

Miami-Dade County Public Schools

# Palm Glades Preparatory High School



2016-17 Schoolwide Improvement Plan

## Palm Glades Preparatory High School

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| High School<br>9-12                                     | Yes                           | 87%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | Yes                           | 96%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2015-16</b> | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> |
| <b>Grade</b> | C              | D*             | C              | C              |

*\*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

N/A

### 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 a monitoring status of "Former F" (see page 4). 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>.

---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Purpose and Outline of the SIP</b>   | <b>4</b>  |
| <b>Differentiated Accountability</b>  | <b>5</b>  |
| <b>Current School Status</b>  | <b>6</b>  |
| Supportive Environment  | 6         |
| Family and Community Engagement   | 9         |
| Effective Leadership  | 10        |
| Public and Collaborative Teaching   | 15        |
| Ambitious Instruction and Learning  | 16        |
| <b>8-Step Planning and Problem Solving Implementation</b>                     | <b>20</b> |
| Goals Summary   | 20        |
| Goals Detail  | 20        |
| Action Plan for Improvement   | 23        |
| <b>Appendix 1: Implementation Timeline</b>                                    | <b>31</b> |
| <b>Appendix 2: Professional Development and Technical Assistance Outlines</b> | <b>32</b> |
| Professional Development Opportunities  | 32        |
| Technical Assistance Items  | 33        |
| <b>Appendix 3: Budget to Support Goals</b>                                    | <b>33</b> |

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Palm Glades Preparatory High School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

The vision of Palm Glades Preparatory Academy High School is to provide students with a challenging and rigorous curricula enabling students to be well prepared for college and careers through a commitment to fulfilling its mission, shared purpose, and clearly articulated goals.

#### 2. School Environment

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

Palm Glades Preparatory Academy High School (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 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 and monthly professional development sessions for parents.

The school has also instituted a monthly Parent Academy as a means to inform and familiarize parents with PGA policies and procedures. Sessions include how to navigate the school website, how to use Edline, Edmodo, and access the Pinnacle Gradebook portal to view student grades. Additional sessions include how to become more involved in the school community and how to read and interpret student achievement reports related to FSA and EOC assessments. Mandatory parent conference meetings to address academic achievement, behavioral, and/or social concerns are scheduled as well. 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 relationships between the teachers, parents, and students. One of the major goals for PTSO in 2016-17 is 100% membership.

PGA also bridges the home-school connection 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. 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.

**b. 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. 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.

**c. 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. The school-wide implements its 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.

To this end, 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.

**d. 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 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 "Bows and Ties" role model program where boys and girls agree to serve as role models for their peers and to represent the school in all community activities.

### 3. Early Warning Systems

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

#### a. 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 Review Committee for parent conferences and to create a plan to improve attendance. Interventions are implemented and/or Saturday detentions are assigned as necessary. Palm Glades analyzes daily attendance bulletins and truancy reports to track and monitor attendance of students at-risk of failure.

**Behavior:** The number of referrals and Saturday detentions 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 placed on a Progress Monitoring Plan (PMP) which is updated on a quarterly basis. They are provided with interventions from the beginning of the school year and tracked to monitor progress. Students who demonstrate minimal progress are placed in Tier II or Tier III groups so that more intense strategies and/or one-on-one interventions may be put into place with progress monitored in more structured timelines.

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

##### 1. 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 |       |   |
| Attendance below 90 percent     | 0           | 0 | 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  | 0     | 0 |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0  | 0     | 0 |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 35 | 41 | 22 | 139   |   |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

The school implements a Multi-Tiered System of Supports (MTSS) and a Response to Intervention (RtI) framework 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/RtI 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 implementation of the MTSS/RtI framework, the school ensures that students identified by the early warning system have a Progress Monitoring Plan (PMP) on file and that parents are included in the implementation of the PMP. The school's Leadership Team conducts regular meetings to evaluate intervention efforts for students on PMPs by subject, grade, intervention, or other logical organization. In addition to the PMP, the school holds mandatory after-school tutoring for students on a PMP as well as for students who need remediation in reading and math. Level 2 students also receive interventions in the form of in-school pull-out interventions by the Reading and Math coaches.

## B. Family and Community Engagement

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

### 1. 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. Â§ 6314(b)(1)(F).

#### a. Will the school use its PIP to satisfy this question?

Yes

##### 1. PIP Link

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

##### 2. Description

Along with the Title I Parent Involvement Plan, Pam Glades Preparatory Academy will continue to support and promote the PTSO and it's activities. The school will strive to achieve at least a 10%-15% parent participation rate for our activities.

### 2. 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 has an Executive Internship Coordinator who works with local businesses to place grade 12 seniors in a 4-week Internship program to demonstrate employability skills and post-secondary readiness to enter the world of work and /or higher education upon graduation. These local businesses include the Seminole Theater, the City of Homestead, Baptist Health Systems, and Southland Mall. Palm Glades recently formed a partnership with Miami-Dade College so that PGA students enrolled in the Culinary Academy have the opportunity to tour and observe in the Hospitality program classrooms where they can participate in hands-on activities at the college level.

Additionally, Palm Glades partners with the local community agency "Agape" which provides therapeutic services to identified students. The school also partners with the local Wal-Mart which has donated spiral notebooks and pencils to students who come from the most needy families. Over the last year, the PTSO has been instrumental in building partnerships with the newly opened Pollo Tropical, Applebees, Cold Stone Creamery and many more who provide gift certificates as rewards for 100% attendance and improved achievement in reading and math. The school has also formed a new partnership with a "New Life" church who will provide upgrades to the technical infrastructure of the facility in exchange for utilization of the facility for weekend events. PGA is also a member of the South Miami Chamber of Commerce and has multiple partnerships with the Homestead Rotary Club and Kiwanis Club.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

| Name              | Title               |
|-------------------|---------------------|
| Coats, Archalena  | Principal           |
| Lopez, Marjorie   | Assistant Principal |
| Escudero, Darlene | Instructional Coach |

#### b. Duties

##### **1. 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 it's stakeholders.

Marjorie Lopez, Assistant Principal, assists and supports the Principal's initiatives and duties.

Zenaida Tercero (Reading Coach), Ibis Paneca (Math Coach), Lamont Woodberry (Dean of Discipline), Yolanda Stevens (ESE Program Specialist) and Paula Nieves (Guidance Counselor) are involved in the implementation of the MTSS/Rtl framework. They conduct professional development sessions for core teachers and attend monthly meetings to evaluate data and interventions as part of the Rtl process. Based on student performance results, action plans are put into place drive instruction and increase student achievement.

Through quarterly EESAC meetings, the Principal, in collaboration with the school's Leadership Team, teachers, parents, and community members, 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 Principal assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge and experience). The Principal 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 Principal reports to the Governing Board and identifies areas of need in order to allocate federal, state and local funds. The Principal monitors all financial transactions through a recognized, regularly audited accounting system. In addition, the Governing Board meets quarterly to review, monitor, and approve the allocation of funds. Resources are inventoried annually and recorded on a resource inventory log. Resources which are unaccounted for at the end of every school year are reported to the local police. The school maintains copies of all police reports and submits copies to the appropriate parties.

##### **2. 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 School, in collaboration with its stakeholders, teachers, parents, and the 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 Governing Board meets quarterly to review, monitor, and approve the allocation of funds. An inventory of all resources is maintained annually and recorded on a school inventory log by the Facilities Coordinator. Police reports are on file at the school for any missing items. Copies of police reports are submitted to appropriate parties as well.

Title I Resources: PGA receives Title 1 funding through which services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (afterschool programs, Saturday Academy or summer school). The Reading and Math 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 the school’s Parent Involvement Plan (PIP – which is provided in three languages), 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 used toward the end of the school year to provide feedback regarding the parent program over the course of the year and to facilitate planning for the following year. An all out effort is made to inform parents of the importance of this survey school announcements on the Facebook page and through Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, is available via hard copy for parents to complete.

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 (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. PGA is eligible to receive services and will do so upon identification and classification of a student as homeless. 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 are community organizations which provide a homeless sensitivity, awareness campaign to all the schools. Schools are provided with 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, as necessary.

Supplemental Academic Instruction (SAI): PGA 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 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's Policy Against Bullying and Harassment 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 9-12. With regard to providing healthy meals, the school follows the National School Lunch Program requirements

## **2. School Advisory Council (SAC)**

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

| Name                | Stakeholder Group  |
|---------------------|--------------------|
| Archalena Coats     | Principal          |
| Rachel Morris       | Teacher            |
| Tere Wong           | Business/Community |
| Oscar Roque         | Teacher            |
| Ashley Valdes       | Student            |
| Karol Cardenas      | Parent             |
| Clara Garcia        | Parent             |
| Geneva Brown        | Parent             |
| Jose Rodriguez      | Parent             |
| Jaclyn Valdes       | Teacher            |
| Paula Nieves        | Principal          |
| Christopher Jimenez | Parent             |
| Javier Hermida      | Teacher            |
|                     | Student            |

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The EESAC met to review the SIP goals, Spring 2016 data, and target goals. Based on the data presented and observations from the EESAC 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 English Language Arts and Math.

*b. Development of this school improvement plan*

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 2016 EOC results, FSA ELA results and the FCAT 2.0 Reading Retake results to develop goals and strategies to be implemented throughout all core subject areas and across all disciplines. Input from Department Chairs was submitted to EESAC Committee and the SIP was approved by a majority vote of the EESAC committee.

*c. Preparation of the school's annual budget and plan*

Title 1 funds were used to purchase tablets for math classrooms and a class set of Chromebooks to support utilization of Achieve 3000 and Mathletics as supplemental programs in ELA and math. The funds were also used to Math and Reading interventionists to push in to the classes with the lowest performing students.

Spring 2016 EOC data demonstrates a need for intensive remediation in both reading and math. To this end, the EESAC recommended the professional development and implementation of Study Island across all content areas. The EESAC also recommended continued use of Achieve 3000 in the ELA classrooms.

**2. 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 during Saturday Academy classes in the second semester.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name              | Title               |
|-------------------|---------------------|
| Coats, Archalena  | Principal           |
| Lopez, Marjorie   | Assistant Principal |
| Escudero, Darlene | Instructional Coach |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team oversees implementation of Palm Glades Preparatory Academy High School's comprehensive reading program and to monitor the use of instructional materials. School administrators, the Reading Coach, Testing Chair, and Department Chairs comprise members of the Literacy Leadership Team. The LLT meets once a month and mainly serves the purpose of implementing the school's Comprehensive Reading Research-Based Plan (CRRP) with fidelity. One of the major initiatives of the LLT is to support the school's MTSS/Rtl process by using the problem solving approach to ensure that appropriate interventions reading support are present and effective. To this end, the LLT analyzes progress-monitoring data on a quarterly basis to identify students who are in need of remediation. The LLT also uses this data to support focused professional development for teachers. Assessment data indicates areas where improvement is needed in instructional methods and practices so that necessary interventions may be made, thereby allowing for highly focused professional development (including site-based modeling and coaching). The Literacy Leadership Team also coordinates professional development related to the integration of literacy strategies across all content areas.

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 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. Student data chats play an important role 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.

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 classes, English Language Arts classes, and 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. The learning gains of students will be monitored frequently to track progress and effectiveness of the 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 online support programs such as usalearns.org and fluencia.com

## D. Public and Collaborative Teaching

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

### 1. 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 EESAC, Personal Touch Committee, the Black History Month Committee, the Hispanic Heritage Committee, the Attendance Committee, and the Positive Behavior Incentive 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.

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

Palm Glades Preparatory Academy High school 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 holds on-site Job Fairs and uses online recruiting via teachers-teachers.com to post open positions. CSA representatives attend 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Palm Glades Preparatory High School follows the MDCPS Student Progression Plan and adheres to all guidelines regarding the promotion and progress of students within its instructional program. The school uses the District's pacing guides, state-adopted textbooks, and implements the M-DCPS 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 cite text-based evidence to support their written responses across all areas of the curriculum. 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.

#### b. Instructional Strategies

##### **1. 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 2016 Spring FSA ELA, FSA Math, and Civics 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 interim assessments to track student progress. The data is also used to drive whole group instruction to modify the overall pace of the class and address small group instructional needs. 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 identify students in need of Tier II remediation and Tier III interventions. These students are provided with the appropriate extra attention required as well as encouraged to attend after school tutorials and Saturday Academy classes.

The school's Leadership Team and the LLT 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.

**2. 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:** 4,200

An after-school tutorial program supports instruction in core academic subjects. Students are engaged in after-school programs to remediate skills in reading and mathematics strategies aligned with the Florida Standards. 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 tutorials increase the instructional contact hours necessary to remediate and address learning gaps and deficiencies of identified students. Research-based supplemental materials are utilized in the extended day programs.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Coats, Archalena, 182943@dadeschools.net

**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 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 scheduled 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 is collected, evaluated and analyzed include data from sources such as: Achieve 3000, FAIR, prescriptive Mathematics activities, Science Unit Assessments, and Interim Assessments as well as in-house standard-specific assessments developed through Achievement Series. The school will also utilize Study Island in 2016-2017.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

All 8th graders transitioning into the 9th grade cohort are provided support in selecting their classes for the following school year and are enrolled in the required courses based on the MDCPS Student Progression Plan, performance results on state-mandated assessments, and academic grades. Students are enrolled in a Career and Technical Education Academy which provides them with the

opportunity to earn an industry-certification in their senior year. Students may select courses that fall under the three academies: Academy of Legal Studies, Academy of Science, and Academy of Business and Finance depending on their career goals. The Guidance Counselor also provides a wide variety of information and workshops to help students progress through their high school careers so they are aware of the post-secondary options and demonstrate readiness to enter institutions of higher learning.

## **b. College and Career Readiness**

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

Palm Glades Preparatory Academy High School's design as an academy school takes into account the individual interests of students. This serves as the foundation for the framework of the three academies -Academy of Legal Studies, Science Academy, and Academy of Business and Finance. The core classes are now also organized by academy which further personalizes the learning experience through project-based learning activities which are cross curricular. As part of the academy course of study, career portfolios are developed by each student based on their major area of interest. Students will begin their career portfolio during the first full year of program implementation.

Palm Glades Preparatory Academy is also working with an Executive Internship Coordinator to develop peer leaders among the student body who will receive training in the steps required for a post-secondary transition into college. The Guidance Counselor also provides a wide variety of information and workshops to help students progress through their high school careers so that their are aware of the post-high school options as well as preparing them for the SAT, ACT, PERT, etc.

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

Palm Glades Preparatory Academy High School offers various vocational courses that may lead to Industry Certification. Courses in fields such as Business, Computers, Arts and Multimedia help students understand the relevance of school to work and career planning. Juniors and seniors also complete a "Leadership Techniques" course which emphasizes character education and aids in facilitating the school-to- work transition by providing the necessary tools for success. 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, career research, and critical thinking courses apply the content learned in their language arts classes. In addition to these 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).

The school's 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 is 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. The 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 pacing guides and Instructional Focus Calendars, both literature and technology are integrated into 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 High School will maintain its partnership with community organizations and parents through the Parent Teacher Student Organization.

**3. 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 high school students, high 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 the future.

**4. 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.**

Not applicable since we do not have a high school feedback report.

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**      The School will improve the incorporation of literacy strategies and implementation of differentiated instructional practice across content areas to increase student achievement in reading comprehension.

## Strategic Goals Detail

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

**G1.** The School will improve the incorporation of literacy strategies and implementation of differentiated instructional practice across content areas to increase student achievement in reading comprehension. 1a

G087911

**Targets Supported** 1b

| Indicator                      | Annual Target |
|--------------------------------|---------------|
| AMO Reading - Hispanic         |               |
| AMO Reading - All Students     | 61.0          |
| AMO Reading - African American | 44.0          |
| AMO Reading - ED               | 61.0          |
| ELA/Reading Gains              | 60.0          |
| ELA/Reading Lowest 25% Gains   | 80.0          |
| AMO Math - All Students        | 65.0          |
| AMO Math - African American    | 51.0          |
| AMO Math - Hispanic            | 68.0          |
| AMO Math - ED                  | 63.0          |
| Math Gains                     | 50.0          |
| Math Lowest 25% Gains          | 80.0          |
| Algebra I EOC Pass Rate        | 53.0          |
| Geometry EOC Pass Rate         | 53.0          |
| Bio I EOC Pass                 | 65.0          |
| CELLA Writing Proficiency      | 50.0          |

**Targeted Barriers to Achieving the Goal** 3

- Student achievement data results for 2015-2016 indicate that 31% of high school students in grades 9-10 scored satisfactorily in reading - 23 percentage points below the District average of 55% proficiency in ELA. Barriers that could hinder achievement of the target goal in ELA/reading indicate 69% of students, including the Economically Disadvantaged and students performing in the lower quartile, come from families where English is a second language. Students have limited skills in using textual evidence to support their responses to reading comprehension questions.
- Student achievement data results for 2015-2016 indicate that 9% of high school students in grades 9-11 scored satisfactorily in mathematics - 44 percentage points below the District average of 53% proficiency in Mathematics. Barriers that could hinder achievement of the target goal in mathematics include that mathematics is a critical shortage teaching area. The school hired highly-qualified math teachers in grades 9-12 during the 2015-2016 school year; however, the teachers had less than one year of experience in teaching math. Classroom management of student behavior in the math classroom is an opportunity for improvement at the high school level.
- In Social Studies, students have limited skills in responding to Document Based Questions.
- In Science, students have limited skills in writing lab reports, an integral part of the scientific process.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Highly-qualified personnel, professional development opportunities, instructional materials, master schedule, research-based curriculum, rigorous instruction, funding, school-wide leadership initiatives, community partners, and school culture. Mathematics Resources: -

Mathletics -Study Island -Algebra Nation -Math Interventionist -ThinkGate mini unit assessments -Achievement Series -Instructional support from the school's Math Coaches -Extended Learning Modules -District Pacing Guides -CPALMS ELA/Reading Resources: -Achieve 3000 -Reading Interventionist -Instructional support from Reading Coaches -Achievement Series -Study Island -Extended Learning Modules -District Pacing Guides -CPALMS Science Resources: -Gizmos -ThinkGate mini unit assessments -Study Island -Extended Learning Modules -District Pacing Guides -CPALMS Social Studies Resources: -Extended Learning Modules -Study Island -US History Pacing Guide -US History Review Packet -District Pacing Guides -CPALMS

### 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 8/22/2016 to 6/2/2017

#### **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

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** The School will improve the incorporation of literacy strategies and implementation of differentiated instructional practice across content areas to increase student achievement in reading comprehension. 1

G087911

**G1.B1** Student achievement data results for 2015-2016 indicate that 31% of high school students in grades 9-10 scored satisfactorily in reading - 23 percentage points below the District average of 55% proficiency in ELA. Barriers that could hinder achievement of the target goal in ELA/reading indicate 69% of students, including the Economically Disadvantaged and students performing in the lower quartile, come from families where English is a second language. Students have limited skills in using textual evidence to support their responses to reading comprehension questions. 2

B233744

**G1.B1.S1** After instruction using the Explicit Instruction Protocol, students will cite text evidence and support their claims in their written responses to reading questions. 4

S246588

### 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 the APA and MLA format 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

Teachers will participate in monthly professional development training with the ELA/Reading Coach focused on (1) elements of explicit instruction, (2) using data to inform instruction, and (3) classroom management strategies to maximize on-task behavior in the classroom.

#### Person Responsible

Archalena Coats

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### 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, all content area teachers will share best practices and show evidence of implementation. Support will be provided when needed.

**Person Responsible**

Archalena Coats

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plan Review form, classroom 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 8/22/2016 to 6/2/2017


**Evidence of Completion**

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

**G1.B2** Student achievement data results for 2015-2016 indicate that 9% of high school students in grades 9-11 scored satisfactorily in mathematics - 44 percentage points below the District average of 53% proficiency in Mathematics. Barriers that could hinder achievement of the target goal in mathematics include that mathematics is a critical shortage teaching area. The school hired highly-qualified math teachers in grades 9-12 during the 2015-2016 school year; however, the teachers had less than one year of experience in teaching math. Classroom management of student behavior in the math classroom is an opportunity for improvement at the high school level. **2**

 B233745

**G1.B2.S1** After instruction 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**

 S246589

### Strategy Rationale

Students will be using this strategy in order to increase mathematical reasoning and gain necessary problem solving skills to increase student achievement in math.

### 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 8/22/2016 to 6/2/2017

#### Evidence of Completion

Lesson Plans; student work; informal and formal observations

### 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

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

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

## Plan to Monitor Effectiveness of Implementation of G1.B2.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

Monthly, from 8/22/2016 to 6/2/2017

### Evidence of Completion

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

## G1.B3 In Social Studies, students have limited skills in responding to Document Based Questions. 2

 B233746

**G1.B3.S1** After instruction using the Explicit Instruction Protocol, students will be required to cite text-based evidence using the APA and/or MLA format to answer Document-Based Questions (DBQ). 4

 S246590

### Strategy Rationale

This strategy dissects the primary source providing students the opportunity to identify and use these essential components as a basis for their own writing.

## Action Step 1 5

Students will be cite text-based evidence using the APA and MLA format when analyzing a primary source document in preparation for their own writing.

### Person Responsible

Archalena Coats

### Schedule

Monthly, from 8/22/2016 to 6/2/2017

### Evidence of Completion

Lesson plans; student work; informal and formal observations

**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, Social Studies teachers will share best practices and bring student work samples as evidence of implementation. Support will be provided when needed.

**Person Responsible**

Archalena Coats

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans; student work samples; teacher evaluations; meeting agendas and minutes; department meetings and minutes

**Plan to Monitor Effectiveness of Implementation of G1.B3.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 8/22/2016 to 6/2/2017

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

2

 B233747

**G1.B4.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

 S246591

### 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

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

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

### 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, Science teachers will share best practices and support will be provided when needed.

#### Person Responsible

Archalena Coats

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### 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

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 8/22/2016 to 6/2/2017

***Evidence of Completion***

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

## IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date    |
|---|--|------------------|-------------------------------|--|-----------------------|
| <b>2017</b>   |  |                  |                               |  |                       |
| G1.MA1<br> M333418         | Data from research-based assessments will be used to track students progress towards meeting school... | Coats, Archalena | 8/22/2016                     | Student performance results, classroom walk-throughs, informal and formal observations.  | 6/2/2017<br>monthly   |
| G1.B1.S1.MA1<br> M333410   | The School Leadership Team and teachers will analyze the results of classroom-based formative and...   | Coats, Archalena | 8/22/2016                     | Results of classroom-based formative and summative assessments; teacher observations; and results of district-mandated interim assessments.                          | 6/2/2017<br>monthly   |
| G1.B1.S1.MA1<br> M333411   | School administrators, the Department Chair, and ELA/Reading Coach will review lesson plans,...        | Coats, Archalena | 8/22/2016                     | Lesson Plan Review form, classroom walkthrough forms, and coaches' logs.   | 6/2/2017<br>weekly    |
| G1.B1.S1.A1<br> A320109    | Teachers will participate in monthly professional development training with the ELA/Reading Coach...   | Coats, Archalena | 8/22/2016                     | Sign-in sheets, agendas, lesson plans, student sample work, classroom walk-throughs, informal and formal observations  | 6/2/2017<br>monthly   |
| G1.B2.S1.MA1<br> M333412   | School administration and teachers will analyze the results of classroom-based formative and...        | Coats, Archalena | 8/22/2016                     | Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments                               | 6/2/2017<br>monthly   |
| G1.B2.S1.MA1<br> M333413   | School administration and Department Chairs will review lesson plans and result of informal and...     | Coats, Archalena | 8/22/2016                     | Lesson plans; teacher evaluations; Math Department meeting agenda and minutes  | 6/2/2017<br>monthly   |
| G1.B2.S1.A1<br> A320110   | Students will be using written responses in order to master mathematical concepts that require...      | Coats, Archalena | 8/22/2016                     | Lesson Plans; student work; informal and formal observations   | 6/2/2017<br>daily     |
| G1.B3.S1.MA1<br> M333414 | School administration and teachers will analyze the results of classroom-based formative and...        | Coats, Archalena | 8/22/2016                     | Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments; meeting agendas and minutes. | 6/2/2017<br>quarterly |
| G1.B3.S1.MA1<br> M333415 | School administration and Department Chairs will review lesson plans and result of informal and...     | Coats, Archalena | 8/22/2016                     | Lesson plans; student work samples; teacher evaluations; meeting agendas and minutes; department meetings and minutes  | 6/2/2017<br>monthly   |
| G1.B3.S1.A1<br> A320111  | Students will be cite text-based evidence using the APA and MLA format when analyzing a primary...     | Coats, Archalena | 8/22/2016                     | Lesson plans; student work; informal and formal observations   | 6/2/2017<br>monthly   |
| G1.B4.S1.MA1<br> M333416 | Data from research-based assessments will be used to track students progress towards meeting school... | Coats, Archalena | 8/22/2016                     | Results of classroom-based formative and summative assessments; teacher observations; results of district-mandated interim assessments; meeting agendas and minutes. | 6/2/2017<br>quarterly |
| G1.B4.S1.MA1<br> M333417 | School administration and Department Chairs will review lesson plans and result of informal and...     | Coats, Archalena | 8/22/2016                     | Lesson plans; teacher evaluations; meeting agendas and minutes; department meetings and minutes  | 6/2/2017<br>monthly   |
| G1.B4.S1.A1<br> A320112  | In all science classes, students are using a science notebook in which they journal all seven steps... | Coats, Archalena | 8/22/2016                     | Students will be using their science interactive notebook in order to complete the Lab Report.   | 6/2/2017<br>monthly   |

## V. Professional Development Opportunities

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

**G1.** The School will improve the incorporation of literacy strategies and implementation of differentiated instructional practice across content areas to increase student achievement in reading comprehension.

**G1.B1** Student achievement data results for 2015-2016 indicate that 31% of high school students in grades 9-10 scored satisfactorily in reading - 23 percentage points below the District average of 55% proficiency in ELA. Barriers that could hinder achievement of the target goal in ELA/reading indicate 69% of students, including the Economically Disadvantaged and students performing in the lower quartile, come from families where English is a second language. Students have limited skills in using textual evidence to support their responses to reading comprehension questions.

**G1.B1.S1** After instruction using the Explicit Instruction Protocol, 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) using data to inform instruction, and (3) classroom management strategies to maximize on-task behavior in the classroom.

#### Facilitator

ELA/Reading Coach, Math Coach

#### Participants

All ELA/Reading, Math, Social Studies, and Science teachers

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017



## VI. Technical Assistance Items

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

## VII. Budget

|               |             |   |               |                |                   |            |
|---------------|-------------|---|---------------|----------------|-------------------|------------|
| 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) using data to inform instruction, and (3) classroom management strategies to maximize on-task behavior in the classroom. |               |                |                   | \$4,000.00 |
|               | Function    | Object  | Budget Focus  | Funding Source | FTE               | 2016-17    |
|               |             |   | District-Wide | Other          |                   | \$4,000.00 |
| 2             | G1.B2.S1.A1 | Students will be using written responses in order to master mathematical concepts that require complex problem solving skills.  |               |                |                   | \$0.00     |
| 3             | G1.B3.S1.A1 | Students will be cite text-based evidence using the APA and MLA format when analyzing a primary source document in preparation for their own writing.   |               |                |                   | \$0.00     |
| 4             | G1.B4.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     |
| <b>Total:</b> |             |   |               |                | <b>\$4,000.00</b> |            |