-wide discipline plan: P.A.R.R. - Participation, Attitude, Respect, and Responsibility - with fidelity. Teachers are encouraged to communicate positive news with parents much more so than negative news. This is especially important with students that have been identified as having past discipline issues. Students are recognized for "Doing the Right Thing" as well as honoring Students of the Month. Everyone is made aware of the school-wide expectations through school assemblies, the Student Handbook, the Student Code of Conduct, and classroom rules which are posted throughout the school. Quarterly Citizenship Awards are presented at the Honor Roll Assemblies as well.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Palm Glades employs a Student Services Team which includes a guidance counselor, Special Needs teachers, program specialist, and a speech language pathologist to meet the needs of its diverse student population. 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 team provides counseling, mentoring, and additional student services depending on need. PGA's curriculum also includes a Character Education program, student mentoring programs for new students, as well as many clubs and athletic teams to fulfill student interests. There are a multitude of opportunities for the students so they will find a niche where they can remain motivated to excel in class as well. Students can also participate in a role model program where boys and girls agree to serve as role models for their peers and represent the school in all community activities.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: Attendance is uploaded daily to the district database. Tardy passes are issued through Raptor using the student's ID number. Students with three or more absences are issued a warning letter. Students with five or more tardies are referred to the Attendance Committee for parent conferences and to create a plan to improve attendance. Interventions are implemented and/or detentions are assigned as necessary. Palm Glades analyzes biweekly attendance records and

reports to track and monitor attendance of students at-risk of failure.

Behavior: The number of referrals, detentions, indoor and outdoor suspensions are tracked on a monthly basis using the district's database system. Data is logged on a monthly basis.

Course Failure: State-assessment results, district baseline data, and teacher-generated assessments are used to identify students with a course failure in English Language arts or mathematics. Students who have failed a class or who are identified as in danger of failing are provided with interventions from the beginning of the school year and tracked to monitor progress. These students are placed in Tier II or Tier III groups so that strategies and interventions may be put into place and progress monitored accordingly.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	1	9	13	23
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	4	4
Level 1 on statewide assessment	0	49	69	118
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	35	54	89

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

Tier 1

The school implements Multi-Tiered System of Supports (MTSS) to improve the academic performance of students identified by the early warning system. The Principal and Assistant Principal are responsible for scheduling and facilitating regular MTSS meetings, ensuring the attendance of team members, following up on action steps, and allocating the appropriate personnel and monetary resources to support the plan.

In addition to the school administrator(s), the school's Leadership Team includes the following members who implement the MTSS and problem-solving process:

- Department Chairs
- Math Instructional Coach
- ELA Instructional Coach

In addition to Tier 1 problem solving, the Leadership Team members meet quarterly to review consensus, infrastructure, and implementation of the school level Progress Monitoring Plans (PMPs) and the Response to Interventions (RtI) framework.

Tier 2

Selected members of the school's Leadership Team conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers are involved when necessary to provide information or revise efforts. These members include:

- Intensive Reading Teachers

- Intensive Math Teachers
- Math Instructional Coach
- ELA Instructional Coach

Tier 3

Selected members of the MTSS Team comprise the Tier 3 Problem Solving Team to address the needs of students who need intensive interventions on an individualized basis.

Assistant Principal
Guidance Counselor
Program Specialist
ESE Teacher

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Palm Glades partners with local businesses and agencies to provide a myriad of resources to the students as well as the faculty. The school partners with the "South Dade News Leader" so that students and school activities get exposure to local issues. Students in journalism classes will be writing and submitting articles to the South Dade News Leader and their student newsletters will be available on the school's website and on our Facebook page. PGA's Criminal Justice classes will be a part of the Cutler Bay and Homestead Police Explorers. PGA has an active PTSO and students are encouraged to participate in community service projects through a variety of school clubs. PGA is also a member of the South Miami Chamber of Commerce and has multiple partnerships with the Homestead Rotary Club and Kiwanis.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Coats, Archalena	Principal
Lopez, Marjorie	Assistant Principal
Tercero, Zeneida	Instructional Coach
Velis, Jacklyn	Teacher, ESE
Nieves, Teresita	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Archalena Coats, Principal of Palm Glades Preparatory Academy, communicates a common vision for the students' academic achievement. She ensures rigorous, standards-based instruction and supports ongoing professional development opportunities for all professional educators and school support personnel. The Principal oversees the daily operations of the school community to ensure a safe learning environment. She maintains consistent communication and collaboration with the surrounding community and its stakeholders.

Marjorie Lopez, Assistant Principal, assists and supports the Principal's initiatives and duties. Zenaida Tercero (Reading Coach), Teresita Nieves (Math Coach), Jaclyn Velis-Gonzalez (ESE/ESOL Specialist) and the school Guidance Counselor are involved in the implementation of the MTSS/RtI framework. They conduct professional development sessions for core teachers and attend monthly meetings to evaluate data and interventions as part of the RtI process. Based on student performance results, action plans are put into place drive instruction and increase student achievement.

Through monthly EESAC meetings and quarterly Governing Board meetings, the Leadership Team, in collaboration with its stakeholders, teachers, parents, and Governing Board practices shared decision-making to identify and align all available resources in order to meet the needs of the students and maximize desired learning outcomes. The Team assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience). The Team also ensures that all staff participate in a continuous program of professional development. In order to ensure sufficient resources are allocated to support its educational programs and school improvement efforts, the team identifies areas of need and coordinates use of federal, state and local funds. The Principal monitors all financial transactions through a recognized, regularly audited accounting system. In addition, the Board of Directors meets quarterly to review, monitor, and approve the allocation of funds. Resources are inventoried annually through an end of year resource inventory checklist.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team at Palm Glades Preparatory Academy High, in collaboration with its stakeholders, teachers, parents, and Governing Board identifies and aligns all available resources in order to meet the needs of the students and maximize desired learning outcomes. The Team assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience). The Team also ensures that all staff participate in a continuous program of professional development. In order to ensure sufficient resources are allocated to support its educational programs and school improvement efforts, the team identifies areas of need and coordinates use of federal, state and local funds. The Principal monitors all financial transactions

through a recognized, regularly audited accounting system. In addition, the Board of Directors meets quarterly to review, monitor, and approve the allocation of funds. Resources are inventoried annually through an end of year resource inventory checklist.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless. The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization. Project Upstart provides tutoring and counseling to selected homeless shelters in the community. The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. Palm Glades identifies a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school receives funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the counselor.

Training and technical assistance for middle and senior high school teachers, administrators, and the counselor is also a component of this program. The focus is on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

The school also implements the District Policy Against Bullying and Harassment known as the Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of Palm Glades that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Palm Glades implements 5 curriculum lessons on Bullying and Violence Prevention per grade level in 6 thru 12. With regard to providing healthy meals, the school follows the National School Lunch Program requirements.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Archalena Coats	Principal
Marjorie Lopez	Education Support Employee
Claudia Arce	Parent
Pilar Reyes	Teacher
Martiza Esteves	Teacher
Rachel Morris	Teacher
Kelly Fernandez	Teacher
Javier Hermida	Teacher
Jan Moss	Teacher
Karol Cardenas	Parent
Deanne Rodriguez	Education Support Employee
Neida Gonzalez	Education Support Employee
Yesenia Bonaventure	Parent
Tere Wong	Business/Community
Donald March	Education Support Employee
Jose Duran	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The ESSAC met at the end of the year to review the SIP and the available data. Based on the data presented and observations from the ESSAC committee, suggestions were made to continue with the programs and strategies demonstrating improvements and to increase services and resources in the more critical areas where the lowest performing students are not making enough learning gains, especially in the area of Math.

Development of this school improvement plan

Based on last year's quarterly meetings, the EESAC members made recommendations to the school administration for implementation in this year's School Improvement Plan. The SIP team used the data from the Spring 2015 EOC results, FCAT 2.0 Reading Retake results, FSA ELA and FSA Math to develop goals and strategies to be implemented throughout our content curriculum and across all disciplines. The EESAC committee met to review the data, goals and strategies outlined in the SIP. Changes were made based on the recommendations of committee members and the SIP was approved the a vote of the EESAC committee.

Preparation of the school's annual budget and plan

In 2014-2015, Title I and ESSAC funds were used to purchase Achieve 3000 and to hire Math and Reading interventionists to push in to the classes with the lowest performing students (Intensive). Spring 2015 EOC data demonstrated a need for intensive math remediation. To this end, the EESAC recommended the purchase of iReady and an increase in math intervention opportunities through the implementation of an Intensive Math Electives class.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Title I monies were used to pay for two interventionists for math in order to provide pull-out services during the school day. Title I money was also used to pay teachers for extended day programs and tutorials in Reading and Math. Mathletics and Reading Plus were purchased using a combination of EESAC and Title I money

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Coats, Archalena	Principal
Lopez, Marjorie	Assistant Principal
Tercero, Zeneida	Instructional Coach
Nieves, Teresita	Instructional Coach
Velis, Jacklyn	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT creates capacity of reading knowledge within the school and focuses on areas of literacy concerns across the disciplines. The school-based LLT meets once a month and mainly serves the purpose of implementing the school's Reading Plan with fidelity. One of the major initiatives of the LLT is to support the school's RtI process by using the RtI problem solving approach to ensure that a MTSS of reading support is present and effective.

Recognizing and affirming teachers' successes in the area of literacy is a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community. Major initiatives will focus on maintaining or increasing student performance on Achieve 3000. Students will be given monthly certificates and incentive coupons for data that demonstrates increases in their Lexile levels as well as students on track for College and Career Readiness as demonstrated by their Lexile levels. Since Reading and writing are closely intertwined, students will be writing in response to the materials read in class. This will take place daily in Reading Class, Language Arts class as well as in all core content areas and academic electives.

A strong focus will be placed in increasing the scores for the students' that have previously scored at level 1 and 2 on state-mandated assessments. This will be accomplished by properly grouping students into Tier II and Tier III groups and providing them with appropriate interventions through differentiated instruction. These students will be monitored frequently to track progress and effectiveness of instruction provided. Focus on the ELL students is a top priority so they may improve English language acquisition through the use of an ESOL elective course or through Virtual School. Finally, a specific focus will be placed on Algebra I students in order to increase the percentage of proficient students as demonstrated by scores on the ALG I EOC. Student data chats play an important roll in progress monitoring as it will assist students with understanding their progress, setting realistic goals and tracking their progress. This will be done in Reading, Language Arts

(Writing), Math, Science and Social Studies (Civics). Administrative Data Chats will be held with Tier III students biweekly.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Palm Glades provides a positive and constructive learning environment to facilitate the professional growth and development of all teachers and staff members. Teachers participate in weekly grade level meetings as well as monthly department meetings where they share best practices and plan vertically and cross-curricular. The master schedule has been designed to facilitate common planning among core subject area teachers as well.

Teachers are required to participate in school committees that add to the quality of student life at PGA. Some examples of these committees include but are not limited to the Social Committee, the Black History Month Committee, the Hispanic Heritage Committee, the Attendance Committee, and the Positive Behavior Support Committee, etc. In order to promote unity, PGA facilitates many team building activities at faculty meetings and during Teacher Work Days. The school also encourages teachers to give "Shout-Outs" to each other as they recognize their coworkers for their efforts to go above and beyond. Teachers and staff of the month are selected and recognized on a monthly basis. Birthdays are celebrated at the monthly faculty meetings. Finally, teachers work as departments to implement best practices identified by the MTSS and LLT teams.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Palm Glades Preparatory Academy uses a variety of strategies to recruit and retain, develop, and retain highly-qualified teachers. In conjunction with its management company, Charter School Associates, PGA uses online recruiting via teachers-teachers.com to post open positions. CSA attends job fairs on college campuses and places newspaper ads to recruit teachers. The school also utilizes employee referrals and word-of-mouth recruitment strategies as well. PGA offers competitive salaries with great benefits which include a high percentage of health benefits paid by the employer. In addition, the school offers annual raises and performance bonuses to teachers who demonstrate "Effective" and "Highly Effective" ratings on annual evaluations.

Teachers are provided with a wide variety of professional development opportunities throughout the year. Those teachers seeking administrative and leadership roles also participate in the "Next to Lead" Program sponsored by the school in conjunction with the CSA management company.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers who are new to PGA participate in a New Educator Support System (NESS). Each beginning teacher is assigned a mentor in his/her first year of teaching. A mentor teacher must have the following qualifications:

- Hold a valid professional teaching certificate;
- Possess a minimum of three years of successful teaching experience; and hold certification at the same level (e.g. primary, intermediate, etc.) or within the subject area as the new teacher.

Mentor teachers are matched with beginning teachers who are new to the school or grade department according to subject area and /or grade level. Mentoring teams meet biweekly to observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Palm Glades follows the MDCPS pacing guides, uses state adopted textbooks, and implements the MDCPS CRRP with fidelity. Teachers plan lessons which are aligned to the Florida Standards in accordance with curriculum maps developed by the school's instructional coaches. The organization's Math and Reading Coaches ensure that teachers stay abreast of the latest trends in education, implement the new Florida Standards, and provide training and professional development in the core academic areas as needed. They also provide insight and feedback on how to best present and teach the standards to the students. Due to the changes in FSA ELA and reading expectations under the new Florida Standards, there is an increased focus on developing and enhancing the students' ability to respond in writing citing text-evidence. The school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum across all disciplines. CPALMS is used as a tool to further effectively implement the Florida Standards. In addition, the Science and Social Studies curriculum infuses the Literacy Standards in order to support school improvement initiatives.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Using the 2015 Spring FCAT 2.0 Reading Retake results, FSA, and EOC data, tiered groups are established so that interventions and direct instruction begin at the start of the school year. Diagnostic and baseline assessments are used to place students in the correct DI groups within the classes. Teachers use data from FAIR, Achievement Series, Achieve 3000, and unit assessments to track student progress. Teachers update their small group DI instruction with this information in order to target the lowest 25th percentile of students to ensure they get the necessary remediation. This data is used to determine Tier II and Tier III groups. The data is also used to drive whole group instruction to modify the overall pace of the class and address any group needs. These students are provided with the appropriate extra attention required as well as encouraged to attend after school tutorials and extended day classes.

The School Leadership Team and the LLT Committee meet monthly in order to evaluate the effectiveness of the core instructional program. Students on PMPs are monitored on a regular basis as per their individualized plans. Tier II students are carefully monitored on a monthly basis while Tier III students are monitored weekly in order to monitor their progress. Instructional coaches work closely with the core teachers in order to identify the individual needs of each student. They also support teachers with implementation of the strategies and interventions for remediation and support the analysis of progress monitoring data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,000

An after-school tutorial program to enhance instruction in core academic subjects; enrichment activities that contribute to a well-rounded education, teacher collaboration, planning and professional development. Students are engaged in after-school programs to instruct students in reading and mathematics strategies aligned with the Florida Standards and NGSSS. Teachers receive professional development covering a wide range of topics including, but not limited to, classroom management, hands-on activities, and instruction of the Florida Standards. The utilization of Title I monies helps to fund these activities.

Strategy Rationale

After-school programs increase the instructional contact hours needed in order to address gaps in learning and remediate skill deficiencies. Research-based supplemental materials are utilized in the extended day programs.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Coats, Archalena, acoats@palmgladesacademy.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data results from ongoing progress monitoring assessments are reviewed biweekly. This data is collected bimonthly and analyzed to determine effectiveness of the program, instructional strategies and the academic progress of each student. The results are communicated with parents and students in regularly schedule data chats.

Students and teachers establish monthly goals in each of the core subject areas. Administration and/or Instructional Coaches meet monthly with teachers to dissect student data and determine areas of need and provide instruction for remediation. Examples of data that will be collected, evaluated and analyzed include data from sources such as: Achieve 3000, FAIR, Math Unit Assessments, prescriptive Mathematics activities, Science Unit Assessments, and Interim Assessments as well as in-house standard-specific assessments developed through Achievement Series.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All 5th graders transitioning into the 6th grade cohort are provided support in selecting their classes for the school year and are enrolled in a Critical Thinking class to assist with the transition to Middle School. Seventh and eighth grade students are enrolled in a required Career Research and Business Leadership class in order to prepare them for Career and Technical Education. Part of this curriculum

requires students to develop an ePep that will assist them in selecting High School courses that will prepare them for post high school education. Eighth grade students participate in a series of lessons that prepare students and orient them to the challenges that they may face in High School. Students electing to take computers in middle school will be provided with CTE instruction so that students may earn industry certification that will further prepare them for High School.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Seventh grade students enrolled in Career Research participate in lessons using resources from the FLDOE, such as Career Cruiser and MDCPS resources to help them develop their EPeps. Business Leadership classes are required for all eighth grade students in order to develop the business skills and independent problem solving skills necessary for success in high school as well as post-secondary activities. An increased focus in technical skills necessary for college and career readiness are addressed through opportunities for students to earn industry certification before entering high school. Also, students are actively engaged in Achieve 3000 and thus use the career center resources on Achieve 3000 in order to identify the Lexile levels needed for different careers. Students and teachers track students progress in increasing their Lexile levels as this is a critical component to College and Career Readiness.

Palm Glades Preparatory Academy's design as a feeder for PGA High School takes into account the individual interests of students. The core classes are taught with high expectations in mind and geared to personalizing the learning experience through project-based learning activities which are cross curricular. Palm Glades Preparatory Academy has also partnered with community organizations to bring in speakers for the students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students in Palm Glades Academy are provided with the opportunity to complete a computer course that is rigorous and relevant and focuses on the Microsoft Office Suite. These students will be eligible to earn their Industry Certification in this specific CTE course.

Aside from the CTE course listed above, other elective and core content courses prepare middle school students so that they can successfully complete future CTE course work. The Language Arts department provides electives that integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, speech and debate, career research, and critical thinking courses apply the content learned in their language arts classes. Palm Glades Preparatory Academy also offers a research course as an elective which focuses on the scientific method of solving problems. In addition to the Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (STEM).

Math courses prepare students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the NCTM Math standards, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and Instructional Focus Calendar, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication,

and common practice. Palm Glades Preparatory Academy will maintain its partnership with community organizations, and parents, through the Parent Teacher Student Organization.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Aside from the CTE computer course offered to all middle school students, middle school career and technical education opportunities are included in the elective courses that reinforce academics while providing students with the opportunities to experience and prepare for future CTE courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement. 1a

G069684

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	68.0
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
FSA Mathematics - Achievement	50.0
Math Gains	57.0
Math Lowest 25% Gains	63.0
Algebra I EOC Pass Rate	42.0
Middle School Performance in EOC and Industry Certifications	
FCAT 2.0 Science Proficiency	34.0
CELLA Writing Proficiency	36.0

Resources Available to Support the Goal 2

- Mathematics Resources: -Mathletics -Reflex Math -Algebra Nation -Math Interventionist - ThinkGate mini unit assessments -Achievement Series -Instructional support from District Math Coaches -Instructional support from Math Coaches -Extended Learning Modules -District Pacing Guides -CPALMS Reading Resources: -Achieve 3000 -Reading Interventionist -Instructional support from District Reading Coaches -Instructional support from Reading Coaches - Achievement Series -Extended Learning Modules -District Pacing Guides -CPALMS Science Resources: -Gizmos -ThinkGate mini unit assessments -Florida Coach, Science -District Coaches -Achievement -Extended Learning Modules -District Pacing Guides -CPALMS Social Studies Resources: -Extended Learning Modules -Civics Pacing Guide -Civics Review Packet - District Pacing Guides -CPALMS
- Addition of two mobile carts with 50 computers and 8 tablet stations per ELA/Reading classroom

Targeted Barriers to Achieving the Goal 3

- The Annual Measurable Objective (AMO) target in reading was 52 percent for 2013-2014. Student achievement data results for 2013-14 indicate that 43% of the students scored

satisfactorily in reading - 9 percentage points below the target. Barriers that could hinder achievement of the AMO target goal in ELA/reading indicate that in English Language Arts, 54% of students, including the Economically Disadvantaged and students performing in the lower quartile, have limited skills in using textual evidence to support their claims in their writing responses.

- The Annual Measurable Objective (AMO) target in mathematics was 40 percent for 2013-2014. Student achievement data results for 2013-14 indicate that 30% of the students scored satisfactorily in mathematics - 10 percentage points below the target. Barriers that could hinder achievement of the AMO target goal indicate that in mathematics, 70% of students, including Students with Disabilities and students performing in the lower quartile, have limited skills in providing written responses to word problems and drafting equation responses.
- In Science, students have limited skills in writing lab reports, an integral part of the scientific process.
- In Social Studies, students have limited skills in responding to Document Based Questions.

Plan to Monitor Progress Toward G1. 8

Data from research-based assessments will be used to track students progress towards meeting school goals. Classroom walk-throughs, informal, and formal observations will be conducted to monitor implementation of the Explicit Instruction Protocol for fidelity.

Person Responsible

Archalena Coats

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student performance results, classroom walk-throughs, informal and formal observations.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier


S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement. 1

 G069684

G1.B1 The Annual Measurable Objective (AMO) target in reading was 52 percent for 2013-2014. Student achievement data results for 2013-14 indicate that 43% of the students scored satisfactorily in reading - 9 percentage points below the target. Barriers that could hinder achievement of the AMO target goal in ELA/reading indicate that in English Language Arts, 54% of students, including the Economically Disadvantaged and students performing in the lower quartile, have limited skills in using textual evidence to support their claims in their writing responses. 2

 B181263

G1.B1.S1 After instruction using the Explicit Instruction Protocol, teachers will assist students in analyzing the structure an author uses to organize text, including how the sections contribute to the whole and to the development of the ideas. Students will cite text evidence and support their claims in their written responses to reading questions. 4

 S192707

Strategy Rationale

Differentiated Instruction utilizing the Explicit Instruction Protocol provides focused instruction on meeting the individual needs of each student in order to increase student achievement and learning gains.

Action Step 1 5

Teachers will participate in monthly professional development training with the ELA/Reading Coach focused on (1) elements of explicit instruction, (2) the underlying principles of effective instruction, and (3) the research evidence supporting explicit instruction.

Person Responsible

Archalena Coats

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, agendas, lesson plans, student sample work, classroom walk-throughs, informal and formal observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School administrators, the Department Chair, and ELA/Reading Coach will review lesson plans, conduct classroom walk-throughs, informal and formal observations to monitor the fidelity of implementation. During department meetings, ELA/Reading teachers will share best practices and support will be provided when needed.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson Plan Review form, walkthrough forms and coaches' logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The School Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of the strategy.

Person Responsible

Archalena Coats


Schedule

Monthly, from 9/1/2015 to 6/3/2016


Evidence of Completion

Results of classroom-based formative and summative assessments; teacher observations; and results of district-mandated interim assessments.

G1.B2 The Annual Measurable Objective (AMO) target in mathematics was 40 percent for 2013-2014. Student achievement data results for 2013-14 indicate that 30% of the students scored satisfactorily in mathematics - 10 percentage points below the target. Barriers that could hinder achievement of the AMO target goal indicate that in mathematics, 70% of students, including Students with Disabilities and students performing in the lower quartile, have limited skills in providing written responses to word problems and drafting equation responses. **2**

 B181264

G1.B2.S1 After analysis of baseline assessment data, teachers will place students in groups in order to provide them with Differentiated Instruction through teacher-led centers in the classroom. Using the Explicit Instruction Protocol, all lessons will incorporate written responses that require students to explain, justify and define the process to solve complex mathematical problems. **4**

 S192708

Strategy Rationale

Differentiated Instruction and in-class support to identified students with disabilities will provide individualized instruction to meet the needs of students in an effort to increase student achievement and learning gains.

Action Step 1 **5**

Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.

Person Responsible

Archalena Coats

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, Mathletics data reports.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

School administration and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Math teachers will share best practices and support will be provide when needed.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson plans; teacher evaluations; Math Department meeting agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.

Person Responsible

Schedule

Monthly, from 9/1/2015 to 9/1/2015

Evidence of Completion

Lesson plans; teacher evaluations; Math Department meeting agenda and minutes

G1.B3 In Science, students have limited skills in writing lab reports, an integral part of the scientific process.

2

 B181265

G1.B3.S1 After instruction using the Explicit Instruction Protocol, students will use a science notebook in which they journal all seven steps of the lab procedures in order to effectively complete the Parts of a Lab Report Step-by-Step Checklist. 4

 S192709

Strategy Rationale

By using the science interactive notebook, students will be able to effectively complete a Lab Report thus increasing student achievement in science.

Action Step 1 5

In all science classes, students are using a science notebook in which they journal all seven steps of the lab procedures in order to effectively complete the Parts of a Lab Report Step-by-Step Checklist.

Person Responsible

Archalena Coats

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Students will be using their science notebook in order to complete the Lab Report.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

School administration and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Science teachers will share best practices and support will be provided when needed.

Person Responsible

Archalena Coats

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson plans; teacher evaluations; meeting agendas and minutes; department meetings and minutes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data from research-based assessments will be used to track students progress towards meeting school goals. Classroom walk-throughs, informal, and formal observations will be conducted to monitor implementation of the Explicit Instruction Protocol for fidelity.

Person Responsible

Archalena Coats


Schedule

Quarterly, from 9/1/2015 to 6/3/2016


Evidence of Completion

Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments; meeting agendas and minutes.

G1.B4 In Social Studies, students have limited skills in responding to Document Based Questions. 2

 B181266

G1.B4.S1 Using the Explicit Instruction Protocol, teachers will utilize "Document-Based Questions" to model how to cite textual evidence to support the analysis of what the text says as well as inferences drawn from the text. 4

 S192710

Strategy Rationale

To maximize students' academic growth, one of the best tools available to educators is explicit instruction where initial practice is carried out with high levels of teacher involvement; however, once student success is evident, the teacher's support is systematically withdrawn, and the students will move toward independent performance. Using this format to model how to cite text evidence will provide students the opportunity to identify and use these essential components for future research-based writing assignments.

Action Step 1 5

Students will be using the Document-Based Question strategy when analyzing a primary source document in preparation for their own writing

Person Responsible

Archalena Coats

Schedule

Weekly, from 10/23/2015 to 10/23/2015

Evidence of Completion

Lesson plans; student work; informal and formal observations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

School administration and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Social Studies teachers will share best practices and support will be provided when needed.

Person Responsible

Archalena Coats

Schedule

Weekly, from 10/23/2015 to 10/23/2015

Evidence of Completion

Lesson plans; teacher evaluations; meeting agendas and minutes; department meetings and minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

School administration and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.

Person Responsible

Archalena Coats

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments; meeting agendas and minutes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in monthly professional development training with the ELA/Reading Coach focused on (1) elements of explicit instruction, (2) the underlying principles of effective instruction, and (3) the research evidence supporting explicit instruction.	Coats, Archalena	9/1/2015	Sign-in sheets, agendas, lesson plans, student sample work, classroom walk-throughs, informal and formal observations	6/3/2016 monthly
G1.B2.S1.A1	Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.	Coats, Archalena	9/1/2015	Lesson Plans, student sample work, walkthroughs and observations, Mathletics data reports.	6/3/2016 daily
G1.B3.S1.A1	In all science classes, students are using a science notebook in which they journal all seven steps of the lab procedures in order to effectively complete the Parts of a Lab Report Step-by- Step Checklist.	Coats, Archalena	9/1/2015	Students will be using their science notebook in order to complete the Lab Report.	6/3/2016 quarterly
G1.B4.S1.A1	Students will be using the Document-Based Question strategy when analyzing a primary source document in preparation for their own writing	Coats, Archalena	10/23/2015	Lesson plans; student work; informal and formal observations	10/23/2015 weekly
G1.MA1	Data from research-based assessments will be used to track students progress towards meeting school goals. Classroom walk-throughs, informal, and formal observations will be conducted to monitor implementation of the Explicit Instruction Protocol for fidelity.	Coats, Archalena	9/1/2015	Student performance results, classroom walk-throughs, informal and formal observations.	6/3/2016 monthly
G1.B1.S1.MA1	The School Leadership Team and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated	Coats, Archalena	9/1/2015	Results of classroom-based formative and summative assessments; teacher observations; and results of district-mandated interim assessments.	6/3/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	interim assessments to determine effectiveness of the strategy. .				
G1.B1.S1.MA1	School administrators, the Department Chair, and ELA/Reading Coach will review lesson plans, conduct classroom walk-throughs, informal and formal observations to monitor the fidelity of implementation. During department meetings, ELA/Reading teachers will share best practices and support will be provided when needed.	Coats, Archalena	9/1/2015	Lesson Plan Review form, walkthrough forms and coaches' logs.	6/3/2016 weekly
G1.B2.S1.MA1	Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.		9/1/2015	Lesson plans; teacher evaluations; Math Department meeting agenda and minutes	9/1/2015 monthly
G1.B2.S1.MA1	School administration and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Math teachers will share best practices and support will be provide when needed.	Coats, Archalena	9/1/2015	Lesson plans; teacher evaluations; Math Department meeting agenda and minutes	6/3/2016 weekly
G1.B3.S1.MA1	Data from research-based assessments will be used to track students progress towards meeting school goals. Classroom walk-throughs, informal, and formal observations will be conducted to monitor implementation of the Explicit Instruction Protocol for fidelity.	Coats, Archalena	9/1/2015	Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments; meeting agendas and minutes.	6/3/2016 quarterly
G1.B3.S1.MA1	School administration and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Science teachers will share best practices and support will be provided when needed.	Coats, Archalena	9/1/2015	Lesson plans; teacher evaluations; meeting agendas and minutes; department meetings and minutes	6/3/2016 quarterly
G1.B4.S1.MA1	School administration and teachers will analyze the results of classroom-based formative and summative assessments, formal observations, and district-mandated interim assessments to determine effectiveness of strategy.	Coats, Archalena	9/1/2015	Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments; meeting agendas and minutes.	6/3/2016 quarterly
G1.B4.S1.MA1	School administration and Department Chairs will review lesson plans and result of informal and formal observations to monitor the fidelity of implementation. During Department meetings, Social Studies teachers will share best practices and support will be provided when needed.	Coats, Archalena	10/23/2015	Lesson plans; teacher evaluations; meeting agendas and minutes; department meetings and minutes	10/23/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement.

G1.B1 The Annual Measurable Objective (AMO) target in reading was 52 percent for 2013-2014. Student achievement data results for 2013-14 indicate that 43% of the students scored satisfactorily in reading - 9 percentage points below the target. Barriers that could hinder achievement of the AMO target goal in ELA/reading indicate that in English Language Arts, 54% of students, including the Economically Disadvantaged and students performing in the lower quartile, have limited skills in using textual evidence to support their claims in their writing responses.

G1.B1.S1 After instruction using the Explicit Instruction Protocol, teachers will assist students in analyzing the structure an author uses to organize text, including how the sections contribute to the whole and to the development of the ideas. Students will cite text evidence and support their claims in their written responses to reading questions.

PD Opportunity 1

Teachers will participate in monthly professional development training with the ELA/Reading Coach focused on (1) elements of explicit instruction, (2) the underlying principles of effective instruction, and (3) the research evidence supporting explicit instruction.

Facilitator

Professional development with instructional coaches for implementation of Differentiated Instruction and monthly meetings with department chairs for analysis of student achievement data

Participants

Core subject area teachers, department chairpersons, instructional coaches

Schedule

Monthly, from 9/1/2015 to 6/3/2016

G1.B2 The Annual Measurable Objective (AMO) target in mathematics was 40 percent for 2013-2014. Student achievement data results for 2013-14 indicate that 30% of the students scored satisfactorily in mathematics - 10 percentage points below the target. Barriers that could hinder achievement of the AMO target goal indicate that in mathematics, 70% of students, including Students with Disabilities and students performing in the lower quartile, have limited skills in providing written responses to word problems and drafting equation responses.

G1.B2.S1 After analysis of baseline assessment data, teachers will place students in groups in order to provide them with Differentiated Instruction through teacher-led centers in the classroom. Using the Explicit Instruction Protocol, all lessons will incorporate written responses that require students to explain, justify and define the process to solve complex mathematical problems.

PD Opportunity 1

Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.

Facilitator

Instructional coaches and Mathletics facilitator

Participants

All math teachers

Schedule

Daily, from 9/1/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will participate in monthly professional development training with the ELA/Reading Coach focused on (1) elements of explicit instruction, (2) the underlying principles of effective instruction, and (3) the research evidence supporting explicit instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$4,000.00
			Notes: CSP grant			
2	G1.B2.S1.A1	Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$4,000.00
3	G1.B3.S1.A1	In all science classes, students are using a science notebook in which they journal all seven steps of the lab procedures in order to effectively complete the Parts of a Lab Report Step-by- Step Checklist.				\$0.00
4	G1.B4.S1.A1	Students will be using the Document-Based Question strategy when analyzing a primary source document in preparation for their own writing				\$0.00
Total:						\$8,000.00