Palm Glades Preparatory High School

2020-21 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: 11/20/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 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%)
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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	85%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 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, position title, and job duties/responsibilities 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.
McKenna, Jennifer	Other	Assists teachers in identifying students' needs and recommending appropriate instructional methods and materials to increase student achievement. Provides support services to teachers through demonstration lessons and professional development activities designed to increase teacher pedagogy and student proficiency.
Escoffery, Karen	Instructional Coach	The Reading Coach will support all 9-12 literacy teachers in the implementation of the site reading and curriculum plan. The Coach will work directly with teachers providing classroom-based demonstrations (via coaching cycles), collaborative and one-on-one planning and support, and facilitating teacher inquiry and related professional development as it relates to the reading content area.
Belliveau, Amanda	Instructional Coach	The Math Coach will work directly with all 9-12 content area math teachers to improve student learning of mathematical skills including teaching strategies, assessment of math skills, interpretation, and use of assessment results to drive instructions and increase student achievement. The Coach will work directly with teachers providing classroom-based demonstrations (via coaching cycles), collaborative and one-on-one planning and support, and facilitating teacher inquiry and related professional development as it relates to the math content area.
Stephens, Rosemary	Dean	Provides interventions for students disciplinary issues, develops appropriate programs to promote positive behavior and facilitates professional development for teachers to support proper classroom management. Serves as instructional support in building lesson plans and conducting walk-through and providing timely feedback.
Meusa, Latrcia	School Counselor	The guidance counselor provides academic and career counseling. Provides social and emotional learning support services. Establishes counseling plans and goals that are aligned with the school improvement plan.
Molina, Tanya	Registrar	The primary role of the registrar is to work with the guidance counselor to ensure that students are enrolled in the appropriate classes and to work with admin to develop the master schedule for the school.
Hill, Devon	Teacher, ESE	The ESE teacher will maintain the procedural safeguards required by law with respect to students, staffing, and 504's and IEPs.

Name	Title	Job Duties and Responsibilities
Miranda, Melissa	Other	As the Testing and ESOL Coordinator the primary role is to facilitates all school and state testing for the school. Ensures that students receive proper accommodations and that proctors and administrators for the test are present. To maintain procedural safeguards required by law with respect to students, staffing, and LEP's.

Demographic Information

Principal start date

Wednesday 11/20/2019, Aisha Mcqueen

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

19

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 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%)
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](#).	

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	87	72	67	81	307
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	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	5	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	60	0	0	40	100
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	64	0	0	64

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	52	0	1	28	81

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	

Date this data was collected or last updated

Sunday 9/6/2020

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	
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	

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	
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	

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	
	(0)	(0)	(0)	(0)	0 (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.

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
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0

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. Low and sporadic student attendance as evidenced by the early warning 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 foundational skills.
4. Need for additional teacher professional growth opportunities from the publishing companies to assist teachers with becoming familiar with the curriculum resources.
6. Interventionists were not available to provide additional push-in support for the students who were in the L25 percentile subgroup.

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 to help familiarize them with the tested standards, data analysis, and using data to drive instruction.
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 and Social Studies had a 28 point difference compared to the state average. After reviewing the data, stakeholders correlate reading deficiencies like the inability to annotate and analyze text, make text-to-text connections, and the ability to apply analysis to broader concepts contributed to this gap.

Stakeholders believe that placing a greater emphasis in reading across the curriculum and implemented an array of effective reading strategies, 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 the graduation rate, 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?

According to the EWS data 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. Increasing reading, math, and science proficiency.
2. Increasing the graduation rate.
3. Increasing CTE passing rates.
4. Social Studies proficiency.
5. Increasing the leaning gains for L25 subgroup.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA proficiency has been an area of needs for Palm Glades High School for multiple years. ELA achievement for the 2019-2020 school year was markedly lower than surrounding schools at 28%. This has been a focus at PGA since the beginning of 2020. The focus will be to help teachers to understand how to use the standards and data to target specific deficiencies that will aid in raising the overall ELA achievement.
Measurable Outcome:	The ELA proficiency achievement score will meet or exceed the district 2019 proficiency of 55% for 9th grade and 53% doe 10th grade,
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	Teachers will learn to develop targeted instruction using data as well as the standards and item specifications for the tests. Teachers will use all of this information in the planning process to provide specific and informed instruction. Teachers in all areas will learn to incorporate vocabulary and comprehension strategies into all content areas to help reading strategies across the curriculum.
Rationale for Evidence-based Strategy:	Understanding the "why" and the "how" of data driven instruction is paramount when applying this strategy in schools. They must also be able to differentiate what students do and do need to master based upon item specifications. Once implemented, there must be support for teachers in instruction and developing remediation plans. Teachers and students must learn to invest in this process. Education in terms of item specification is necessary for teachers to be able to create formative and summative assessments. These steps began in the 2019-20 school year where students performed at 54% for both 9th and 10th grade ELA on an EOY exam administered through Performance Matters.

Action Steps to Implement

1. Teachers will continue to learn how to unpack standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. Initial training was facilitated by the administrative team and the reading coach.

Person Responsible	Karen Escoffery (kescoffery@palmgladesacademy.com)

2. Teachers work through the planning process during planning periods and department meetings with the administrative team and Reading Coach. These meetings were held bi-weekly from January-March and then continued throughout virtual learning. This plan will continue in place for the 2020-21 school year.

Person Responsible	Karen Escoffery (kescoffery@palmgladesacademy.com)

3. Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using performance matters.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

4. Students must be involved in the data process as well and understand how to break down standards to take ownership of their own learning and standards and skill-based mastery.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

5. Remediation of instruction continues based on above assessments and the process is then repeated.

Person Responsible   Karen Escoffery (kescoffery@palmgladesacademy.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math achievement scores in Algebra I and Geometry range from 17-35 percentage points below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications.
Measurable Outcome:	Palm Glades Academy High School will meet or exceed the district's achievement in Algebra I - 63% and Geometry- 55%.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	Teachers will continue to develop their skills in data analysis and unpacking the standards. Further, they will learn to apply the unpacking of standards to outline standards-based guided and independent instruction based upon student need.
Rationale for Evidence-based Strategy:	Evidence-based research indicates the need for standards-based learning helps define the depth of mathematical processes, allowing students to truly understand mathematical concepts rather than traditional shallow teachings in the past. By educating teachers on how to break down standards, it provides them with the tools to be able to clearly identify the skills students need to master each standards. Increasing teacher capacity in the structure of guided and independent practice will also allow for more specific instruction. These steps began successfully in the 2019-20 school years and on the EOY test administered through Performance Matters students achieved 52% on Algebra I and 45% on Geometry.

Action Steps to Implement

1. Teachers will continue to learn how to unpack standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. . Initial training was facilitated by the administrative team and the math coach.

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

2. There will be professional development to help teachers in preparing guided and independent practice to target learning. Teachers will develop their feedback skills to aid students in the ability to verbalize their mathematical processes and aid students in their ability to understand their own data and goals.

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

3. Teachers work through the planning process during planning periods and department meetings with the administrative team and Math Coach. These meetings were held bi-weekly from January-March and then continued throughout virtual learning. This plan will continue in place for the 2020-21 school year.

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

4. Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using performance matters.

Person Responsible	Rosemary Stephens (rstephens@palmgladesacademy.com)

5. Remediation of instruction continues based on above assessments and the process is then repeated.

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Differentiated instruction is an avenue to help teachers reach the lowest 35% of learners in their instruction.
Measurable Outcome:	80% of the lowest 35% of learners (achievement level 1s and 2s) will increase minimally by one incremental achievement level. All remaining students (3s, 4s, 5s), will maintain or increase an achievement level in 2020-21.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction has been proven to allow teachers to reach all different learners in a shorter amount of time.
Rationale for Evidence-based Strategy:	Differentiated instruction helps to scaffold skills for students while allowing them to learn at their own achievement level and own pace. This allows teachers to respond more immediately to student needs, allows for frequent formative assessment which will provide teachers with immediate feedback to assess readiness, skills acquisition and adjust individual instruction based upon this information.

Action Steps to Implement	

1. Provide professional development in the area of differentiated, small-group, and teacher-led instruction to all teachers and interventionists.

Person Responsible	Karen Escoffery (kescoffery@palmgladesacademy.com)

2. Provide assistance in planning small group/differentiated instruction.

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

3. Each reading and math classroom will be provided an interventionist that will help to develop a specific instructional plan that focused on the weakest standards using the data from the baseline assessments and analysis of FSA/EOC item specifications.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

4. Specific attention will be paid to the lowest performers and their progress on formative and summative assessments. These progress of these students will drive their specific instruction.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

#4. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	An area of focus here will be the instructional strategies for ELL students. ELL student achievement was below the state threshold of 42%.
Measurable Outcome:	80% off all ELL students will show an increase of at least one increment of achievement.
Person responsible for monitoring outcome:	Jennifer McKenna (jmckenna@charterk12.com)
Evidence-based Strategy:	There are three main strategies that will be the focus of ELL instruction for the 2020-21 school year. These are: developing basic phonemic awareness. developing basic encoding skills with explicit instruction and promoting reading fluency.
Rationale for Evidence-based Strategy:	The basic evidence-based strategies listed above are the basic building blocks for ELL learners to form a sustained and solid relationship with the English language. The basics of language combined with an in-context approach to vocabulary acquisition will allow students to build fluency and comprehension.

Action Steps to Implement

1. Provide professional development to teachers in both the National Geographic Life curriculum.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

2. Provide extensive in-house professional development with a focus on instructional strategies for ELL students.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

3. Monitor the weekly activity of students in Imagine Learning and Achieve 3000.

Person Responsible	Melissa Miranda (mmiranda@palmgladesacademy.com)

4. Track the progress of ELL students as they progress through baseline and benchmark testing, providing intervention support when needed during elective time.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale:	The area of focus is on preparing students to be graduation ready. In the 2018-2019 school year, the Palm Glades Academy High School graduation rate was 79%, falling below both the state and district graduation rates.
Measurable Outcome:	Minimally 85% percent of students will graduate in the 2020-21 school year.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	Tutoring will be provided for students who are not graduation ready to meet all testing deficiencies. Credit recovery will take place and be closely monitored for all Seniors. Early intervention will take place for students who may not be on track to graduate during their 9th and 10th grade years.
Rationale for Evidence-based Strategy:	This is a process that began during this current school year. As of April 1, 2020 83% of the students were graduation ready. This was a result of a significant increase in PERT and SAT tutoring. These services were made available to students throughout the day and on Saturdays. 86% of students who regularly attended tutoring for the SAT received the concordant ELA score during the March administration of the SAT. The remaining students were slated to be tutored for the April and May Administrations making PGA confident that they would not only meet, but exceed, the district graduation rate of 85%. Within these sessions, the juniors who still need a concordant score for the FSA would have been included, gaining a head start on the graduation rate for the 2020-2021 school year.

Action Steps to Implement

1. Run a credit history of all students in all grades and adjust student schedules as necessary to ensure students are on track to graduate.

Person Responsible	Latrcia Meusa (lmeusa@palmgladesacademy.com)

2. Provide students in-school, after-school, and Saturday tutoring for SAT to increase scores for concordance.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

3. Monitor students progress in FLVS for both credit recovery and for necessary course to graduate.

Person Responsible	Latrcia Meusa (lmeusa@palmgladesacademy.com)

4. Monitor and record student record of volunteer hours.

Person Responsible	Latrcia Meusa (lmeusa@palmgladesacademy.com)

#6. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	US History Instruction. Increased rigor in US History instruction will lead to overall increased achievement on the US History EOC. In 2019, the Social Studies achievement grade dropped by 15% and is shy of the district average by 27%.
Measurable Outcome:	The US History achievement percentage will meet or exceed the district average on the 2020 EOC.
Person responsible for monitoring outcome:	Jennifer McKenna (jmckenna@charterk12.com)
Evidence-based Strategy:	Evidence based reading and writing. Introduction of new curriculum - Gateway to US History
Rationale for Evidence-based Strategy:	The beginning of this process was successfully started in the 2019-20 school year. US history showed a 17% increase from the baseline in August to the mid-year assessment in January. There was a change in teacher in that classroom at the end of November which helped to build this increase November through January. The data displays the impact of this new teacher as students scored only a 2% increase from the baseline on their first benchmark in November 2019. These students are showing significant growth under this new teacher and we were confident this would have extended through the EOC. On the US History EOY administered through performance matters showed an achievement score of 70%.

Action Steps to Implement

1. Provide training on the use of Gateway to US History.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

2. Provide in-house professional development on evidence-based reading and writing with a focus on historical analysis.

Person Responsible	Karen Escoffery (kescoffery@palmgladesacademy.com)

#7. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	School will hire a Curriculum and Instructional support specialist. This is identified as a specific need at the school to provide additional and targeted curricular support to both teachers and students.
Measurable Outcome:	The curriculum support specialist will have an active role in raising measurable data so that the school can reach at minimum 45% of allocated points for the school grade to raise the grade from a D to a C for the 2020-2021 school year.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	The Curriculum and Instructional Support Specialist will have a positive impact on student achievement. This person will participate in the process of continuous school improvement which will include helping teachers develop appropriate formative and summative assessments based on targeted data analysis, observing in classrooms and providing timely and appropriate feedback, and professional development and planning using qualitative and quantitative measures to drive decisions. Additionally, the Curriculum Support Specialist will assist teachers with the process of determining appropriate interventions and extensions based on evidence of learner needs and student progress.
Rationale for Evidence-based Strategy:	Analysis of student and teacher performance are keys in school improvement. As a teachers uses summative and formative measures to adjust in a microcosm of class instruction, the curriculum support specialist uses the same measures on a macro school-wide level. This position will also assist low-achieving students will additional instruction during small group learning in classrooms and during elective time.

Action Steps to Implement

1. Curriculum Support Specialist will work with administrative team to analyze data (to include both state and benchmark data).
2. Curriculum Support Specialist and school site administration will train teachers on how to disaggregate the data and use the data to drive instruction.
3. Work with teachers to develop lessons that align to the standards.
4. Provide consistent and timely feedback and refrain practices as needed.
5. Train interventionist on how to implement instructional material during small group learning.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

#8. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students will disabilities were well below the federal index of 41% ; only 16% of students achieved proficiency in the 2018-19 school year. The area of focus will be on specific target instruction for students with disabilities.
Measurable Outcome:	Students will disabilities will achieve a 41% proficiency for the 2020-21 school year.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy:	Teachers must not only know the theories behind the practices of teaching students with disabilities, but they must be able to practice how to apply these practices in an academic setting. Teachers must learn how to plan assignments in different ways, read and apply IEP accommodations, and collaborate with ESE teachers to design targeted instruction.
Rationale for Evidence-based Strategy:	The ability to make a classroom more inclusive for students with disabilities sets these students up for success. To be able to reach learners through different approaches in learning styles and by helping them to meet and create measurable and attainable goals helps their learning process and can lead to higher achievement levels.

Action Steps to Implement

In-house professional development during pre-planning where teachers become more familiar with the different types of accommodations and how these can be applied successfully in different lessons. This PD would also include how to differentiate small group instruction for SWD. This would be led by the ESE team at Palm Glades Academy High School.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

Lesson plans will be monitored weekly for ESE accommodations and these will be juxtaposed with the implementation of the accommodations in the classroom during weekly walkthroughs.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

SWD will be monitored as a separate data group for in-class summative and benchmark assessments to ensure that needs are being met appropriately and progress is being made.

Person Responsible	Jennifer McKenna (jmckenna@charterk12.com)

#9. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Black students were slightly below the federal index of 41% ; 40% of students achieved proficiency in the 2018-19 school year. The area of focus will be on specific target instruction for Black students for the 20-21 school year.
Measurable Outcome:	Black students will reach 45% proficiency for the 2020-21 school year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will learn to develop targeted instruction using data as well as the standards and item specifications for the tests. Teachers will use all of this information in the planning process to provide specific and informed instruction. Further, students will be offered more in-school options for intervention and remediation.
Rationale for Evidence-based Strategy:	When it is implemented with fidelity, data driven instruction can dramatically improve student performance. For students who struggle to be able to attend Saturday school and after school help sessions, students will receive targeted interventions during the school day not only during core classes, but through pull out during electives.

Action Steps to Implement

1. Teachers will continue to learn how to unpack standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. . Initial training was facilitated by the administrative team and instructional coaches.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

2. There will be professional development to help teachers in preparing guided and independent practice to target learning. Teachers will develop their feedback skills to aid students in the ability to verbalize their instructional processes and aid students in their ability to understand their own data and goals.

Person Responsible	Karen Escoffery (kescoffery@palmgladesacademy.com)

3. Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using performance matters.

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

4. Monitor student participation in after-school and Saturday tutoring. For students who struggle during these sessions, or for those who cannot attend these sessions will be provided additional targeted intervention during elective classes.

Person Responsible	Aishia McQueen (955263@dadeschools.net)

5. Monitor students in this ESSA subgroup through various formative, summative, and school-wide benchmark assessments to re-evaluate the plan on a monthly basis.

**Person
Responsible** Aishia McQueen (955263@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 fro 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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Along with the Title I Parent and Family Engagement Plan (PFEP), Palm Glades Preparatory Academy will continue to grow, support, and promote parental involvement. The school will strive to achieve at least a 25% parent participation rate for our activities. The small school size lends itself to facilitate knowing your students and building a more family like community. The students and parents get to meet the teachers and administration before school starts during orientation. Our social media pages and website are maintained and updated to keep our stakeholders actively involved. PowerSchool provides teachers with their own web pages which are updated regularly. Parents and students have access to the student portal on MDCPS to check grades. Student assemblies during the first two weeks of school are held to communicate expectations and establish relationships. Teachers participate in 5 days of pre-planning activities which involve team building and communication of expectations and professional development.

Through our academies, clubs, athletic sports, and parent volunteers we have built and are sustaining partnerships with the local community. Our community partners help with school events, are guest speakers and offer our students community service opportunities as well. We have a partnership with the South Dade Newsleader, which is the Homestead newspaper and we work closely with them to bring various opportunities to our students. We also have an Executive Internship class which provides our students and school with the opportunity to reach out to more community members and strengthen the relationships we currently have.

To encourage positive working relationships we have peer recognition by doing "shout-outs" at our faculty meetings. We recognize special projects and accomplishments of our colleagues. We collaborate during grade level, department and planning meetings, and data chats. We have team building activities prior to the beginning of the school year and throughout as well. Teachers also work together on several committees.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
7	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
8	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
9	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
		Total:	$250,182.24