Palm Glades Preparatory Academy

2019-20 Schoolwide Improvement Plan

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Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

Demographics

Principal: Aisha Mcqueen

Start Date for this Principal: 9/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	88%
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: C (43%) 2017-18: D (38%) 2016-17: D (37%) 2015-16: C (44%) 2014-15: D (36%)
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	TS&I

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

School Board Approval

N/A

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.](http://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)
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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	D	C

School Board Approval

N/A

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	Job Duties and Responsibilities
McQueen, Aishia	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.

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	0	0	0	0	
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	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	

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)

Date this data was collected or last updated

Wednesday 9/18/2019

Prior Year - 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	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 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	49	74	69	0	0	0	0	192

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	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 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	49	74	69	0	0	0	0	192

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	29%	58%	54%	37%	53%	52%
ELA Learning Gains	41%	58%	54%	46%	55%	54%
ELA Lowest 25th Percentile	41%	52%	47%	37%	48%	44%
Math Achievement	28%	58%	58%	29%	54%	56%
Math Learning Gains	38%	56%	57%	36%	56%	57%
Math Lowest 25th Percentile	47%	54%	51%	34%	51%	50%
Science Achievement	33%	52%	51%	19%	50%	50%
Social Studies Achievement	65%	74%	72%	59%	70%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (12)	0 (17)	0 (16)	0 (45)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (10)	0 (7)	0 (1)	0 (18)
Level 1 on statewide assessment	0 (67)	0 (77)	0 (74)	0 (218)

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
06	2019	25%	58%	-33%	54%	-29%
	2018	36%	53%	-17%	52%	-16%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2019	31%	56%	-25%	52%	-21%
	2018	32%	54%	-22%	51%	-19%
Same Grade Comparison		-1%				
Cohort Comparison		-5%				
08	2019	29%	60%	-31%	56%	-27%
	2018	39%	59%	-20%	58%	-19%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	18%	58%	-40%	55%	-37%
	2018	34%	56%	-22%	52%	-18%
Same Grade Comparison		-16%				
Cohort Comparison						
07	2019	26%	53%	-27%	54%	-28%
	2018	21%	52%	-31%	54%	-33%
Same Grade Comparison		5%				
Cohort Comparison		-8%				
08	2019	28%	40%	-12%	46%	-18%
	2018	27%	38%	-11%	45%	-18%
Same Grade Comparison		1%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	24%	43%	-19%	48%	-24%
	2018	23%	44%	-21%	50%	-27%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	68%	32%	67%	33%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	73%	-8%	71%	-6%
2018	56%	72%	-16%	71%	-15%
Compare		9%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	63%	12%	61%	14%
2018	42%	59%	-17%	62%	-20%
Compare		33%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	57%	-57%
2018					

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	14	37	43	14	40	42	9	33			
ELL	24	37	35	27	44	57	26	64			
BLK	23	30	37	18	32	34	23	45	50		
HSP	32	45	41	34	42	58	40	73	70		
FRL	28	41	41	27	38	47	33	60	60		
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		

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)	TS&I
OVERALL Federal Index – All Students	43
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	42
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	32
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	48
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 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	42
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 FSA 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 Civics 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?

MS Acceleration points showed the most improvement

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

he 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	Intervention Plan
Rationale	29% of students achieved proficiency in reading as compared to a state average of 56% 38% 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	Laura Ferreira Vesga (955685@dadeschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

#2	
Title	Mathematics- Teacher Support
Rationale	Over all 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 and district averages by providing additional teacher support.
Person responsible for monitoring outcome	Laura Ferreira Vesga (955685@dadeschools.net)
Evidence-based Strategy	The implementation of an instructional coach to support lesson planning, lesson delivery, as well as lesson effectiveness.
Rationale for Evidence-based Strategy	Stakeholders reviewed reform literature such as Impact of a Coaching Cycle on Teacher Self-Efficacy (2019) in order to guide the decision to implement an instructional coach at Palm Glades. Research confirms that there is a strong correlation between teacher-centered instructional coaching and teacher self-efficacy along with the increase of student engagement and student learning gains

Action Step	
Description	1. Conduct needs assessment by developing a calendar of instructional rounds/ walkthroughs to determine areas of teacher needs and to identify high-needs teachers. 2. Develop a coaching calendar to provide in classroom support for teachers in identified areas of need such as the implementation of differentiated instruction. 3. Provide high needs teachers with interventionists in order to provide additional support to teachers and students during DI instruction. Math Instructional Support Timeline In conjunction with the traditional coaching cycle for pedagogy, the math instructional coach will have the following foci for each month to help support the Math teachers in terms of professional development. August– Needs assessment for teachers/Baseline testing September- Data analysis/Grouping/Differentiated Instruction October- Item spec analysis and its use in backwards design instruction. November- Benchmark #1 – Analysis breakdown/re-grouping/instructional focus re-direction. January – Benchmark #2/Mid-Year- Analysis breakdown/re-grouping/instructional focus re-direction. March- Benchmark #3- Analysis breakdown/re-grouping/instructional focus re-direction. April- In-class instructional support to teachers with students the highest need in preparation for FSA.
Person Responsible	Laura Ferreira Vesga (955685@dadeschools.net)

#3	
Title	English Language Arts
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.

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	August: 1. The principal and instructional coaches meet with indiviual 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: 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. 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 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)

#4	
Title	Science - Student Support
Rationale	Overall student achievement in the 8th grade Science was 33&

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	Curriculum improvements for students that include implementation of PBL.org fused with the Comprehensive Science curriculum for Palm Glades Middle School. Additional after-school tutoring and Saturday tutoring opportunities will also be made available. Increased intervention instruction using Item Specifications to plan lessons with the end in mind.
Rationale for Evidence-based Strategy	Problem-based learning and scientific inquiry go hand-in-hand; therefore, the combination of thew new implementation of PBL.org in conjunction with 8th grade Com Sci curriculum will be an ideal approach to increasing student proficiency.
Action Step	
Description	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 . 4. Provide student guidance and formative and summative assessment checks
Person Responsible	[no one identified]

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).

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, § 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.

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

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

1	III.A.	**Areas of Focus: Intervention Plan**	**$0.00**
2	III.A.	**Areas of Focus: Mathematics- Teacher Support**	**$0.00**
3	III.A.	**Areas of Focus: English Language Arts**	**$0.00**
4	III.A.	**Areas of Focus: Science - Student Support**	**$0.00**
		Total:	**$0.00**