

Miami-Dade County Public Schools

# Palm Glades Preparatory Academy



2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>10</b>
<b>Title I Requirements</b>	<b>17</b>
<b>Budget to Support Goals</b>	<b>19</b>

## Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	C	D*

### School Board Approval

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

### SIP Authority

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>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### Membership

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

Name	Title
Ferreira Vesga, Laura	Principal
Escudero, Darlene	Assistant Principal

#### Duties

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

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

Darlene Escudero, Assistant Principal, assists and supports the Principal's initiatives and duties and coordinates the implementation of the MTSS/RtI framework. She coordinates and conducts and/or attends 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.

Domonique Pierre-Louise, (Dean of Curriculum) Works closely with curriculum development, curriculum support personnel and the testing department to monitor and guide school growth targets through data disaggregation. She conducts, plans and drives professional development initiatives and also monitors the implementation of the coaching and professional development initiatives for teachers.

Through monthly administrative meetings and community breakfasts with parents and community stakeholders, the principal, in collaboration with its stakeholders, teachers, parents, and students initiate the practice of shared decision-making and engage in discussions to identify and align all

available resources in order to meet the needs of the students and maximize desired learning outcomes.

The Leadership 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. Through quarterly Governing Board meetings, the Governing Board and Principal collaborate to ensure that sufficient resources are allocated to support its educational programs and school improvement efforts. Additionally, the principal attends quarterly Governing Board meetings which are open to the public and school stakeholders.

They work together to identify areas of need and to coordinate use of federal, state and local funds. The Principal monitors all financial transactions through a recognized, regularly audited accounting system. The Principal and the Governing Board meet quarterly to review, monitor, and approve the allocation of funds. Resources are inventoried annually through an end of year resource inventory checklist.

## Early Warning Systems

### Year 2017-18

#### 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	12	17	16	0	0	0	0	45
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	10	7	1	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	67	77	74	0	0	0	0	218

#### 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	49	74	69	0	0	0	0	192	

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected

Tuesday 7/31/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	13	9	3	0	0	0	0	25	
Level 1 on statewide assessment	0	0	0	0	0	0	89	92	77	0	0	0	0	258	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	13	9	3	0	0	0	0	25	

### Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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	13	9	3	0	0	0	0	25	
Level 1 on statewide assessment	0	0	0	0	0	0	89	92	77	0	0	0	0	258	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	13	9	3	0	0	0	0	25	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Science achievement, the lowest data component (23%) was significantly below the district and state average. In the prior year (16/17) science was also the lowest performing component (19%). However looking at the school's 4 year trend data it is evidenced that the school is performing on average at the 30% percentile in all categories.

**Which data component showed the greatest decline from prior year?**

A comparative analysis between this year's data and last year's data suggests a need to emphasize all data components. No singular variation or dispersion of the set of data values exists (ELA/Lowest 25% decreased by 1 percentage point, Math/Learning Gains decreased by 1 percentage point, and Social Studies achievement remained the same at 59%. Middle school acceleration had the greatest decline (-4% point), but not statistically significantly less as a whole or trend.

**Which data component had the biggest gap when compared to the state average?**

Science achievement (29 point gap) and math achievement ( 27 point gap) had the biggest gap when compared to the state average.

**Which data component showed the most improvement? Is this a trend?**

The data points that showed the most improvement are Math/lowest (+4) and Science Achievement (+4). However, over the last 4 years, this year's scores in math and science was the same as the trend average.

**Describe the actions or changes that led to the improvement in this area.**

N/A

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	38%	56%	53%	37%	51%	52%
ELA Learning Gains	46%	56%	54%	50%	55%	53%
ELA Lowest 25th Percentile	36%	52%	47%	56%	51%	45%
Math Achievement	31%	56%	58%	28%	51%	55%
Math Learning Gains	35%	56%	57%	39%	53%	55%
Math Lowest 25th Percentile	38%	55%	51%	47%	48%	47%
Science Achievement	23%	52%	52%	43%	49%	50%
Social Studies Achievement	59%	73%	72%	52%	63%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	12 (0)	17 (0)	16 (0)	45 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	10 (13)	7 (9)	1 (3)	18 (25)
Level 1 on statewide assessment	67 (89)	77 (92)	74 (77)	218 (258)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	36%	53%	-17%	52%	-16%
	2017	32%	53%	-21%	52%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	32%	54%	-22%	51%	-19%
	2017	35%	52%	-17%	52%	-17%
Same Grade Comparison		-3%				
Cohort Comparison		0%				
08	2018	39%	59%	-20%	58%	-19%
	2017	36%	55%	-19%	55%	-19%
Same Grade Comparison		3%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	34%	56%	-22%	52%	-18%
	2017	26%	52%	-26%	51%	-25%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	21%	52%	-31%	54%	-33%
	2017	27%	49%	-22%	53%	-26%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
08	2018	27%	38%	-11%	45%	-18%
	2017	22%	39%	-17%	46%	-24%
Same Grade Comparison		5%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	23%	44%	-21%	50%	-27%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	62%	-62%	63%	-63%



CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	72%	-16%	71%	-15%
2017	53%	69%	-16%	69%	-16%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	59%	-17%	62%	-20%
2017	73%	58%	15%	60%	13%
Compare		-31%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	48%	-48%	53%	-53%

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	42	40	19	27	36	20				
ELL	14	35	40	21	44	47	17	44			
BLK	34	47	39	27	27	30	8	54			
HSP	39	47	38	32	37	42	28	58	33		
MUL	25	25		9	36						
FRL	34	48	37	28	37	41	18	56	32		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	31	31	13	28	19		45			
ELL	22	42	42	15	39	44		47			
BLK	28	40	30	30	27	26	7	30			
HSP	42	50	39	29	40	37	22	69	35		
FRL	35	47	38	29	38	33	15	58	36		

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Civics- Palm Glades Academy will incorporate specific learning strategies to increase student understanding of civic knowledge as evidenced by a 5 percentage point increase on the FLDOE Civics EOC exam.
<b>Rationale</b>	59% of students achieved proficiency in the civics EOC as compared to 73% district average and 72% in the state.
<b>Intended Outcome</b>	By April 2019, 64% of all middle school students taking the Civics EOC students will score a level 3 or above in the Florida Civics EOC.
<b>Point Person</b>	Laura Ferreira Vesga (955685@dadeschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The Social Studies department will focus on the use of DBQ's as the department's Department-wide strategy.</li> <li>2. DOK (school wide strategy) - will be used to increase rigor in civics lessons and in student work products.</li> <li>3. Once approved by MDCPS to submit Professional Development for Master Plan Points, teachers, with the support from the Dean of Curriculum and the administrative team will develop an annual professional development calendar with activities to address their pedagogical development in this area, specifically with the use of DBQ's and DOK. Professional development for the school wide strategy (DOK), will take place on the 4th Wednesday of every month from 3:00-3:30 PM. Professional development for the departmental strategy strategy (DBQ's), will take place on the 3rd Wednesday of every month from 3:00-3:30 PM.</li> <li>4. Follow the timeline provided my MDCPS for the administration of the districts Civics Topics Assessments as outlined in MDCPS's pacing guides.</li> <li>5. The following resources will be used with fidelity: Core: Civics in Practice &amp; Primary Resources Constitution and Practice.</li> </ol>
<b>Person Responsible</b>	Laura Ferreira Vesga (955685@dadeschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Informal assessments- Teachers will use classroom quizzes, chapter tests, and other formative assessments such as teacher observations and exit tickets to evaluate student leaning.</li> <li>2. Administrators and leadership team will meet after each administration of the topic assessments to review results and monitor progress.</li> <li>3. Administrators will conduct targeted walkthroughs weekly to ensure student learning activities show evidence of strategic or extended thinking while implementing DBQ's or DOK questions. Administrator walkthroughs will also monitor that resources are being implemented with fidelity.</li> <li>4. School will submit to central office monthly professional development agenda's and sign-in sheets.</li> <li>5. The Governing Board will monitor effectiveness of Action Steps during Governing Board Meetings and school progress will be reflected on the governing board meeting minutes.</li> </ol>
<b>Person Responsible</b>	Laura Ferreira Vesga (955685@dadeschools.net)

Activity #2	
<b>Title</b>	Literacy- Palm Glades Academy will incorporate specific literacy strategies to increase student achievement by 5 percentage points in Reading as evidenced by end of year State mandated assessments.
<b>Rationale</b>	<p>38% (as compared to 53% state average) of students achieved proficiency in the ELA portion of the FSA.</p> <p>46% (as compared to 54% state average) of students showed learning gains in the ELS portion of the FSA.</p> <p>36% (as compared to 48% of state average) of the school's students performing in the lowest quartile showed learning gains.</p> <p>14% of the school's ELL students achieved proficiency in the ELA portion of the FSA.</p> <p>The students at Palm Glades Academy are performing below district and state averages in the areas of achievement, learning gains and lowest 25th.</p>
<b>Intended Outcome</b>	<p>By April 2019, middle school ELA students will demonstrate 43% grade level reading/ writing proficiency as evidenced by the results of the Florida Standardized Assessment test. The growth will be as follows based on their baseline (prior year assessments):</p> <ol style="list-style-type: none"> <li>1. The number of students performing on grade-level or above (38%) will increase by 5% to a total of 43% of students in grades 6th – 8th performing at grade level.</li> <li>2. The number of students showing growth (46%) will increase by 5% to a total of 51% of students in grades 6th – 8th showing learning gains</li> <li>3. The number of students in the bottom quartile showing growth (36%) will increase by 5% to a total of 41% of students in the bottom quartile in grades 6th – 8th showing learning gains.</li> <li>4. The number of ELL students performing on grade-level or above (14%) will increase by 5% to a total of 19% of students in grades 6th – 8th performing at grade level.</li> </ol>
<b>Point Person</b>	Laura Ferreira Vesga (955685@dadeschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The ELA and reading department will focus on the use of ANNOTATION as the department's Department-wide strategy.</li> <li>2. DOK (school wide strategy) - will be used to increase rigor in ELA/Reading lessons and increase the level of questioning during instruction.</li> <li>3. Once approved by MDCPS to submit Professional Development for Master Plan Points, teachers, with the support from the Dean of Curriculum and the administrative team will develop an annual professional development calendar with activities to address their pedagogical development in this area, specifically with the use of annotation and DOK. Professional development for the school wide strategy (DOK), will take place on the 4th Wednesday of every month from 3:00-3:30 PM. Professional development for the departmental strategy strategy (annotation), will take place on the 3rd Tuesday of every month from 3:00-3:30 PM.</li> <li>3. Differentiated Instruction- Using diagnostic and continual data, teachers will build DI grouping focused on addressing gaps in student learning per standard. Curriculum Dean will model DI for teachers. Department Chairs/Math Coach/Dean will use department meetings to ensure teachers show evidence of DI in their lesson plans. Moby Max &amp; My Perspectives will be used during differentiated instruction to address students individual needs.</li> <li>4. Implement an Interventions Plan which provides small group, strategic and targeted instruction to carefully and purposely selected groups of students, including ELLs to address their lowest benchmarks and reading/writing needs.</li> <li>5. Student progress monitoring tools will be developed using Performance Matters. The</li> </ol>

school's testing calendar will include progress monitoring assessments in October, January, and March. Additionally Moby Max & My Perspectives Assessment on standards will be used to monitor student learning on a bi-weekly basis.

6. The following resources will be used with fidelity: Core: My Perspectives, Intensive: Inside, Interventions: Performance Coach, DI: Digital Coach, ESOL Level 1: Imagine Learning.

**Person Responsible** Laura Ferreira Vesga (955685@dadeschools.net)

#### Plan to Monitor Effectiveness

**Description**

1. Collection of qualitative data during TARGETED administrative instructional walkthroughs will document evidence of ANNOTATION and DOK (i.e. in student work products and/or teacher questions).
2. Department chair will use department meetings to provide feedback and guidance on using annotation to increase student understanding of text.
3. Intervention group data within the specific subcategories (i.e. lowest 25th percent by grade level) will be monitored separately from whole-school or teacher based data reports. Leadership team will monitor such data after each quarterly assessment. Each interventionist will be given an excel sheet with their student's data. Bi- weekly monitoring assessments will be administered using Performance Matters to create targeted performance tasks for each subgroup. Data Chats will be had between the interventionists and the Dean of Curriculum to access progress of intervention groups.
4. Formal Assessments such as baseline and CSA's interim assessments will be used to evaluate student learning.
5. Data chats will be conducted with teachers and students in order to monitor student and school progress. The leadership team will monitor teacher and school wide data using Performance Matters results.
6. School will submit to central office monthly professional development agenda's and sign-in sheets.
7. The Governing Board will monitor effectiveness of Action Steps during Governing Board Meetings and school progress will be reflected on the governing board meeting minutes.

**Person Responsible** Laura Ferreira Vesga (955685@dadeschools.net)

Activity #3	
<b>Title</b>	Mathematics- Palm Glades Academy will incorporate specific learning strategies to increase student achievement by 5 percentage points in Math as evidenced by end of year State mandated assessments.
<b>Rationale</b>	<p>31% of students achieved proficiency in the math portion of the FSA (as compared to the state average of 56%).</p> <p>35% of students showed learning gain in the math portion of the FSA (as compared to the state average of 57%).</p> <p>38% of the school's students performing in the lowest quartile showed learning gains (as compared to the state average of 50%).</p> <p>The school is performing below district and state averages in all categories of performance in mathematics.</p>
<b>Intended Outcome</b>	<p>The number of students performing on grade-level or above (31%) will increase by 5% to a total of 36% of students in grades 6th – 8th performing at grade level.</p> <p>The number of students showing growth (35%) will increase by 5% to a total of 40% of students in grades 6th – 8th showing learning gains.</p> <p>The number of students in the bottom quartile showing growth (38%) will increase by 5% to a total of 43% of students in the bottom quartile in grades 6th – 8th showing learning gains.</p>
<b>Point Person</b>	Laura Ferreira Vesga (955685@dadeschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The math department will focus on the use of SQRQCQ as the department's Department-wide strategy.</li> <li>2. DOK (school wide strategy) - will be used to increase rigor in math lessons and increase the level of questioning during instruction.</li> <li>3. Teachers, with the support from the Dean of Curriculum and the administrative team will develop an annual professional development calendar to address their pedagogical development in this area, specifically with the use of SQRQCQ and DOK.</li> <li>3. Differentiated Instruction- Using diagnostic and continual data, teachers will build DI grouping focused on addressing gaps in student learning per standard. Curriculum Dean will model DI for teachers. Department Chairs/Math Coach/Dean will use department meetings to ensure teachers show evidence of DI in their lesson plans. Moby Max will be used during differentiated instruction to address students individual needs.</li> <li>4. Implement an Interventions Plan which provides small group, strategic and targeted instruction to carefully and purposely selected groups of students to address their lowest benchmarks and math learning needs.</li> <li>5. Student progress monitoring tools will be developed using Performance Matters. The school's testing calendar will include progress monitoring assessments in October, January, and March. Additionally Moby Max, and the Strand Review activities in the Triumph Learning Coach Series will be used to monitor student learning on a bi-weekly basis.</li> </ol>
<b>Person Responsible</b>	Laura Ferreira Vesga (955685@dadeschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collection of qualitative data during administrative targeted instructional walkthroughs will document evidence of SQRQCQ and DOK in student work products and/or lessons. Department Chairs will use department meetings to ensure teachers show evidence of SQRQCQ in their lesson plans or in student work products.</li> <li>2. Administrators will conduct targeted walkthroughs weekly to ensure teachers are</li> </ol>

implementing DI via small groups.

3. Intervention group data within the specific subcategories (i.e. lowest 25th percent by grade level) will be monitored separately from whole-school or teacher based data reports. Leadership team will monitor such data after each quarterly assessment. Each interventionist will be given an excel sheet with their student's data. Bi-weekly monitoring assessments will be administered using the to create targeted performance tasks for each subgroup. Data Chats will be had between the interventionists and the Dean of Curriculum to access progress of intervention groups.

5. Data chats will be conducted with teachers and students in order to monitor student and school progress. The leadership team will monitor teacher and school wide data using Performance Matters results.

6. Once approved by MDCPS to submit Professional Development for Master Plan Points, teachers, with the support from the Dean of Curriculum and the administrative team will develop an annual professional development calendar with activities to address pedagogical development with the use of annotation and DOK. Professional development for the school wide strategy (DOK), will take place on the 4th Wednesday of every month from 3:00-3:30 PM. Professional development for the departmental strategy strategy (SQRQCQ), will take place on the 3rd Monday of every month from 3:00-3:30 PM.

7. School will submit to central office monthly professional development agenda's and sign-in sheets.

8. The Governing Board will monitor effectiveness of Action Steps during Governing Board Meetings and school progress will be reflected on the governing board meeting minutes.

**Person  
Responsible**

Laura Ferreira Vesga (955685@dadeschools.net)



<b>Activity #4</b>	
<b>Title</b>	Science- Palm Glades Academy will incorporate specific learning strategies to increase student scientific understanding as evidenced by a 5% increase on student achievement.
<b>Rationale</b>	23% of students achieved proficiency in the 8th grade science test. The school scored below the district average of 65 and State average of 65%
<b>Intended Outcome</b>	By April 2019, 30% of students taking the 8th grade science exam will score a level 3 or above in the 8th grade science EOC.
<b>Point Person</b>	Laura Ferreira Vesga (955685@dadeschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The science department will focus on the use of INTERACTIVE LECTURE as the department's Department-wide strategy.</li> <li>2. DOK (school wide strategy) - will be used to increase rigor in science lessons and increase the level of questioning during instruction.</li> <li>3. Once approved by MDCPS to submit Professional Development for Master Plan Points, teachers, with the support from the Dean of Curriculum and the administrative team will develop an annual professional development calendar with activities to address their pedagogical development in this area, specifically with the use of INTERACTIVE LECTURE and DOK. Professional development for the school wide strategy (DOK), will take place on the 4th Wednesday of every month from 3:00-3:30 PM. Professional development for the departmental strategy strategy, will take place on the 3rd Thursday of every month from 3:00-3:30 PM.</li> <li>4. Student progress monitoring tools will be developed using Performance Matters. The school's testing calendar will include progress monitoring assessments in October, January, and March.</li> <li>5. The following resources will be used with fidelity: Core: Pearson Elevate, GIZMOS- will be used in all science classes to increase opportunities for small groups interactions and inquiry learning.</li> <li>6. Dean of Curriculum will develop a coaching cycle calendar to model interactive lecture, proper implementation of GIZMOS and the use of DOK to increase efficacy of science instruction.</li> </ol>
<b>Person Responsible</b>	Laura Ferreira Vesga (955685@dadeschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collection of qualitative data during TARGETED administrative instructional walkthroughs will document evidence of Interactive Lectures, GIZMOS and DOK (i.e. in student work products and/or teacher questions).</li> <li>2. Department chair will use department meetings to provide feedback and guidance on using department strategy to increase student understanding and rigor in lessons.</li> <li>3.Data chats will be conducted with teachers and students in order to monitor student and school progress. The leadership team will monitor teacher and school wide data using Performance Matters results.</li> <li>4. School will submit to central office monthly professional development agenda's and sign-in sheets.</li> <li>5. The Governing Board will monitor effectiveness of Action Steps during Governing Board Meetings and school progress will be reflected on the governing board meeting minutes.</li> </ol>
<b>Person Responsible</b>	Laura Ferreira Vesga (955685@dadeschools.net)



## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Parents participate in the design of the school's Parent and Family Engagement Plan (PFEP – which is provided in multiple 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.

Palm Glades Preparatory Academy (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 class schedules and meet their assigned teachers prior to the opening day of school. There are also opportunities for families and staff to connect during the annual Open House Night, monthly professional development sessions for parents, and mandatory parent conference meetings to address academic achievement. 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 is an integral component of the school community in creating and maintaining a positive relationship between the teachers, parents, and students.

#### **PFEP Link**

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

#### **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 track their progress through-out the school year.

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

All 5th graders transitioning into the 6th grade cohort at Palm Glades are provided with support in selecting their classes for the school year and are enrolled in a computer class to assist with the transition to Middle School. Seventh and eighth grade students are enrolled in a required Career Research and Citizenship Engagement class in order to prepare them for the transition to high school and community service. Part of this curriculum requires students to develop an ePep that will assist them in selecting high school courses that will prepare them for life after graduation and the subsequent transition to institutions of higher learning, the military, and/or the workplace. Eighth grade students participate in a series of lessons that prepare students and orient them to the challenges that they may face in high school. Students electing to take computers in middle school will be provided with CTE instruction so that students may earn industry certification that will further prepare them for high school.

**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 Middle 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.

Parents participate in the design of the school's Parent and Family Engagement Plan (PFEP – which is provided in multiple 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.

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. PGA is eligible to receive services and will do so upon identification and classification of a student 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.

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.

The school also implements the District's Policy Against Bullying and Harassment Policy 5517.01, titled Bullying and Harassment. Palm Glades implements 5 curriculum lessons on Bullying and Violence Prevention per grade level in 6-8. With regard to providing healthy meals, the school follows the National School Lunch Program requirements.

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

Seventh grade students enrolled in Career Research and Citizenship classes participate in lessons using resources from the FLDOE, such as Career Cruiser and MDCPS resources to help them develop their EPePs. Leadership classes are required for all eighth grade students in order to develop the business skills and independent problem solving skills necessary for success in high school as well as post-secondary activities. An increased focus in technical skills necessary for college and career readiness are addressed through opportunities for students to earn industry certification before entering high school.

Students and teachers track students progress in increasing their Lexile levels as this is a critical component to College and Career Readiness.

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

## Part V: Budget

**Total:**

**\$198,896.00**