

Miami-Dade County Public Schools

Palm Glades Preparatory High School



2019-20 Schoolwide Improvement Plan

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Palm Glades Preparatory High School

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

Demographics

Principal: Aisha Mcqueen

Start Date for this Principal: 7/17/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 83% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: D (40%) 2017-18: C (43%) 2016-17: D (36%) 2015-16: C (41%) 2014-15: D (34%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 9-12 | Yes | 80% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 97% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | D | C | D | C |

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Glades Preparatory Academy High School is to provide students with a well-rounded college preparatory and career exploration high school education, through a challenging academic program supported by technology, on-site learning experiences via local business and the opportunity to tie classroom learning with the real world of work.

Provide the school's vision statement.

The vision of Palm Glades Preparatory Academy High School is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for post-secondary education and life through adherence to an unwavering mission, shared purpose, and clearly articulated goals and opportunities to participate in advanced programs.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|--------------------------------|------------------------|---|
| Ferreira Vesga, Laura | Principal | The Principal establishes and maintains an effective learning environment in the school, serves as the academic leader for the school, supervises the maintenance of all required building records and reports, evaluates and supervises school's staff, establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs. |
| Escudero, Darlene | Assistant Principal | Ms Escudero oversees Title 1 and Unisig compliance, ESOL compliance, SPED compliance, SESIR compliance, Electives including showcase and competitions, grade book compliance, EESAC, and the Athletic program. The Assistant Principal assists in safety inspections and safety drill practice activities, works with the Facilities Coordinator to insure transportation, custodial and other support services are provided, assists with the requisition of textbooks and other materials for assigned grade levels and shares with the principal the responsibility for protecting the health and welfare of students. |
| Pierre- Louis, Dominique | Dean | The Dean oversees student attendance, manages extra-curricular activities, resolves discipline problems, assists with campus supervision, administers the school calendar and assists with protecting the health and welfare of students. |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|-----|-----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111 | 113 | 85 | 86 | 395 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 18 | 11 | 1 | 50 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 11 | 0 | 13 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 11 | 4 | 0 | 36 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 90 | 60 | 34 | 239 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 48 | 34 | 2 | 155 |

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

17

Date this data was collected or last updated

Friday 7/26/2019

Prior Year - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

Prior Year - 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 | 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 with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 18 | 17 | 3 | 47 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 28% | 59% | 56% | 38% | 56% | 53% |
| ELA Learning Gains | 37% | 54% | 51% | 40% | 51% | 49% |
| ELA Lowest 25th Percentile | 38% | 48% | 42% | 31% | 45% | 41% |
| Math Achievement | 24% | 54% | 51% | 17% | 47% | 49% |
| Math Learning Gains | 40% | 52% | 48% | 33% | 47% | 44% |
| Math Lowest 25th Percentile | 43% | 51% | 45% | 42% | 45% | 39% |
| Science Achievement | 48% | 68% | 68% | 34% | 63% | 65% |
| Social Studies Achievement | 43% | 76% | 73% | 45% | 71% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | Total |
|---------------------------------|-----------------------------------|---------|--------|--------|---------|
| | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 111 (0) | 113 (0) | 85 (0) | 86 (0) | 395 (0) |
| Attendance below 90 percent | 20 () | 18 () | 11 () | 1 () | 50 (0) |
| One or more suspensions | 2 () | 0 () | 11 () | 0 () | 13 (0) |
| Course failure in ELA or Math | 21 () | 11 () | 4 () | 0 () | 36 (0) |
| Level 1 on statewide assessment | 55 () | 90 () | 60 () | 34 () | 239 (0) |

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2019 | 27% | 55% | -28% | 55% | -28% |
| | 2018 | 31% | 54% | -23% | 53% | -22% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2019 | 29% | 53% | -24% | 53% | -24% |
| | 2018 | 23% | 54% | -31% | 53% | -30% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | -2% | | | | |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 49% | 68% | -19% | 67% | -18% |
| 2018 | 54% | 65% | -11% | 65% | -11% |
| Compare | | -5% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 43% | 71% | -28% | 70% | -27% |
| 2018 | 54% | 67% | -13% | 68% | -14% |
| Compare | | -11% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 25% | 63% | -38% | 61% | -36% |
| 2018 | 33% | 59% | -26% | 62% | -29% |
| Compare | | -8% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 26% | 54% | -28% | 57% | -31% |
| 2018 | 19% | 54% | -35% | 56% | -37% |
| Compare | | 7% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 17 | 18 | | 16 | 21 | | 9 | | | | |
| ELL | 11 | 40 | 41 | 15 | 35 | 48 | 41 | 26 | | 76 | 38 |
| BLK | 21 | 33 | 36 | 21 | 35 | 30 | 45 | 40 | | 74 | |
| HSP | 30 | 39 | 39 | 25 | 42 | 47 | 51 | 42 | | 81 | 19 |
| FRL | 27 | 37 | 43 | 22 | 36 | 38 | 51 | 39 | | 84 | 15 |
| 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 | 6 | 22 | | 18 | 40 | | | | | | |
| ELL | 8 | 47 | 46 | 18 | 38 | 50 | | 33 | | 52 | 64 |
| BLK | 31 | 48 | | 20 | 26 | 27 | 60 | 53 | | 89 | 12 |
| HSP | 27 | 44 | 46 | 27 | 39 | 50 | 61 | 57 | | 59 | 30 |
| FRL | 27 | 47 | 39 | 17 | 28 | 39 | 52 | 55 | | 67 | 23 |
| 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 | 30 | | | 19 | 54 | | | | | | |
| ELL | 16 | 33 | 30 | 10 | 33 | 55 | 21 | 22 | | 59 | 80 |
| BLK | 26 | 30 | | 8 | 28 | 30 | 31 | 50 | | 80 | |
| HSP | 37 | 39 | 31 | 18 | 33 | 49 | 34 | 46 | | 60 | 29 |
| WHT | 73 | 64 | | 8 | 27 | | | | | | |
| FRL | 37 | 40 | 31 | 15 | 33 | 43 | 37 | 41 | | 63 | 30 |

ESSA Data

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

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | CS&I |
| OVERALL Federal Index – All Students | 42 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 65 |

| ESSA Federal Index | |
|--|-----|
| Total Points Earned for the Federal Index | 460 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 16 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 40 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 34 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 44 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |

| Multiracial Students | |
|--|-----|
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 41 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall math achievement was the lowest component of the 2018 - 2019 EOC data with 24 percent of students achieving proficiency. After stakeholders reviewed and analyzed the data it was determined that there were several contributing factors to include:

1. Student attendance as evidenced by early indicators
2. Insufficient student access to after-school or Saturday school opportunities.
3. Need for additional teacher professional growth opportunities in order to address lack of student foundation skills.
4. Need for additional teacher training on classroom management for teachers in order to effectively implement differentiated instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Overall Us History achievement had the greatest decline from the prior year's EOC data with 15 percentage point decrease from the previous year's results from 58 to 43 percent. After stakeholders reviewed and analyzed the data it was determined that there were several contributing factors to include:

1. Need for additional teacher professional growth opportunities for new teachers.
2. Insufficient supplementary materials to enhance the adopted curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had a 28 Point difference to the state average and SS 30 point difference as compared to the state average. After reviewing data, stake holders correlate reading deficiencies to in the US History EOC. Stake holders believe that placing a greater emphasis in reading across the curriculum, specifically in non tested social studies classes, can help address this deficit.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement is Graduation showing a 14 point percentage increase as compared to the previous year's graduation rate.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The main area of concern are students performing at below Level 1 in state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA
2. Math
3. Science
4. Social Studies
5. Early warning and Subgroups

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|---|
| Title | English Language Arts- Student Support |
| Rationale | Over all student achievement in ELA, learning gains in ELA and ELA achievement by the student in the lowest 25th decreased from previous year (1, 8, and 2 points respectively). |
| State the measurable outcome the school plans to achieve | The percentage of students in each subgroup scoring at or above grade level on the FSA English Language Arts Assessment will meet or exceed district averages. |
| Person responsible for monitoring outcome | Laura Ferreira Vesga (955685@dadeschools.net) |
| Evidence-based Strategy | Small group instruction Extended learning opportunities. Use Item Specifications to plan lessons. Provide targeted professional development on reading and writing strategies to teachers including the use of text coding, close reading, text-based curricular reading, and differentiated instruction. |
| Rationale for Evidence-based Strategy | Over half of the high school students scored below grade level proficiency level on the FSA English Language Arts Assessment. Students need to be provided more small group instruction to better meet their specific academic needs. Teacher knowledge of specific reading and writing strategies will enhance academic achievement. |
| Action Step | |
| Description | <p>August:</p> <ol style="list-style-type: none"> 1. The principal and instructional coaches meet with individual teachers to analyze FSA data and discuss plans on how to improve in specific academic areas. 2. Place those students scoring level one or two on the FSA ELA in intensive reading classes. Provide for a reading interventionist to assist in the intensive reading classrooms. 3. Conduct student data chats with individual students to review their data and have them create their ELA goals for the school year. 4. Utilize the National Geographic Edge as the primary curriculum. Use My Perspectives as a supplemental material. 5. The Reading Coach will begin walk through observations to gather information and discuss with the principal training opportunities and a training calendar for specific teachers and for teachers in all academic areas. 6. ELA teachers will conduct baseline ELA reading and writing assessments. 7. All teachers will provide a data wall for students to track their specific data. 8. ELA teachers will provide National Geographic Cengage for ELL students. 9. All ELA teachers will provide: <ol style="list-style-type: none"> a. Rigorous DoK questions (IE differentiate the levels of questions, students have access to a DoK chart or reference section and a notebook) b. Collaborative and critical thinking activities. <p>1. IE Writing (Provide a written response and have students determine the prompt/topic. Working backwards increases level of critical thinking skills and this provides opportunities for students to</p> |

share their thinking, etc.)

2. IE Reading (Students use various types of text to apply to skill being taught, so teach the skill, not

the text. This can be utilizing MyP texts within the Unit properly to provide students various leveled

and types of text to apply to a specific skill.)

c. Accountable talk/discussion (providing students more opportunities to also practice Speaking and

Listening standards and this justifies/checks their understanding).

1. Socratic Seminars

d.. Small group instruction (with goals pre-determined)

1. Writing: conference with the writing process and research-based skills

2. Reading: check for comprehension and vocabulary knowledge.

e. Close of class Exit Slip/Closing: Connect back to the learning objective, so they know they achieved

mastery or will need remediation on a skill, etc.

f. Mix of formal and Informal assessments/checks for understanding.

September:

1. The Reading Coaches will begin their coaching cycles conducting teacher training bi-weekly.

2. After school and Saturday School tutoring begins for FSA and EOC re-takes using Ready Florida. Based upon Baseline and FSA data, students are identified and placed in small groups for extended learning opportunities.

October:

1. The Principal and Reading Coach will meet with each ELA teacher bi-weekly to discuss individual student data and progress.

2. Benchmark #1 and mid-year analysis. If necessary, change grouping for ELO and small-group intervention groupings.

**Person
Responsible**

Laura Ferreira Vesga (955685@dadeschools.net)

| #2 | |
|---|---|
| Title | Social Studies- Teacher Support |
| Rationale | Social Studies achievement decreased to 43%, well under the state and district averages of 73 and 76 percent respectively. |
| State the measurable outcome the school plans to achieve | The intended outcome is to increase proficiency earned on the U.S .History EOC to meet district averages by providing additional teacher support. |
| Person responsible for monitoring outcome | Laura Ferreira Vesga (955685@dadeschools.net) |
| Evidence-based Strategy | <ol style="list-style-type: none"> 1. Small-group planning sessions with the Reading coach to review literacy strategies as they apply to the teaching of social studies. 2. Small-group planning and development sessions with the Dean of Curriculum and Reading Coach to help to implement the newly-purchased Social Studies curriculum: Gateway to U.S. History. |
| Rationale for Evidence-based Strategy | <p>Research has shown that providing increased understanding of literacy instruction to the content area teacher can translate to increased literacy for students in that specific content area. In a national survey by Michael S. Garet (Vice President of the American Institutes For Research) and colleagues, found that teachers are only willing to adjust instructional practices and gain greater subject knowledge and improved teaching skills when their professional development is linked directly to their aligned standards and assessments. Therefore, until Social Studies teachers have a greater understanding about how literacy practices effect their work directly through small-PS, they will be more likely to apply this work.</p> <p>Gateway to U.S. History which is aligned closely to the standards of the EOC will be the primary text used this year, and teachers will need proper planning and development on how to use this new program.</p> |
| Action Step | |
| | <ol style="list-style-type: none"> 1. Plan small group PD with reading coach to develop targeted small-group sessions that will help social studies teachers incorporate literacy strategies into their classrooms. 2. Follow-up after the meetings have taken place through classroom coaching cycles. 3. Plan small-group planning and PD using the new Gateway to U.S. History program. 4. Follow-up after the meetings have taken place through classroom coaching cycles. |
| Description | <p>Timeline:</p> <p>August-September – Introduction of new social studies material and in-house professional development during planning periods on implementation of new curriculum.</p> <p>October- In-house professional development by Reading Coach on specific reading strategies that can be used to analyze social studies readings.</p> <p>November – May – Walkthroughs and observation cycles with the Dean of Curriculum and Reading Coach to evaluate the use of the reading strategies in the classroom.</p> <p>Monthly planning meetings with the reading coach.</p> |

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

#3

Title Social Studies- Student Support

Rationale Social Studies achievement decreased to 43%, well under the state and district averages of 73 and 76 percent respectively.

State the measurable outcome the school plans to achieve

The percentage of students in each subgroup scoring at or above grade level on the U.S History EOCs Assessment will meet or exceed district averages.

Person responsible for monitoring outcome

Laura Ferreira Vesga (955685@dadeschools.net)

Evidence-based Strategy

Implementation of the new Gateway to U.S. History-- The Bridge to Success on Florida's EOC test.

Rationale for Evidence-based Strategy

This program is used widely in the district and the state and is the most closely aligned to all of Florida's tested standards for American history. Covered within the entire program as stated by the publishers (2019), " is all of the Benchmarks, Benchmark Clarifications, and Content Focuses found in the U.S. History End-of-Course Assessment Test Item Specifications, issued by the Florida Department of Education. Our browser-based online version of this book has been adopted as a major tool for high school U.S. history by the Florida Department of Education."

Action Step

Description

1. Purchase Gateway to U.S. History-- The Bridge to Success on Florida's EOC test.
2. Assimilate students to the new program, both the test and online version.
3. Use the formative and summative checks with the program to ensure that there is evidence of student learning and adjust instruction as necessary.

Person Responsible

Laura Ferreira Vesga (955685@dadeschools.net)

| #4 | |
|---|---|
| Title | Mathematics - Student Support |
| Rationale | Overall student achievement in mathematics decreased by 1% point and growth by students in the lowest 25th percentile in mathematics showed no growth (remained at 43% as compared to State average of 48%) |
| State the measurable outcome the school plans to achieve | The intended outcome is to increase points earned in each of the Mathematics subgroups to meet state averages by providing additional teacher support. |
| Person responsible for monitoring outcome | Laura Ferreira Vesga (955685@dadeschools.net) |
| Evidence-based Strategy | Provide increased opportunities for small group instruction and extended learning opportunities. Provide increased intervention instruction using Item Specifications to plan lessons with the end in mind. |
| Rationale for Evidence-based Strategy | Stakeholders reviewed results from parent and student survey and found that both parents and students wanted to see increased opportunities for small group instruction and extended learning opportunities. Item specifications provide pinpoints of instruction that will increase the level of proficiency on targeted areas for the FSA. Using backwards design in conjunction with the item specs will allow teachers and students clear goals and outcomes (Wiggins and McTighe, 2005). |
| Action Step | |
| Description | <p>August:</p> <ol style="list-style-type: none"> 1. The principal and instructional coaches meet with individual teachers to analyze FSA data and discuss plans on how to improve in specific academic areas. 2. Place those students scoring level one or two on the FSA Math in intensive reading classes. Provide for an intensive math to assist in the intensive reading classrooms. 3. Conduct student data chats with individual students to review their data and have them create their Math goals for the school year. 4. Utilize the Envision Math as the primary curriculum. Use Khan Academy as a supplemental material. 5. The Math Coach will begin walk through observations to gather information and discuss with the principal training opportunities and a training calendar for specific teachers and for teachers in all academic areas. 6. Math teachers will conduct baseline math assessments. 7. All teachers will provide a data wall for students to track their specific data. 8. All Math teachers will provide: <ol style="list-style-type: none"> a. Rigorous DoK questions (IE differentiate the levels of questions, students have access to a DoK chart or reference section and a notebook) b. Collaborative and critical thinking activities. c. Accountable talk/discussion (providing students more opportunities to also practice Speaking and Listening standards and this justifies/checks their understanding). <p>1. Socratic Seminars</p> |

- d.. Small group instruction (with goals pre-determined)
- e. Close of class Exit Slip/Closing: Connect back to the learning objective, so they know they achieved mastery or will need remediation on a skill, etc.
- f. Mix of formal and Informal assessments/checks for understanding.

September:

1. The Math Coaches will begin their coaching cycles conducting teacher training bi-weekly.
2. After school and Saturday School tutoring begins for FSA and EOC re-takes using ACT and SAT materials. Based upon Baseline and FSA data, students are identified and placed in small groups for extended learning opportunities.

October:

1. The Principal and Math Coach will meet with each Math teacher bi-weekly to discuss individual student data and progress.
2. Benchmark #1 and mid-year analysis. If necessary, change grouping for extended learning opportunities and small-group intervention groupings.

January – Benchmark #2 and mid-year analysis.

**Person
Responsible**

Laura Ferreira Vesga (955685@dadeschools.net)

| #5 | |
|---|---|
| Title | Science - Teacher Support |
| Rationale | Overall student achievement in mathematics decreased by 13% from 61% to 48% while state proficiency was 65% and district proficiency is 67%. |
| State the measurable outcome the school plans to achieve | The intended outcome is to increase points earned in Science proficiency on the EOC to meet state and district averages by providing additional teacher support. |
| Person responsible for monitoring outcome | Laura Ferreira Vesga (955685@dadeschools.net) |
| Evidence-based Strategy | Implementation of PBL.org as well as REA's Florida Biology 1 End-of-Course test prep . In addition, further coaching cycles for pedagogy and planning using the second-year curriculum for Palm Glades High School: Miller and Levine Biology - Florida Edition. |
| Rationale for Evidence-based Strategy | Problem-based learning and scientific inquiry go hand-in-hand; therefore, the combination of the new implementation of PBL.org in conjunction with the Miller and Levine Biology program that immerse students in biology inquiry will be an ideal approach to increasing student proficiency. Further, REA Florida Biology 1 end-of-course-prep " The comprehensive review features easy-to-follow examples that reinforce the concepts tested on the Biology 1 End-of-Course exam" (REA.com, 2019). |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Conduct needs assessment in the use and application of curricular materials by developing a calendar of instructional rounds/walkthroughs to determine areas of teacher needs and to identify high-needs teachers. 2. Providing coaching and planning sessions with targeted professional development in PBL.org, Miller and Levine Biology, and the new REA course prep. 3. Develop a coaching calendar to provide in classroom support for teachers in identified areas of need such as the implementation of differentiated instruction. 4. Provide high needs teachers with interventionists in order to provide additional support to teachers and students during DI instruction. |
| | Timeline: |
| | August/September: Conduct needs assessment in the use and application of curricular materials by developing a calendar of instructional rounds/walkthroughs to determine areas of teacher needs and to identify high-needs teachers. |
| | In-house professional development of the use of PBL.org and REA Biology I test Prep. |
| | October – May – Walkthroughs and observation cycles with the Dean of Curriculum and/or an instructional coach to identify planning needs associated with implementation of curriculum or new supplemental materials, and to identify high-needs teachers. |
| | November- Based upon Benchmark #1, provide high need students with interventionists in order to provide additional support to teachers and students during DI instruction. |

January – Based upon Mid-Year and based upon Benchmark #2, provide high need students with interventionists in order to provide additional support to teachers and students during DI instruction.

March- Based upon Benchmark #3, provide high need students with interventionists in order to provide additional support to teachers and students during DI instruction.

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

| #6 | |
|---|---|
| Title | Science - Student Support |
| Rationale | Overall student achievement in mathematics decreased by 13% from 61% to 48% while state proficiency was 65% and district proficiency is 67%. |
| State the measurable outcome the school plans to achieve | The intended outcome is to increase points earned in Science proficiency on the EOC to meet state and district averages by providing additional student support. |
| Person responsible for monitoring outcome | Laura Ferreira Vesga (955685@dadeschools.net) |
| Evidence-based Strategy | <p>Curriculum improvements for students that include implementation of PBL.org fused with the Biology curriculum for Palm Glades High School: Miller and Levine Biology - Florida Edition. . In addition, further test prep will be available using REA Florida Biology 1 End-of-Course test prep.</p> <p>Additional after-school tutoring and Saturday tutoring opportunities will also be made available.</p> <p>Increased intervention instruction using Item Specifications to plan lessons with the end in mind.</p> |
| Rationale for Evidence-based Strategy | Problem-based learning and scientific inquiry go hand-in-hand; therefore, the combination of the new implementation of PBL.org in conjunction with the Miller and Levine Biology program that immerse students in biology inquiry will be an ideal approach to increasing student proficiency. Further, REA Florida Biology 1 end-of-course-prep "The comprehensive review features easy-to-follow examples that reinforce the concepts tested on the Biology 1 End-of-Course exam" (REA.com, 2019). |
| Action Step | |
| | <ol style="list-style-type: none"> 1. Provide after school tutoring 2. Provide opportunities for Saturday tutoring 3. Use item specifications and backwards design to formulate specific and targeted small-group intervention using PBL.org and Miller and Levine Biology. 4. Provide student guidance and formative and summative assessment checks using REA Florida Biology 1 end-of-course prep. |
| Description | <p>Time Line:</p> <p>August-September – Data analysis and breakdown.</p> <p>September -October – Based upon baseline data, students are identified and broken apart into groups for ELO opportunities after school and Saturdays. Use item specs to create small-group intervention groupings.</p> <p>November- Benchmark #1 analysis. If necessary, change grouping for ELO and small-group intervention groupings.</p> <p>January – Benchmark #2 and mid-year analysis. If necessary, change grouping for ELO and small-group intervention groupings.</p> <p>March - Benchmark #3 analysis. If necessary, change grouping for ELO and small-group intervention groupings.</p> |

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

#7

Title Students with Disabilities

Rationale As per the 2018-19 FSA results, 16% of students with disabilities at PGA performed at grade level.

State the measurable outcome the school plans to achieve By June 2020 41% of students with disabilities at PGA will meet state proficiency rates on FSA/EOC exams.

Person responsible for monitoring outcome Terry Thompson (tthompson@palmgladesacademy.com)

Evidence-based Strategy An additional ESE coordinator dedicated solely to the high school ESE students will meet with teachers weekly to ensure that student support systems are being implemented.

Rationale for Evidence-based Strategy As per a professional development interest survey administered to 2018-19 teachers at Palm Glades Preparatory High School, teachers showed interest in receiving additional support in meeting the needs of students with disabilities.

Action Step

Description

1. Implement weekly walkthroughs to ensure that teachers are complying with lesson plan requirements to include individual student accommodations and strategies.
2. ESE student progress monitoring will be reviewed with the leadership team following each quarterly and snapshot assessment using in-house data tracker.
3. SPED students and their parents are invited to Data and Dine in October to review FSA and progress monitoring data.
4. SPED coordinator will conduct an ESE best practices PD during pre-planning week and continue to revisit implementation of best practices during weekly classroom walkthroughs.

Person Responsible Terry Thompson (tthompson@palmgladesacademy.com)

| #8 | |
|---|---|
| Title | Graduation Rate |
| Rationale | As per 18-19 school grade data, 80% of students at Palm Glades Academy High School graduated as compared to 80% in the state average and 85% district average. |
| State the measurable outcome the school plans to achieve | By June 2021 85% of at PGA will meet state proficiency rates on FSA/EOC exams. |
| Person responsible for monitoring outcome | Darlene Escudero (descudero@palmgladesacademy.com) |
| Evidence-based Strategy | Assist 11th and 12th grade students with help in monitoring their graduation readiness and make goals to achieve graduation on time. |
| Rationale for Evidence-based Strategy | In order for students to graduate on time support must be provided to ensure compliance in all areas of state graduation requirements. |
| Action Step | |
| Description | <p>The school counselor will meet with every senior individually by October 2019 to complete the graduation planning sheet. The graduation planning sheet tracks and plans for progress in completing the following graduation requirements:</p> <ol style="list-style-type: none"> 1. Completion of required courses (On track by January 2020) 2. Completion of online course requirement (On track by January 2020) 3. Completion of community service hours (Completed by April 2020) 4. Completion of FAFSA (completed during October, Nove or Deccember FAFSA night) 5. Completion of 3 college/CTE program applications (Completed September 2019-March 2020) 6. Completion of FSA/EOC test requirements (By April 2020) 7. Registration for after school tutoring and FSA/EOC tutoring camps (Every month) |
| Person Responsible | Darlene Escudero (descudero@palmgladesacademy.com) |

| #9 | |
|---|---|
| Title | Data chats and Goal Setting |
| Rationale | Teachers and students must be able to understand and disaggregate data to set learning goals. |
| State the measurable outcome the school plans to achieve | In order to raise the school grade to a grade of “B”, the following ELA goals must be achieved: 51% ELA Proficiency 55% ELA Learning Gains 54% ELA Learning Gains for the lowest 25% |
| | In order to raise the school grade to a grade of “B”, the following Math goals must be achieved: 51% Math Proficiency 53% Math Learning Gains 45% Math Learning Gains for the lowest 25% |
| | In order to raise the school grade to a grade of “B”, the following US History goal must be achieved: 65% Proficiency |
| | In order to raise the school grade to a grade of “B”, the following Science goal must be achieved: 57% Proficiency |
| | In order to raise the school grade to a grade of “B”, the following Graduation goal must be achieved: 85% |
| Person responsible for monitoring outcome | Darlene Escudero (descudero@palmgladesacademy.com) |
| Evidence-based Strategy | Teacher Data Chats Student Data Chats |
| Rationale for Evidence-based Strategy | Teacher understanding of individual, class, and school-wide data will help them to set goals with their students in the classroom, and it will be able to help them to inform instruction. The ability to create goals using quantitative data will add to a student’s understanding of their own data and achievement. It also allows students to identify their weaknesses and fine tune their academic path. |
| Action Step | |
| Description | Data Chat Process: |
| | Administrative/teacher data chats include the analysis of the data being discussed. For example, during a benchmark #1 data chat, a comparison would be made between overall student achievement on specific standards tested in the benchmark compared to those same standards tested in the baseline. The overall class data will be analyzed to identify the two weakest and strongest standards for the class. In conjunction with item specification analysis (where will the multitude of the standards on the FSA lie), teachers, with the help of administration and coaches, will create their standard goals and groupings. |

for the next block of instruction.

Student data chats will take place immediately following the teacher and administrative data chats. Teachers will conference individually with students to help students understand their strongest and weakest areas, and they will set achievement goals for the next assessment. These chats are recorded on student data chat forms which are kept in the classroom for reference.

Data Chat Schedule:

Week of September 3 – Initial Data Chats with teachers, administration, and coaches based off of FSA data to create groupings for in-class differentiated instruction. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of September 30- Data chats based upon Baseline Data. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of October 28- Data Chats based upon Benchmark Data #1. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of November 25- Data Chats based upon Snapshot #1. The ELA snapshots have been created using My Perspectives curriculum. The Math snapshots are tests that come from our math curriculum by Pearson. Science snapshots will be taken from the Miller and Levine Biology Curriculum, and US History will be created by coaches using the Performance Matters data bank. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of January 20- Data Chats based upon Benchmark Data #2. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of February 24- Data Chats based upon Snapshot Data #2. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of March 30- Data Chats based upon Benchmark Data #3. Students data chats will take place in the classroom immediately after teacher data discussions.

Week of April 27- Data Chats based upon Snapshot Data #3. Students data chats will take place in the classroom immediately after teacher data discussions.

Person Responsible [no one identified]

| #10 | |
|---|--|
| Title | Teacher Development and Improvement |
| Rationale | Teacher support is needed to ensure the best possible outcomes for students in the classroom. |
| State the measurable outcome the school plans to achieve | In order to raise the school grade to a grade of “B”, the following ELA goals must be achieved: 51% ELA Proficiency 55% ELA Learning Gains 54% ELA Learning Gains for the lowest 25% |
| | In order to raise the school grade to a grade of “B”, the following Math goals must be achieved: 51% Math Proficiency 53% Math Learning Gains 45% Math Learning Gains for the lowest 25% |
| | In order to raise the school grade to a grade of “B”, the following US History goal must be achieved: 65% Proficiency |
| | In order to raise the school grade to a grade of “B”, the following Science goal must be achieved: 57% Proficiency |
| | In order to raise the school grade to a grade of “B”, the following Graduation goal must be achieved: 85% |
| Person responsible for monitoring outcome | Dominique Pierre-Louis (dpierre-louis@palmgladesacademy.com) |
| Evidence-based Strategy | Coaching Cycles Professional Development Calendar |
| Rationale for Evidence-based Strategy | Teacher observation and coaching cycles have significantly increased student achievement. By supporting teachers in differentiated grouping and instructional practices, learning gains for students will result. Professional development will help to enhance teacher performance thereby helping students achieve in the classroom. |
| Action Step | |
| Description | Coaching and Teaching improvement: Teacher Walkthrough Schedule: From August 26-October 11 – Initial 45-day walkthroughs of teachers. This will establish teachers into three categories: Category 1- Teachers who need the least amount of support in terms of pedagogy, differentiated grouping, use of curriculum, and classroom management. Category 2- Teachers who need moderate support in terms of pedagogy, differentiated grouping, use of curriculum, and classroom management. Category 3- Teachers who need the most support in terms of pedagogy, differentiated grouping, use of curriculum, and classroom management. |

Teachers in Category 1 will be observed by administration on a bi-weekly basis.
Teachers in Category 2 will be observed on a weekly basis and will be scheduled for consultation with the reading or math coach at least once a week for planning and additional support.
Teachers in Category 3 will be observed by multiple members of the administration team at least once a week, and these teachers will be on a prescriptive coaching plan with the corresponding coach.

Once a week administration meets with the coaches on Wednesday at 10am to discuss teacher progress, teacher category, and next coaching steps. Teachers will be re-evaluated for category twice a quarter, once after the first five weeks, and once after the second five weeks.

Professional Development Calendar: This schedule can and will be adjusted based upon needs that arise throughout the school year.

September
9/23/19
Room 204
3:15pm-4:15pm
Teacher Laptops needed

Performance Matters-Assessment and Data Platform for PGA

- Review and analyze student data
- Grouping of students
- Data Chats
- Display of data in the classroom
- Data Driven Instruction Framework –Presentation

October
10/21/19
Room 204
3:15pm-4:15pm
Classroom Management Strategies for Effective Instruction
-An effective teacher is.....
-The characteristics of an effective teacher
-Understanding our students: Dealing with student behavior in today's classroom
-Proactive intervention strategies

November
11/18/19
Room 204
3:15pm-4:15pm
Teacher Laptops needed
Unwrapping the Benchmarks
-Presentation-Unwarping the benchmark
-Item Specifications
Let's Unwrap! Lesson Planning
-Pacing guides
-Unwrap benchmark framework

January
1/27/20
Room 204

3:15pm-4:15pm
 Rigor & Relevance
 - Rigor & Relevance Framework (Knowledge & Application)
 - Identify the levels of Knowledge & Application (Examples)
 - The Knowledge Taxonomy
 - Strategies & Learning Styles
 - Assessments

February

2/24/20

Room 204

3:15pm-4:15pm

Teacher Laptops needed

PBL Project-On going Session 1

PBL Learning <http://pblproject.com/Home.aspx>

-Integrated PBL Scenarios

-"Hot Topic" PBLs

-Community Service Projects

-STEM Challenges

-Critical Thinking Exercises

-Creativity Drills

March

3/19/20

Room 204

3:15pm-4:15pm

Teacher Laptops needed

PBL Project-On going Session 2

PBL Learning <http://pblproject.com/Home.aspx>

-Deductive Reasoning Tasks

-"Missing Information" Challenges

-Song Parodies/Cheers/Reader's Theater

-"Pocket Activities"

April

4/20/20

Room 204

3:15pm-4:15pm

Teacher Laptops needed

PBL Project-On going Session 3

-PBL Learning <http://pblproject.com/Home.aspx>

-Formative Assessment Ideas

-Technology-Enhanced Assessments

-Standards-Based "Cold Reads"

**Person
Responsible**

[no one identified]

| #11 | |
|---|--|
| Title | English Language Learners |
| Rationale | English Language Learners were 1% below the federal threshold for the 2018-2019 school year. |
| State the measurable outcome the school plans to achieve | In order to raise the school grade to a grade of “B”, the following goals must be achieved for English Language Learners will exceed the federal threshold by 5% for the 2019-2020 school year. |
| Person responsible for monitoring outcome | Darlene Escudero (descudero@palmgladesacademy.com) |
| Evidence-based Strategy | New ELL curriculum to promote fluency ELL subject-specific strategies in the classroom. ELL Parent Academies |
| Rationale for Evidence-based Strategy | Building ELL fluency in the ELA classroom will, in turn, provide students additional support in math, science, and social studies as well. In addition to this dedicated curriculum, additional ELL support will be provided using the strategies described in the action steps. Involving parents in ELL-specific curriculum nights as described below will encourage partnership with the school and encourage at-home literacy practice. |
| Action Step | |
| Description | Reading and ELA: All ELL students have been placed in a cohort to learn reading with a dedicated ELL instructor. Using National Geographic Life curriculum, a fluency building curriculum which is a six-level integrated skill series which will help students with their literacy skills. |
| | Math: While using multi-step, real-world mathematical problems, teachers integrate math talk in all math classes where they model paraphrasing the problem’s text, using context clues to acquire vocabulary, and asking guiding questions to help students mathematics tasks. Math Coach and Resource Teacher provide teacher support through modeling and lesson planning. |
| Description | All Subjects: Students receive differentiated learning opportunities as teachers design lesson menus differentiate process and product while teaching on-grade level content on a weekly basis. The ELL Contact and the support teachers by providing them with effective strategies for the menus to support student success. |
| | Teachers implement best practices for effective instruction in all content areas to support all learners, including ELL students. These strategies include: <ul style="list-style-type: none"> • Think-alouds and Fix-Up Strategies • Non – Linguistic Representations • Visible Learning Tools (anchor Charts/doc cameras/videos/PowerPoint) • Triple Exposure: Introduce, Teach, Review • Organizers and Frames • Use of Manipulatives |

- Elicit nonverbal responses for checks for understanding:

These strategies will be introduced at a faculty meeting by Dr, Hernandez, an ESOL specialist.

Parental Involvement:

Parent Academies include a variety of activities to facilitate the home-school connection in an effort to connect with the parents of ELL students become familiar with the students' forthcoming academic endeavors. This includes, but is not limited to, FSA information nights, reading curriculum nights, and math curriculum nights. These will occur on a bi-monthly basis beginning in November from 6-7pm.

Person Responsible [no one identified]

| #12 | |
|---|--|
| Title | Intervention Plan |
| Rationale | 28% of students achieved proficiency in reading as compared to a state average of 56% 24% of students achieved proficiency in math as compared to a state average of 51% |
| State the measurable outcome the school plans to achieve | In order to raise the school grade to a grade of "B", the following ELA goals must be achieved: 51% ELA Proficiency 55% ELA Learning Gains 54% ELA Learning Gains for the lowest 25% In order to raise the school grade to a grade of "B", the following Math goals must be achieved: 51% Math Proficiency 53% Math Learning Gains 45% Math Learning Gains for the lowest 25% |
| Person responsible for monitoring outcome | [no one identified] |
| Evidence-based Strategy | Multi-tiered Support Systems |
| Rationale for Evidence-based Strategy | Progress towards meeting school wide goals |
| Action Step | |
| Description | 1. Utilize screening data to identify students who are already in or will likely need Tier 2 intervention. 2. Use Diagnostic data to identify core instructional focus and core differentiated instruction focus, and to specify Tier 2 and Tier 3 intervention focus. 3. Progress monitor to measure rate of learning and to maximize instruction and intervention outcomes. 4. 5. |
| Person Responsible | Laura Ferreira Vesga (955685@dadeschools.net) |

| #13 | |
|---|--|
| Title | Attendance |
| Rationale | Student attendance is one of the most important indicators for school success. Students cannot learn if they are not there to learn. Research shows that strong attendance correlates to academic success and poor attendance correlates to academic struggles. |
| State the measurable outcome the school plans to achieve | Attendance rates at Palm Glades Preparatory academy will meet or exceed district averages. |
| Person responsible for monitoring outcome | Dominique Pierre-Louis (dpierre-louis@palmgladesacademy.com) |
| Evidence-based Strategy | Utilizing strategies established by Attendance Works, the school will group students according to three tiers: Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence Tier 3 offers intensive support for students facing the greatest challenges to getting to school. |
| Rationale for Evidence-based Strategy | Attendance Works is a leading national organization that recommends the tiered approach to improve student attendance. This tiered framework of supports and strategies is based on Response to Intervention (RtI) and the multi-tiered system of supports (MTSS). Similar to RtI and MTSS, this approach to attendance intervention provides support to all students based on their individual needs. This framework is provides both proactive and reactive strategies to help prevent chronic absenteeism. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Clarify attendance expectations and goals 2. Educate and engage students and families about the impact of attendance on achievement through a parent academy conducted in September. 3. Recognize good and improved attendance with unannounced door prizes fro randomly selected students. 4. Notify parents of students who are absent five or more days in a month with attendance letters and required meetings to establish attendance contracts. 5. Provide students with a mentor teacher to regularly meet with the student to discuss barriers to attendance. 6. Train teachers to identify students at risk to include ELL students. |
| Person Responsible | Dominique Pierre-Louis (dpierre-louis@palmgladesacademy.com) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In order to address the areas addressed in the school's early warning indicators, Palm Glades Preparatory Academy will work on further developing the skills needed to increase a positive school environment. The school community and community stakeholders will place a greater emphasis on school-wide improvement more specifically, building school culture through developing more opportunities for social emotional learning. This will be done with a focus on the school's C.H.O.I.C.E values (Character, Honestly, Optimism, Innovation, Collaboration, and Excellence) as evidenced by an annual activities calendar of events which will highlight the strengthening of these qualities.

Additionally, an early warning system process will be developed whereby school personnel will collectively analyze student data to monitor students at risk of falling off track for graduation and to provide the interventions and resources to intervene. Although data will be collected from all students, special attention will be paid to ELL students, African American and Black students and students with disabilities.

The school will also implement a multi-tiered support systems to combat chronic absenteeism. Utilizing strategies from Attendance Works, the school will tier students according to their individual needs to become both proactive and reactive to student attendance issues.

Part IV: 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 Schoolwide Improvement Plan 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.

Along with the Title I Parent and Family Engagement Plan (PFEP), Palm Glades Preparatory Academy will continue to support and promote the PTSO and its activities. The school will strive to achieve at least a 10%-15% parent participation rate for our activities.

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 to monitor their academic progress throughout the year.

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.

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. .

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 they are aware of the post-high school options as well as preparing them for the SAT, ACT, PERT, etc.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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|----------|---------------|---|--|-----------------|-----|---------------------|
| 1 | III.A. | Areas of Focus: English Language Arts- Student Support | | | | \$119,122.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 7032 - Palm Glades Preparatory High School | UniSIG | 3.0 | \$1,938.00 |
| | | | <i>Notes: After School Tutorial</i> | | | |
| | 5100 | 120-Classroom Teachers | 7032 - Palm Glades Preparatory High School | UniSIG | 2.0 | \$4,521.00 |
| | | | <i>Notes: Saturday School</i> | | | |
| | 5100 | 150-Aides | 7032 - Palm Glades Preparatory High School | UniSIG | 2.0 | \$46,021.00 |
| | | | <i>Notes: Reading Interventionists</i> | | | |
| | 5100 | 120-Classroom Teachers | 7032 - Palm Glades Preparatory High School | UniSIG | 1.0 | \$0.00 |
| | | | <i>Notes: Intensive Math Teacher</i> | | | |
| | 5100 | 520-Textbooks | 7032 - Palm Glades Preparatory High School | UniSIG | | \$432.00 |
| | | | <i>Notes: ACT-Coach Workbooks</i> | | | |
| | 5100 | 520-Textbooks | 7032 - Palm Glades Preparatory High School | UniSIG | | \$345.00 |
| | | | <i>Notes: SAT Prep Textbooks</i> | | | |
| | 6300 | 130-Other Certified Instructional Personnel | 7032 - Palm Glades Preparatory High School | Title, I Part A | 1.0 | \$58,850.00 |
| | | | <i>Notes: Reading Coach</i> | | | |
| | 5100 | 520-Textbooks | 7032 - Palm Glades Preparatory High School | General Fund | | \$6,017.00 |
| | | | <i>Notes: My Perspectives Textbook</i> | | | |
| | 5100 | 520-Textbooks | 7032 - Palm Glades Preparatory High School | General Fund | | \$998.00 |
| | | | <i>Notes: National Geographic Edge</i> | | | |
| 2 | III.A. | Areas of Focus: Social Studies- Teacher Support | | | | \$0.00 |
| 3 | III.A. | Areas of Focus: Social Studies- Student Support | | | | \$2,375.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 520-Textbooks | 7032 - Palm Glades Preparatory High School | UniSIG | | \$2,375.00 |
| | | | <i>Notes: Gateway to American Government Textbooks</i> | | | |
| 4 | III.A. | Areas of Focus: Mathematics - Student Support | | | | \$185,192.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |

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|----|----------|--|--|-----------------|-----|--------------------|
| | 5100 | 120-Classroom Teachers | 7032 - Palm Glades Preparatory High School | Title, I Part A | 1.0 | \$55,000.00 |
| | | | <i>Notes: Intensive Math Teacher</i> | | | |
| | 5100 | 120-Classroom Teachers | 7032 - Palm Glades Preparatory High School | UniSIG | 1.0 | \$64,830.00 |
| | | | <i>Notes: Intensive Math Teacher</i> | | | |
| | 5100 | 120-Classroom Teachers | 7032 - Palm Glades Preparatory High School | UniSIG | | \$1,615.00 |
| | | | <i>Notes: Performance Matters Training</i> | | | |
| | 5100 | 130-Other Certified Instructional Personnel | 7032 - Palm Glades Preparatory High School | UniSIG | 1.0 | \$63,747.00 |
| | | | <i>Notes: Math Coach</i> | | | |
| 5 | III.A. | Areas of Focus: Science - Teacher Support | | | | \$0.00 |
| 6 | III.A. | Areas of Focus: Science - Student Support | | | | \$1,530.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 7032 - Palm Glades Preparatory High School | UniSIG | | \$1,530.00 |
| | | | <i>Notes: Google Sanitizing Cabinet</i> | | | |
| 7 | III.A. | Areas of Focus: Students with Disabilities | | | | \$0.00 |
| 8 | III.A. | Areas of Focus: Graduation Rate | | | | \$0.00 |
| 9 | III.A. | Areas of Focus: Data chats and Goal Setting | | | | \$0.00 |
| 10 | III.A. | Areas of Focus: Teacher Development and Improvement | | | | \$0.00 |
| 11 | III.A. | Areas of Focus: English Language Learners | | | | \$0.00 |
| 12 | III.A. | Areas of Focus: Intervention Plan | | | | \$0.00 |
| 13 | III.A. | Areas of Focus: Attendance | | | | \$10,392.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6120 | 369-Technology-Related Rentals | 7032 - Palm Glades Preparatory High School | UniSIG | | \$5,750.00 |
| | | | <i>Notes: HERO Annual subscription</i> | | | |
| | 6120 | 510-Supplies | 7032 - Palm Glades Preparatory High School | UniSIG | | \$467.00 |
| | | | <i>Notes: HERO materials and supplies</i> | | | |
| | 6120 | 644-Computer Hardware Non-Capitalized | 7032 - Palm Glades Preparatory High School | UniSIG | | \$1,484.00 |
| | | | <i>Notes: HERO program printer and scanner</i> | | | |
| | 6120 | 130-Other Certified Instructional Personnel | 7032 - Palm Glades Preparatory High School | UniSIG | | \$2,500.00 |
| | | | <i>Notes: Positive Behavior Coach</i> | | | |

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|---------------|------|---------------------|--|--------|--|---------------------|
| | 6120 | 220-Social Security | 7032 - Palm Glades Preparatory High School | UniSIG | | \$191.00 |
| | | | <i>Notes: Positive Behavior Coach benefits</i> | | | |
| Total: | | | | | | \$318,611.00 |