Miami-Dade County Public Schools

Palm Glades Preparatory High School

2017-18 Schoolwide Improvement Plan

Palm Glades Preparatory High School

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	51%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	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

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Palm Glades Preparatory High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 the 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 Power School 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 2017-18 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 mentoring program where homeroom teachers serve as role models for their students and to monitor their academic progress throughout the year.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	
One or more suspensions	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	9	18	17	3	47
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	73	10	56	47	186

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	9	18	17	3	47

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 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 Dean of Curriculum is 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 (PMPs) 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 are scheduled to attend a 10 week Saturday Academy for targeted remediation in Reading and Math skills.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 students 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.

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. The PTSO has been instrumental in maintaining a strong partnerships with community partners McDonalds, Texas Roadhouse Grill, 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. PGA is also a member of the Goulds Coalition of Community Leaders, Chamber South and maintains partnerships with the Homestead Rotary Club and Kiwanis Club through its Key Club at the school. Additionally, PGA works closely with the Silver Palms Publix which supports its Culinary Club.

C. Effective Leadership

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	Dean

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.

Darlene Escudero (Dean of Curriculum) coordinates the implementation of the MTSS/RtI framework. She coordinates and conducts 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 to drive instruction and increase student achievement.

Through monthly Administrative meetings and community breakfasts, 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.

Additionally, the Principal attends quarterly Governing Board meetings which are open to the public and all school stakeholders. 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.

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
Tere Wong	Business/Community
Oscar Roque	Teacher
Karol Cardenas	Teacher
Clara Garcia	Parent
Paula Nieves	Education Support Employee
	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC met to review the SIP goals, Spring 2017 data, and target goals. Based on the data presented and observations from the EESAC committee, suggestions were made to enhance the programs and strategies that demonstrate 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. The EESAC also suggested professional development for new educators and identified teachers in the areas of classroom management and data analysis.

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 2017 EOC results, FSA ELA results and the FSA 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 gathered during summer meetings 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 fund an after-school intervention program and Saturday Academy for targeted students who need remediation in reading and math. Additionally, supplemental programs such as Mobymax and My Perspectives online have been purchased to support academic achievement. The EESAC also recommended professional development to support classroom instruction and utilization of best practices in all core subject areas.

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

Title I monies were used to fund after-school tutors for Reading, Algebra 1, US History, and Biology. 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	Dean
Esteves, Maritza	Teacher, K-12
Gutierrez, Remy	Teacher, K-12
Moss, Jan	Teacher, K-12
Escoffery, Karen	Teacher, K-12

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. monitors the use of instructional materials, and analyzes student performance data to inform instruction. School administrators, the Testing Chair, Department Chairs and Dean of Curriculum 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/RtI process by using the problem solving approach to ensure that appropriate interventions and 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 Mobymax and designated district based assessments. Students will be given monthly certificates and incentive coupons for data that demonstrates increases in their reading and math learning gains. Student data chats play an important role in progress monitoring as it will assist students with understanding their progress, setting smart goals and tracking their individual progress. This will be done in Reading, Language Arts (Writing), Math, Science (Biology) and Social Studies (US History).

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 the supplemental materials found in the EDGE curriculum resource.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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. The master schedule has been designed to provide teachers with a 90-minute uninterrupted planning period at least two times per week where they can organize and plan highly effective differentiated lessons to meet the needs of all students.

Department Chairs have been scheduled for an additional planning period so they may provide individual instructional coaching for all teachers on their team as needed. At the beginning of the school year, a professional development needs survey was completed by all teachers to identify their desired areas of growth and request for professional development. An annual professional development calendar has been completed based on the results of this survey. To this end, all teachers will participate in

professional development activities during monthly Department meetings on the 3rd Wednesday of each month. Monthly professional development sessions has also been planned for the fourth Wednesday of each month.

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.
-NESS educators meet weekly for support and information.

Mentor teachers are matched with beginning teachers who are new to the school or grade-level department according to subject area. 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 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 school's Dean of Curriculum ensures that teachers stay abreast of the latest trends in education, implement the new Florida Standards, and will provide training and professional development in the core academic areas as needed. The Dean also provides 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 Spring 2017 FSA ELA and Alg 1 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, Mobymax, and My Perspectives online 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 Administrative Team and the LLT meet monthly in order to evaluate the effectiveness of the core instructional program. Level 1 and 2 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. The Dean of Curriculum and Instruction works 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 bi-monthly 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 Dean of Curriculum along with Department Chairs meet monthly with teachers to disaggregate 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: Mobymax, FAIR, prescriptive My Perspective activities, Science Unit Assessments, and Interim Assessments as well as in-house standard-specific assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 upcoming 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 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). 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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. Based on the passing rates of the Alegbra I EOC and 10th gr ELA FSA in the Spring of 2018, the school will increase graduation rates from the previous 63% to 73%.

G2. Our goal will be to implement a comprehensive data analysis system to monitor student learning gains and reach a 13 point percentage gain in math, and a 10 point percentage gain in Reading and Science as evidenced by the end of year State assessments.

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. Based on the passing rates of the Alegbra I EOC and 10th gr ELA FSA in the Spring of 2018, the school will increase graduation rates from the previous 63% to 73%. 1a

🔍 G096724

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	34.0
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- On the Spring of 2017 in the Algebra I EOC students performed at a proficiency of 22% compared to the district average of 59%. Student challenges include limited practice with mathematical concepts and being able to extend their thinking through writing.

- On the of Spring 2017 FSA Reading the students performed at proficiency of 35% in 9th grade ELA compared to the district average of 59% and for 10th grade ELA student performed at a proficiency of 34% compared to the district average of 56%. Identifying main idea and details remains the biggest struggle for 9th grade students, while navigating through informational text challenges our 10th grade students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources to meet this goal: -Instructional Coach -Edge -Pearson Realize -Afterschool Tutorial - Khan Academy -Ready Florida -CSA Pacing Guides -CPALMS -Mobymax -Manipulatives - Algebra Nation -Math Nation -Envision Math -Camelot Math -Interactive Notebooks - Chromebooks -Chromebook Licenses -BrightLink Projectors

Plan to Monitor Progress Toward G1. 8

Baseline data, mid-year assessment data, and end-of year data

Person Responsible
Marjorie Lopez

Schedule
Quarterly, from 9/27/2017 to 5/31/2018

Evidence of Completion
Published data reports within the school community to be shared at monthly faculty meetings and at department team meetings as needed.

G2. Our goal will be to implement a comprehensive data analysis system to monitor student learning gains and reach a 13 point percentage gain in math, and a 10 point percentage gain in Reading and Science as evidenced by the end of year State assessments. `1a`

🔑 G096725

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	30.0
FSA ELA Achievement	48.0
Bio I EOC Pass	41.0

Targeted Barriers to Achieving the Goal `3`

- On the of Spring 2017 FSA Reading the students performed at proficiency of 35% in 9th grade ELA compared to the district average of 59% and for 10th grade ELA student performed at a proficiency of 34% compared to the district average of 56%. Identifying main idea and details remains the biggest struggle for 9th grade students, while navigating through informational text challenges our 10th grade students.

- On the Spring of 2017 in the Algebra I EOC students performed at a proficiency of 22% compared to the district average of 59% and in Geometry EOC students performed at a proficiency level of 19% compared to the district average of 48% Student challenges include limited practice with mathematical discourse and being able to extend their thinking through writing.

- On the Spring of 2017 in the Biology EOC students performed at a proficiency of 31% compared to the district average of 62%. Students struggle with a conceptual understanding surrounding the Scientific Method and how it relates to investigations. When faced with higher order questioning and problem-based learning, the students are challenged in providing a high quality response. The school's STEAM program is in the beginning stages of development and students have limited access to STEAM technology within the curriculum.

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

- Resources to support this goal include: -Instructional Coach -Edge -Pearson Realize -Afterschool Tutorial -Khan Academy -Ready Florida -CSA Pacing Guides -CPALMS -Mobymax -Manipulatives -Algebra Nation -Math Nation -Envision Math -Camelot Math -Interactive Notebooks -Readworks -STEAM Technology and Instructional Supplies -Chromebooks and Chromebook Licenses

Plan to Monitor Progress Toward G2. `8`

Baseline data, mid-year assessment data, and end-of year data

Person Responsible
Marjorie Lopez

Schedule
Triannually, from 8/28/2017 to 5/31/2018

Evidence of Completion
Published data reports within the school community to be shared at monthly faculty meetings and at department team meetings as needed.

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. Based on the passing rates of the Alegbra I EOC and 10th gr ELA FSA in the Spring of 2018, the school will increase graduation rates from the previous 63% to 73%. [1]

🔑 G096724

G1.B1 On the Spring of 2017 in the Algebra I EOC students performed at a proficiency of 22% compared to the district average of 59%. Student challenges include limited practice with mathematical concepts and being able to extend their thinking through writing. [2]

🔑 B260166

G1.B1.S1 Teachers will implement differentiated activities that target specific content-based learning gaps identified through informed data-driven decisions generated by individual student conferences, weekly and biweekly assessments. [4]

🔑 S275610

Strategy Rationale

Data disaggregation and informed collaborative decision making from individual student conferencing, weekly and/or biweekly assessments allows for educators to pin point areas of weakness and immediately address learning gaps.

Action Step 1 [5]

All highly qualified math teachers will provide support to meet individual student needs via afterschool tutoring, daily small group check-ins, individual student conferences, weekly and biweekly assessments.

Person Responsible

Jan Moss

Schedule

Biweekly, from 9/6/2017 to 5/31/2018

Evidence of Completion

Final Spring 2018 Algebra I EOC scores.

Action Step 2 `5`

Teachers in the Math Department will participate in professional development on how to effectively utilize manipulatives to complete mathematical discourse and best practices for high student academic achievement.

Person Responsible

Darlene Escudero

Schedule

On 5/25/2018

Evidence of Completion

Sign-In Sheet, Agenda, Meeting Hand-Outs

Action Step 3 `5`

Teachers in the Math Department will participate in professional development on how to effectively utilize manipulatives to complete mathematical discourse and best practices for high student academic achievement.

Person Responsible

Darlene Escudero

Schedule

On 4/27/2018

Evidence of Completion

Sign-In Sheet, Agenda, Meeting Hand-Outs

Action Step 4 `5`

Teachers in the Math Department will participate in a one-day Epson Brightlink Training to increase effective integration of technology in the classroom.

Person Responsible

Darlene Escudero

Schedule

On 5/25/2018

Evidence of Completion

Agenda, Sign-In Sheet, Workshop Hand-Outs

Action Step 5 `5`

The school will purchase additional non-capitalized computer hardware for students in the classroom to integrate technology in the curriculum and to access Khan Academy, Algebra Nation, and Math Nation.

Person Responsible

Archalena Coats

Schedule

On 5/25/2018

Evidence of Completion

Purchase Orders, Invoices, Packing Slips, Inventory Records, Hardware

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

A weekly sign-in sheet for the afterschool tutoring will help monitor student attendance. Bi-weekly data dive conversations with Math Department to ensure consistent progress toward graduation goals

Person Responsible

Darlene Escudero

Schedule

Biweekly, from 9/20/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, and disaggregated data reports from various computer based, and teacher based assessments.

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

Bi-weekly meeting with Dean of Curriculum, and Department Chair to discuss and report on individual student progress.

Person Responsible

Archalena Coats

Schedule

Biweekly, from 9/27/2017 to 5/31/2018

Evidence of Completion

Data reports with disaggregated data that demonstrates consistent progress for all students and a separate report for students that may require an additional layer of support in order to achieve the intended graduation goal of 73%.

G1.B2 On the of Spring 2017 FSA Reading the students performed at proficiency of 35% in 9th grade ELA compared to the district average of 59% and for 10th grade ELA student performed at a proficiency of 34% compared to the district average of 56%. Identifying main idea and details remains the biggest struggle for 9th grade students, while navigating through informational text challenges our 10th grade students. `2`

🔑 B260167

G1.B2.S1 Teachers will collect and analyze student performance data to measure learning gains in reading a minimum of three times per year. Using baseline data results, teachers will also conduct individual data chats with each student to provide him/her with information on his/her progress and to set goals for improvement (3 times per year) and record conference on Student Data Chat Form. `4`

🔑 S275611

Strategy Rationale

Data disaggregation and teacher-student data chats will empower students to take ownership of their learning and provide them with the tools to monitor their own learning gains. Students can also involve their parents in the learning process by communicating their academic increases/ decreases throughout the year.

Action Step 1 `5`

Teachers will facilitate learning through class discussions highlighting higher order thinking questions that will develop and strengthen the student's abilities to articulate high quality responses based on passages, poems, or informational articles presented in class.

Person Responsible

Karen Escoffery

Schedule

Daily, from 8/23/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, student work products, daily journal entries (bell ringer activities), informal and formal observations.

Action Step 2 `5`

Teachers will participate in professional development on the Reading and Language Arts curriculum components in order to increase student achievement by improving skills in language arts and reading through data-driven instructional support and differentiated instruction.

Person Responsible

Darlene Escudero

Schedule

On 5/25/2018

Evidence of Completion

Agenda, sign-in sheets, and workshop hand-outs

Action Step 3 `5`

The school will purchase a class set of the Edge curriculum by National Geographic to support the Intensive Reading program at the high school level.

Person Responsible

Archalena Coats

Schedule

On 10/13/2017

Evidence of Completion

Purchase Orders, Invoices, Packing Slips

Action Step 4 `5`

The school will purchase additional computer hardware to supplement the ELA curriculum and to provide students with increased access to online programs such as Khan Academy, MyPerspectives, ACT/SAT practice, and FLVS.

Person Responsible

Archalena Coats

Schedule

On 5/25/2018

Evidence of Completion

Invoices, purchase orders, and inventory records

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

School leadership will conduct meetings with Dean of Curriculum, Dept. Chair and teachers to analyze data results generated from District and State ongoing assessments in order ensure students are making adequate learning gains to meet their graduation goal.

Person Responsible

Darlene Escudero

Schedule

Every 3 Weeks, from 8/23/2017 to 6/7/2018

Evidence of Completion

Student data chat forms, PMPs, lesson plans, class walk-through forms, student work samples, informal and formal observations.

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

The school will administer baseline, mid-year, and interim assessments to establish student proficiency levels in core academic areas and to monitor student progress toward high school graduation.

Person Responsible

Archalena Coats

Schedule

Triannually, from 8/30/2017 to 5/31/2018

Evidence of Completion

Data reports for faculty meetings and governing board meetings.

G2. Our goal will be to implement a comprehensive data analysis system to monitor student learning gains and reach a 13 point percentage gain in math, and a 10 point percentage gain in Reading and Science as evidenced by the end of year State assessments. 1

🔑 G096725

G2.B1 On the of Spring 2017 FSA Reading the students performed at proficiency of 35% in 9th grade ELA compared to the district average of 59% and for 10th grade ELA student performed at a proficiency of 34% compared to the district average of 56%. Identifying main idea and details remains the biggest struggle for 9th grade students, while navigating through informational text challenges our 10th grade students. 2

🔑 B260169

G2.B1.S1 Teachers will collect and analyze student performance data to measure learning gains in reading a minimum of three times per year. Using baseline data results, teachers will also conduct individual data chats with each student to provide him/her with information on his/her progress and to set goals for improvement (3 times per year) and record conference on Student Data Chat Form. 4

🔑 S275612

Strategy Rationale

Data disaggregation and teacher-student data chats will empower students to take ownership of their learning and provide them with the tools to monitor their own learning gains. Students can also involve their parents in the learning process by communicating their academic increases/ decreases throughout the year.

Action Step 1 5

Teachers will facilitate learning through class discussions highlighting higher order thinking questions that will develop and strengthen the student's abilities to articulate high quality responses based on passages, poems, or informational articles presented in class.

Person Responsible

Karen Escoffery

Schedule

Daily, from 8/23/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, student work products, daily journal entries (bell ringer activities), informal and formal observations.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School leadership will conduct meetings with Dean of Curriculum, Dept. Chair and teachers to analyze data results generated from District and State ongoing assessments in order ensure students are making adequate learning gains to meet their yearly reading goals.

Person Responsible

Darlene Escudero

Schedule

Every 3 Weeks, from 8/28/2017 to 5/31/2018

Evidence of Completion

Student data chat forms, PMPs, lesson plans, class walk-through forms, student work samples, informal and formal observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The school will administer baseline, mid-year, and interim assessments to establish student proficiency levels in core academic areas and to monitor student progress.

Person Responsible

Archalena Coats

Schedule

Triannually, from 8/28/2017 to 5/31/2018

Evidence of Completion

Data reports for faculty meetings and for Governing Board meetings

G2.B2 On the Spring of 2017 in the Algebra I EOC students performed at a proficiency of 22% compared to the district average of 59% and in Geometry EOC students performed at a proficiency level of 19% compared to the district average of 48% Student challenges include limited practice with mathematical discourse and being able to extend their thinking through writing. 2

🔍 B260170

G2.B2.S1 Teachers will use small group instruction to implement differentiated activities that target specific content based learning gaps identified through informed data-driven decisions generated by weekly and biweekly assessments. 4

🔍 S275613

Strategy Rationale

Data disaggregation and informed collaborative decision making from weekly and/or biweekly assessments allows for educators to pin point areas of weakness and immediately address learning gaps missed during the daily lessons.

Action Step 1 5

During small group activities students will develop strategies to master Algebra and Geometry concepts using mathematical discourse to extend their thinking through writing. Teachers will facilitate Collaborative Pair activities that will engage all students in daily conversation about mathematical concepts.

Person Responsible

Jan Moss

Schedule

Monthly, from 8/31/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Data Chat Forms, interactive notebooks, journal entries, informal and formal observations.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Ongoing teacher talks with School Leadership, Department Chairs and/or Dean of Curriculum will ensure teachers are familiar with student data so they may deliver rigorous standards-based instruction.

Person Responsible

Jan Moss

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, informal observations, teacher conferences, interactive notebooks, math journals

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

School leadership team will lead TLCs (Teachers Leading Change) to ensure teachers are adequately disaggregating data and engaging in data chats that drive instruction.

Person Responsible

Archalena Coats

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Results of District and State mandated summative assessments.

G2.B3 On the Spring of 2017 in the Biology EOC students performed at a proficiency of 31% compared to the district average of 62%. Students struggle with a conceptual understanding surrounding the Scientific Method and how it relates to investigations. When faced with higher order questioning and problem-based learning, the students are challenged in providing a high quality response. The school's STEAM program is in the beginning stages of development and students have limited access to STEAM technology within the curriculum. `2`

🔍 B260171

G2.B3.S1 Students will participate in hands-on science investigations to become familiar and develop a deeper understanding of the Scientific Method to conduct a competent and thorough science investigation. `4`

🔍 S275614

Strategy Rationale

Students will need to have a conceptual understanding of all the relevant steps in the Scientific Method to understand how multiple organisms move about and function in our biosphere.

Action Step 1 `5`

All students will generate an interactive science journal that will identify, outline and define the Scientific Method to produce rigorous examples of their investigations.

Person Responsible

Maritza Esteves

Schedule

Daily, from 8/23/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, interactive notebooks, journals, informal observations, student work samples

Action Step 2 `5`

The school will purchase additional computer hardware and instructional supplies to provide students with access to STEAM technology in the curriculum.

Person Responsible

Archalena Coats

Schedule

On 5/25/2018

Evidence of Completion

Invoice, Purchase Orders, Packing Slip, and Inventory Records

Action Step 3 `5`

The school will purchase science manipulatives and lab supplies to deepen student understanding of scientific concepts and increase student proficiency in science.

Person Responsible

Archalena Coats

Schedule

On 5/25/2018

Evidence of Completion

Invoices, purchase orders, packing slips, and inventory records

Action Step 4 `5`

Science teachers will participate in on-site professional development on how to integrate STEAM technology into the classroom.

Person Responsible

Darlene Escudero

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, and workshop hand-outs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

School Leaders, Science Department Chair, and Dean of Curriculum will conduct formal and informal observations to monitor and ensure all students have interactive journals that will allow for them to produce high quality work.

Person Responsible

Maritza Esteves

Schedule

Weekly, from 8/23/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, student work samples, interactive notebooks, science journals

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

School leadership team will lead TLCs (Teachers Leading Change) to ensure teachers are adequately implementing the use of the student interactive notebooks to generate a high quality work product based on Scientific Method and their investigations.

Person Responsible

Darlene Escudero

Schedule

Every 3 Weeks, from 8/23/2017 to 6/7/2018

Evidence of Completion

Lesson plans, student work samples, interactive notebooks, informal and formal observations.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A3 A370245	The school will purchase a class set of the Edge curriculum by National Geographic to support the...	Coats, Archalena	9/5/2017	Purchase Orders, Invoices, Packing Slips	10/13/2017 one-time
G1.B1.S1.A3 A370240	Teachers in the Math Department will participate in professional development on how to effectively...	Escudero, Darlene	9/5/2017	Sign-In Sheet, Agenda, Meeting Hand-Outs	4/27/2018 one-time
G1.B1.S1.A2 A370239	Teachers in the Math Department will participate in professional development on how to effectively...	Escudero, Darlene	9/5/2017	Sign-In Sheet, Agenda, Meeting Hand-Outs	5/25/2018 one-time
G1.B1.S1.A4 A370241	Teachers in the Math Department will participate in a one-day Epson Brightlink Training to increase...	Escudero, Darlene	9/5/2017	Agenda, Sign-In Sheet, Workshop Hand-Outs	5/25/2018 one-time
G1.B1.S1.A5 A370242	The school will purchase additional non-capitalized computer hardware for students in the classroom...	Coats, Archalena	9/5/2017	Purchase Orders, Invoices, Packing Slips, Inventory Records, Hardware	5/25/2018 one-time
G1.B2.S1.A2 A370244	Teachers will participate in professional development on the Reading and Language Arts curriculum...	Escudero, Darlene	9/5/2017	Agenda, sign-in sheets, and workshop hand-outs	5/25/2018 one-time
G1.B2.S1.A4 A370246	The school will purchase additional computer hardware to supplement the ELA curriculum and to...	Coats, Archalena	9/5/2017	Invoices, purchase orders, and inventory records	5/25/2018 one-time
G2.B3.S1.A2 A370250	The school will purchase additional computer hardware and instructional supplies to provide...	Coats, Archalena	9/5/2017	Invoice, Purchase Orders, Packing Slip, and Inventory Records	5/25/2018 one-time
G2.B3.S1.A3 A370251	The school will purchase science manipulatives and lab supplies to deepen student understanding of...	Coats, Archalena	9/5/2017	Invoices, purchase orders, packing slips, and inventory records	5/25/2018 one-time
G2.B3.S1.A4 A370252	Science teachers will participate in on-site professional development on how to integrate STEAM...	Escudero, Darlene	9/5/2017	Agendas, sign-in sheets, and workshop hand-outs	5/25/2018 quarterly
G1.MA1 M398622	Baseline data, mid-year assessment data, and end-of year data	Lopez, Marjorie	9/27/2017	Published data reports within the school community to be shared at monthly faculty meetings and at department team meetings as needed.	5/31/2018 quarterly
G2.MA1 M398629	Baseline data, mid-year assessment data, and end-of year data	Lopez, Marjorie	8/28/2017	Published data reports within the school community to be shared at monthly faculty meetings and at department team meetings as needed.	5/31/2018 triannually
G1.B1.S1.MA1 M398618	Bi-weekly meeting with Dean of Curriculum, and Department Chair to discuss and report on individual...	Coats, Archalena	9/27/2017	Data reports with disaggregated data that demonstrates consistent progress for all students and a separate report for students that may require an additional layer of support in order to achieve the intended graduation goal of 73%.	5/31/2018 biweekly
G1.B1.S1.MA1 M398619	A weekly sign-in sheet for the afterschool tutoring will help monitor student attendance....	Escudero, Darlene	9/20/2017	Sign-in sheets, and disaggregated data reports from various computer based, and teacher based assessments.	5/31/2018 biweekly
G1.B1.S1.A1 A370238	All highly qualified math teachers will provide support to meet individual student needs via...	Moss, Jan	9/6/2017	Final Spring 2018 Algebra I EOC scores.	5/31/2018 biweekly
G1.B2.S1.MA1 M398620	The school will administer baseline, mid-year, and interim assessments to establish student...	Coats, Archalena	8/30/2017	Data reports for faculty meetings and governing board meetings.	5/31/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 🔍 M398623	The school will administer baseline, mid-year, and interim assessments to establish student...	Coats, Archalena	8/28/2017	Data reports for faculty meetings and for Governing Board meetings	5/31/2018 triannually
G2.B1.S1.MA1 🔍 M398624	School leadership will conduct meetings with Dean of Curriculum, Dept. Chair and teachers to...	Escudero, Darlene	8/28/2017	Student data chat forms, PMPs, lesson plans, class walk-through forms, student work samples, informal and formal observations.	5/31/2018 every-3-weeks
G2.B2.S1.MA1 🔍 M398625	School leadership team will lead TLCs (Teachers Leading Change) to ensure teachers are adequately...	Coats, Archalena	9/5/2017	Results of District and State mandated summative assessments.	5/31/2018 monthly
G1.B2.S1.MA1 🔍 M398621	School leadership will conduct meetings with Dean of Curriculum, Dept. Chair and teachers to...	Escudero, Darlene	8/23/2017	Student data chat forms, PMPs, lesson plans, class walk-through forms, student work samples, informal and formal observations.	6/7/2018 every-3-weeks
G1.B2.S1.A1 🔍 A370243	Teachers will facilitate learning through class discussions highlighting higher order thinking...	Escoffery, Karen	8/23/2017	Lesson Plans, student work products, daily journal entries (bell ringer activities), informal and formal observations.	6/7/2018 daily
G2.B1.S1.A1 🔍 A370247	Teachers will facilitate learning through class discussions highlighting higher order thinking...	Escoffery, Karen	8/23/2017	Lesson Plans, student work products, daily journal entries (bell ringer activities), informal and formal observations.	6/7/2018 daily
G2.B2.S1.MA1 🔍 M398626	Ongoing teacher talks with School Leadership, Department Chairs and/or Dean of Curriculum will...	Moss, Jan	8/21/2017	Lesson Plans, informal observations, teacher conferences, interactive notebooks, math journals	6/7/2018 biweekly
G2.B2.S1.A1 🔍 A370248	During small group activities students will develop strategies to master Algebra and Geometry...	Moss, Jan	8/31/2017	Lesson Plans, Data Chat Forms, interactive notebooks, journal entries, informal and formal observations.	6/7/2018 monthly
G2.B3.S1.MA1 🔍 M398627	School leadership team will lead TLCs (Teachers Leading Change) to ensure teachers are adequately...	Escudero, Darlene	8/23/2017	Lesson plans, student work samples, interactive notebooks, informal and formal observations.	6/7/2018 every-3-weeks
G2.B3.S1.MA1 🔍 M398628	School Leaders, Science Department Chair, and Dean of Curriculum will conduct formal and informal...	Esteves, Maritza	8/23/2017	Lesson Plans, student work samples, interactive notebooks, science journals	6/7/2018 weekly
G2.B3.S1.A1 🔍 A370249	All students will generate an interactive science journal that will identify, outline and define...	Esteves, Maritza	8/23/2017	Lesson Plans, interactive notebooks, journals, informal observations, student work samples	6/7/2018 daily

V. Professional Development Opportunities

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

G1. Based on the passing rates of the Alegbra I EOC and 10th gr ELA FSA in the Spring of 2018, the school will increase graduation rates from the previous 63% to 73%.

G1.B1 On the Spring of 2017 in the Algebra I EOC students performed at a proficiency of 22% compared to the district average of 59%. Student challenges include limited practice with mathematical concepts and being able to extend their thinking through writing.

G1.B1.S1 Teachers will implement differentiated activities that target specific content-based learning gaps identified through informed data-driven decisions generated by individual student conferences, weekly and biweekly assessments.

PD Opportunity 1

Teachers in the Math Department will participate in professional development on how to effectively utilize manipulatives to complete mathematical discourse and best practices for high student academic achievement.

Facilitator

Instructional Coach, Professional Development Consultant

Participants

Math Department, Dept. Chairpersons, Asst. Principal, Dean of Curriculum, Instructional Coach

Schedule

On 5/25/2018

PD Opportunity 2

Teachers in the Math Department will participate in professional development on how to effectively utilize manipulatives to complete mathematical discourse and best practices for high student academic achievement.

Facilitator

Instructional Coach, Professional Development Consultant

Participants

Math Department Teachers, Math Department, Dept. Chairpersons, Asst. Principal, Dean of Curriculum, Instructional Coach

Schedule

On 4/27/2018

PD Opportunity 3

Teachers in the Math Department will participate in a one-day Epson Brightlink Training to increase effective integration of technology in the classroom.

Facilitator

Instructional Coach, Professional Consultant

Participants

Math Department, Dept. Chairpersons, Asst. Principal, Dean of Curriculum, Instructional Coach

Schedule

On 5/25/2018

G1.B2 On the of Spring 2017 FSA Reading the students performed at proficiency of 35% in 9th grade ELA compared to the district average of 59% and for 10th grade ELA student performed at a proficiency of 34% compared to the district average of 56%. Identifying main idea and details remains the biggest struggle for 9th grade students, while navigating through informational text challenges our 10th grade students.

G1.B2.S1 Teachers will collect and analyze student performance data to measure learning gains in reading a minimum of three times per year. Using baseline data results, teachers will also conduct individual data chats with each student to provide him/her with information on his/her progress and to set goals for improvement (3 times per year) and record conference on Student Data Chat Form.

PD Opportunity 1

Teachers will participate in professional development on the Reading and Language Arts curriculum components in order to increase student achievement by improving skills in language arts and reading through data-driven instructional support and differentiated instruction.

Facilitator

Professional Consultant, Instructional Coach

Participants

ELA Teachers, Reading Teachers, Dept. Chairs, Asst. Principal, Dean of Curriculum

Schedule

On 5/25/2018

G2. Our goal will be to implement a comprehensive data analysis system to monitor student learning gains and reach a 13 point percentage gain in math, and a 10 point percentage gain in Reading and Science as evidenced by the end of year State assessments.

G2.B3 On the Spring of 2017 in the Biology EOC students performed at a proficiency of 31% compared to the district average of 62%. Students struggle with a conceptual understanding surrounding the Scientific Method and how it relates to investigations. When faced with higher order questioning and problem-based learning, the students are challenged in providing a high quality response. The school's STEAM program is in the beginning stages of development and students have limited access to STEAM technology within the curriculum.

G2.B3.S1 Students will participate in hands-on science investigations to become familiar and develop a deeper understanding of the Scientific Method to conduct a competent and thorough science investigation.

PD Opportunity 1

Science teachers will participate in on-site professional development on how to integrate STEAM technology into the classroom.

Facilitator

Instructional Coach

Participants

Science Teachers, Dept. Chairpersons, Asst. Principal, Dean of Curriculum

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

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	All highly qualified math teachers will provide support to meet individual student needs via afterschool tutoring, daily small group check-ins, individual student conferences, weekly and biweekly assessments.	$0.00
2	G1.B1.S1.A2	Teachers in the Math Department will participate in professional development on how to effectively utilize manipulatives to complete mathematical discourse and best practices for high student academic achievement.	$0.00
3	G1.B1.S1.A3	Teachers in the Math Department will participate in professional development on how to effectively utilize manipulatives to complete mathematical discourse and best practices for high student academic achievement.	$0.00
4	G1.B1.S1.A4	Teachers in the Math Department will participate in a one-day Epson Brightlink Training to increase effective integration of technology in the classroom.	$0.00
5	G1.B1.S1.A5	The school will purchase additional non-capitalized computer hardware for students in the classroom to integrate technology in the curriculum and to access Khan Academy, Algebra Nation, and Math Nation.	$0.00
6	G1.B2.S1.A1	Teachers will facilitate learning through class discussions highlighting higher order thinking questions that will develop and strengthen the student's abilities to articulate high quality responses based on passages, poems, or informational articles presented in class.	$0.00
7	G1.B2.S1.A2	Teachers will participate in professional development on the Reading and Language Arts curriculum components in order to increase student achievement by improving skills in language arts and reading through data-driven instructional support and differentiated instruction.	$0.00
8	G1.B2.S1.A3	The school will purchase a class set of the Edge curriculum by National Geographic to support the Intensive Reading program at the high school level.	$0.00
9	G1.B2.S1.A4	The school will purchase additional computer hardware to supplement the ELA curriculum and to provide students with increased access to online programs such as Khan Academy, MyPerspectives, ACT/SAT practice, and FLVS.	$0.00
10	G2.B1.S1.A1	Teachers will facilitate learning through class discussions highlighting higher order thinking questions that will develop and strengthen the student's abilities to articulate high quality responses based on passages, poems, or informational articles presented in class.	$0.00
11	G2.B2.S1.A1	During small group activities students will develop strategies to master Algebra and Geometry concepts using mathematical discourse to extend their thinking through writing. Teachers will facilitate Collaborative Pair activities that will engage all students in daily conversation about mathematical concepts.	$0.00
12	G2.B3.S1.A1	All students will generate an interactive science journal that will identify, outline and define the Scientific Method to produce rigorous examples of their investigations.	$0.00
13	G2.B3.S1.A2	The school will purchase additional computer hardware and instructional supplies to provide students with access to STEAM technology in the curriculum.	$0.00
14	G2.B3.S1.A3	The school will purchase science manipulatives and lab supplies to deepen student understanding of scientific concepts and increase student proficiency in science.	$0.00

15	G2.B3.S1.A4	Science teachers will participate in on-site professional development on how to integrate STEAM technology into the classroom.	$0.00
		Total:	$0.00