Palm Glades Preparatory Academy

2020-21 Schoolwide Improvement Plan

Table of Contents

Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

Demographics

Principal: Aisha Mcqueen

Start Date for this Principal: 11/19/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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: C (43%) 2017-18: D (38%) 2016-17: D (37%) 2015-16: C (44%)
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.

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)
Middle School 6-8	Yes	93%

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	C	C	D	D

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, 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 6-8 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		The Math Coach will work directly with all 6-8 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

Thursday 11/19/2020, 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

15

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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: C (43%) 2017-18: D (38%)

	2016-17: D (37%)
	2015-16: C (44%)
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](#).	

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	65	101	101	0	0	0	0	267
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	3	1	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	6	5	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	16	48	64	0	0	0	0	128
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	36	69	0	0	0	0	141

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	28	37	60	0	0	0	0	125

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	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	

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	0	0	0		
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		
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

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	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	
	(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
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%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
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%	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	32
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	48
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	42
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.

The data component that showed the lowest performance for the 2018-2019 school year was math achievement. There were several factors that contributed to this performance the primary component is the gaps in academic knowledge of the students. Students across grades 6,7, 8 struggle with the basics of properties of operations, expressions and equations, and the fundamentals of geometric figures and 6-8th grade standards of geometry.

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

The data component that showed the greatest decline from the prior year was ELA achievement which fell by 9%. A large contributing factor to this decline was the absence of a reading instructional coach for the 2018-2019 school year. Additionally, a large number of students entering grade six were reading well below grade level. 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 and writing across the across the curriculum and implemented an array of effective reading strategies, specifically in non tested social studies and elective classes, can help address this deficit.

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.

Math achievement had the greatest gap compared with the state average with a difference of 30 percentage points. As mentioned above, a change in instructional materials, absence of a math coach, and incoming deficits of students were all contributing factors to the gap in mathematical achievement for the 2018-2019 school year. Stakeholders believe that in order to the achievement gap in math the following must be implemented:
1. Closing gaps must be a school-wide responsibility.
2. High expectations must be set and we must provide rigorous, deep curricula.
3. Use test data (i.e. benchmark assessments, etc) and other research/data points on students' performance to make data inform decisions to drive instruction.

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

Science achievement showed the most improvement from the year prior showing a 10% growth. The new Pearson Science curriculum, Elevate Science, was adopted for the 2018-2019 school year. The prior curriculum lacked the rigor and depth provided by these new materials. This curriculum was piloted the year before in a sister school; therefore, there was in-house training and Pearson training provided starting in the middle of the precious school year.

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 math proficiency.
2. Increasing reading proficiency.
3. Increasing learning gains in reading and math
4. Increasing the L25 learning gains
5. Increasing science proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math achievement will be an area of focus for the 2020-2021 school year as Palm Glades Academy achievement percentage falls 30% below both the district and state proficiency.
Measurable Outcome:	Palm Glades Academy will meet or exceed the state and district achievement averages of 58% for the 2020-2021 school year.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
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.
Rationale for Evidence-based Strategy:	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.

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	Jennifer McKenna (jmckenna@charterk12.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	Jennifer McKenna (jmckenna@charterk12.com)

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

Person Responsible	Amanda Belliveau (abelliveau@palmgladesacademy.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA achievement will be a focus for the 2020-2021 school year as Palm Glades Academy fell 29% below the district and 25% below the state.
Measurable Outcome:	Palm Glades Academy will meet or exceed the state proficiency average of 54% for the 2020-2021 school year.
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	Aishia McQueen (955263@dadeschools.net)

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	Karen Escoffery (kescoffery@palmgladesacademy.com)

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

Person Responsible	Karen Escoffery (kescoffery@palmgladesacademy.com)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	An area of focus for the 2020-2021 school year will be to increase ELL achievement as it fell below the federal index for the 2018-2019 school year at 40%.
Measurable Outcome:	ELL achievement will increase minimally to the federal threshold percentage of 41% with a goal of 50% achievement.
Person responsible for monitoring outcome:	Aishia McQueen (955263@dadeschools.net)
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 the Inside curriculum as it relates to ESOL instruction.

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	Karen Escoffery (kescoffery@palmgladesacademy.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with disabilities achievement fell far below the federal threshold for the 2018-2019 school year. SWD achievement will be a focus of the 2020-2021 school year with an achievement percentage of only 29%.
Measurable Outcome:	Students with disabilities will meet the federal threshold of 41% for the 2020-2021 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

1. 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.

Person Responsible	Devon Hill (dhill@palmgladesacademy.com)

2. 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	Jennifer McKenna (jmckenna@charterk12.com)

3. 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)

#5. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Black students were 9 percentage points below the federal index for the 2018-2019 school year making proficiency of this ESSA subgroup a priority for the 2020-2021 school year.
Measurable Outcome:	Black students will meet the federal threshold of proficiency of 41% for the 2020-2021 school year with a goal of 45%.
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. 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	Jennifer McKenna (jmckenna@charterk12.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.

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 homeschool 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.

PGA also builds the relationships between teachers and students through the use of technology. In addition to communication posts through social media on the PGA Facebook page, school information is updated daily and posted on the PGA website. . In order to closely monitor their children's academic achievement, parents are provided with access to Powerschools, the MDCPS parent portal and Pinnacle Gradebook. Student achievement and positive citizenship is celebrated through individual classroom teacher awards, "Student of the Month" activities, and quarterly Honor Roll assemblies.

PGA facilitates a systematic process by which the school learns about students' cultures. Diversity among students is recognized and celebrated through a multitude of clubs like Spanish Club and focused lessons on Hispanic Heritage, Black History, Holocaust, and Women's History.

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: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
		Total:	$185,187.00