

Miami-Dade County Public Schools

# Palm Glades Preparatory High School



2021-22 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

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | High School<br>9-12   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2020-21 Title I School</b>  | Yes   |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 83%   |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: D (40%)<br>2017-18: C (43%)<br>2016-17: D (36%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Southeast   |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   |   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

## 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Palm Glades Preparatory High School

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www.palmgladesprepacademy.com

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2020-21 Title I School</b> | <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| High School<br>9-12                                     | Yes                           | 84%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | Yes                           | 98%   |

## School Grades History

| Year  | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade |         | D       | D       | C       |

## School Board Approval

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## SIP Authority

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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 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               | Position 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 between all stakeholders.  |
| McKenna, Jennifer  | Assistant Principal | Support the principal in the operations and instruction within the school. 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. |
| Stephens, Rosemary | Assistant Principal | 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.   |
| Velez, Ethel       | Reading 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. |
| Moore, Christine   | 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   |
| Armenteros, Issis  | 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.  |
| Cardenas, Karol    | 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  |
| Alguera, Francia   | Teacher, ESE        | The ESE teacher will maintain the procedural safeguards required by law with respect to students, staffing, and 504's and IEPs.   |

| Name           | Position Title | Job Duties and Responsibilities   |
|----------------|----------------|---|
| Brown, Kenyake | Math 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. |

**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.*

2

**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**

21

**Total number of students enrolled at the school**

290

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

6

**Demographic Data**

**Early Warning Systems**

**2021-22**

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



| Indicator  | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |     |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |     |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 | 83 | 59 | 55    | 290 |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     | 1   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  | 0  | 1  | 0     | 3   |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3  | 22 | 7  | 11    | 43  |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2  | 14 | 6  | 9     | 31  |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 45 | 37 | 40    | 157 |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 66 | 39 | 30    | 135 |
| Number of students with a substantial reading deficiency | 0           | 0 | 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 | 61 | 23 | 36 | 38    | 158 |

**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  | 1  | 4  | 0     | 5 |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     | 0 |

**Date this data was collected or last updated**

Wednesday 7/28/2021

**2020-21 - 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 | 87 | 72 | 67 | 81    | 307 |
| Attendance below 90 percent               | 0           | 0 | 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  | 0     | 0   |
| Course failure in ELA                     | 0           | 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 | 0  | 1  | 0  | 5     | 6   |
| Level 1 on 2019 statewide ELA assessment  | 0           | 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 | 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  | 0     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**2020-21 - 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 | 87 | 72 | 67 | 81 | 307   |
| Attendance below 90 percent               | 0           | 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  | 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 | 64 | 0  | 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  | 0     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

**Part II: Needs Assessment/Analysis**

**School Data Review**

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      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             |        |          |       | 28%    | 59%      | 56%   | 29%    | 59%      | 56%   |
| ELA Learning Gains          |        |          |       | 37%    | 54%      | 51%   | 45%    | 56%      | 53%   |
| ELA Lowest 25th Percentile  |        |          |       | 38%    | 48%      | 42%   | 40%    | 51%      | 44%   |
| Math Achievement            |        |          |       | 24%    | 54%      | 51%   | 25%    | 51%      | 51%   |
| Math Learning Gains         |        |          |       | 40%    | 52%      | 48%   | 35%    | 50%      | 48%   |
| Math Lowest 25th Percentile |        |          |       | 43%    | 51%      | 45%   | 43%    | 51%      | 45%   |
| Science Achievement         |        |          |       | 48%    | 68%      | 68%   | 61%    | 65%      | 67%   |
| Social Studies Achievement  |        |          |       | 43%    | 76%      | 73%   | 58%    | 73%      | 71%   |

**Grade Level Data Review - State Assessments**  
**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                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 27%    | 55%      | -28%                       | 55%   | -28%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 10                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 29%    | 53%      | -24%                       | 53%   | -24%                    |
| Cohort Comparison |      | -27%   |          |                            |       |                         |

| 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 |
| 2021        |        |          |                       |       |                    |
| 2019        | 49%    | 68%      | -19%                  | 67%   | -18%               |

| CIVICS EOC |        |          |                       |       |                    |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year       | School | District | School Minus District | State | School Minus State |
| 2021       |        |          |                       |       |                    |
| 2019       |        |          |                       |       |                    |

| <b>HISTORY EOC</b>  |               |                 |                              |              |                           |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021                |               |                 |                              |              |                           |
| 2019                | 43%           | 71%             | -28%                         | 70%          | -27%                      |
| <b>ALGEBRA EOC</b>  |               |                 |                              |              |                           |
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021                |               |                 |                              |              |                           |
| 2019                | 25%           | 63%             | -38%                         | 61%          | -36%                      |
| <b>GEOMETRY EOC</b> |               |                 |                              |              |                           |
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021                |               |                 |                              |              |                           |
| 2019                | 26%           | 54%             | -28%                         | 57%          | -31%                      |

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

| Grade 9               |   |      |        |        |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| Biology               | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| US History            | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |

| Grade 10              |   |      |        |        |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| Biology               | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| US History            | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |

| Grade 11              |   |      |        |        |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| Biology               | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
| US History            | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |

| Grade 12              |   |      |        |        |
|-----------------------|---|------|--------|--------|
|                       | Number/% Proficiency  | Fall | Winter | Spring |
| English Language Arts | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
|                       | Number/% Proficiency  | Fall | Winter | Spring |
| Mathematics           | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
|                       | Number/% Proficiency  | Fall | Winter | Spring |
| Biology               | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
|                       | Number/% Proficiency  | Fall | Winter | Spring |
| US History            | All Students<br>Economically Disadvantaged<br>Students With Disabilities<br>English Language Learners |      |        |        |
|                       | Number/% Proficiency  | Fall | Winter | Spring |

**Subgroup Data Review**

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD                                       |          | 21     |             |           |         |              |          |         |           |                   |                     |
| ELL                                       | 3        | 46     | 68          | 3         | 13      | 25           | 7        | 12      |           | 100               | 70                  |
| BLK                                       | 11       | 30     |             | 6         | 18      | 17           | 36       |         |           |                   |                     |
| HSP                                       | 22       | 40     | 63          | 9         | 12      | 18           | 23       | 27      |           | 91                | 44                  |
| FRL                                       | 17       | 35     | 50          | 6         | 11      | 17           | 29       | 28      |           | 91                | 42                  |



| 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                  |

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  |     |
| OVERALL Federal Index – All Students  | 33  |
| OVERALL Federal Index Below 41% All Students                                    | YES |
| Total Number of Subgroups Missing the Target                                    | 5   |
| Progress of English Language Learners in Achieving English Language Proficiency | 34  |
| Total Points Earned for the Federal Index                                       | 360 |
| Total Components for the Federal Index  | 11  |
| Percent Tested  | 94% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 5   |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |     |
| English Language Learners   |     |
| Federal Index - English Language Learners                                       | 35  |
| English Language Learners Subgroup Below 41% in the Current Year?               | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        |     |

| Native American Students   |     |
|--|-----|
| Federal Index - Native American Students   |     |
| Native American Students Subgroup Below 41% in the Current Year?                   | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%            |     |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                      |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                    | 20  |
| Black/African American Students Subgroup Below 41% in the Current Year?            | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%     |     |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 35  |
| Hispanic Students Subgroup Below 41% in the Current Year?                          | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                   |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   |     |
| Multiracial Students Subgroup Below 41% in the Current Year?                       | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%                |     |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students  |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?                  | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%           |     |
| White Students   |     |
| Federal Index - White Students   |     |
| White Students Subgroup Below 41% in the Current Year?                             | N/A |
| Number of Consecutive Years White Students Subgroup Below 32%                      |     |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 33  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |     |

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

After reviewing the data, the major trend that stakeholders noted as emerging across grade levels were reading deficiencies like the inability to annotate and analyze text, make text-to-text connections, and the ability to apply analysis to broader concepts. 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.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall math achievement was the lowest component of the 2018 - 2019 EOC data with 24 percent of students achieving proficiency.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

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.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

1. More emphasis on SAT and ACT testing.
2. Tutoring sessions dedicated to the Senior class.
3. Planning meetings for each senior to discuss credits and next steps.

#### What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning PGA HS has added a second literacy coach and interventionist to assist with accelerating student learning. . Additionally, our reading classes will be utilizing ILit45-- a Savaas learning product that has proven to increase student reading levels by 2.5 grades in one year. PGA has also added specific weekly common planning time supported by coaches and administration. Additionally, new progress monitoring assessments and interventions through Cambium APM for reading grades 9-10 will be administered three times a year in fall, winter, and

spring,.. Students who have demonstrated success in previous years, to continue making yearly gains, will be provided with enrichment activities and accelerated learning activities such as lesson specific enrichment exercises in Envisions, advanced content presentation through MathXL, PBL activities, Cambridge Global Perspective Challenges, and open ended problem solving tasks as found through the core curriculum and CPALMS.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be provided by the Savaas company for both ILit45 and ILitELL. Specific in-house professional development includes collective teacher efficacy, data-based decision making and instruction, differentiated instruction, and cooperative learning structures. Additionally, Instructional Coaches will provide and teachers will participate in regularly occurring professional development that focuses specifically on high-yield strategies as identified by John Hattie's research. Topics include collective teacher efficacy, setting and maintaining high student expectations, cooperative learning structures, and the refinement of the MTSS process.

The Coaches will provide PD on new and innovative approaches to enrich the learning experience for all students based on data. Innovation will be the use of exemplary curriculum delivered through a variety of proven instructional methods and guided by frequent data analysis of teaching outcomes, while setting high academic expectations for all students and providing them with the means to reach their goals. This will include the utilization of technology resources such as ClearTouch panels that allow for digital student collaboration, Class VR for the enrichment of concept explorations, and digital core curriculum resources as found in Envisions, Elevate, and My Perspectives curriculum.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

1. Addition of interventionists for each tested area teacher.
2. New reading intervention program - ILit45.
3. Introduction of Naviance with test prep program for college and career readiness.
4. Coaches will provide and teachers will participate in regularly occurring professional development that focuses specifically on high-yield strategies as identified by Collective Efficacy research. Topics include collective teacher efficacy, setting and maintaining high student expectations, cooperative learning structures, and the refinement of the MTSS process. Coaches set annual goals for student achievement that are based on previous data and align with campus goals for student achievement. Coaches are accountable to the reading and math supervisors and the principal through weekly meetings and daily coaching logs.

## 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 critical need for Palm Glades High School for multiple years. ELA achievement for the 2019-2020 school year was markedly lower than surrounding schools at 28%. The focus will be to continue 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% for 10th grade,

**Monitoring:** The area will be monitored using iLit45, and our benchmark testing. Baseline and Benchmark testing will be completed via APM testing. Monitoring will also take place during common lesson planning to ensure teachers understand the standards and how to unpack them for maximum efficacy.

**Person responsible for monitoring outcome:** Jennifer McKenna (jmckenna@charterk12.com)

**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. Evidence-based strategies that will be implemented include, but are not limited to differentiated instructions, multiple opportunities for reading (both academic and for pleasure), and integrating reading across the curricula.

**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** Ethel Velez (928947@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 weekly.

**Person Responsible** Ethel Velez (928947@dadeschools.net)

3, Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class.

**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** Ethel Velez (928947@dadeschools.net)

**#2. Instructional Practice specifically relating to Math**

|   |   |
|---|---|
| <b>Area of Focus Description and Rationale:</b>   | Math achievement scores in Algebra I and Geometry range from 17-35 percentage points below the district. This is why it was identified as a critical need. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications.   |
| <b>Measurable Outcome:</b>                        | Palm Glades Academy High School will meet or exceed the district's achievement in Algebra I - 63% and Geometry- 55%.  |
| <b>Monitoring:</b>                                | The area will be monitored using our benchmark testing and summative assessments using our online curriculum resources.. Monitoring will also take place during common lesson planning to ensure teachers understand the standards and how to unpack them for maximum efficacy.   |
| <b>Person responsible for monitoring outcome:</b> | [no one identified]   |
| <b>Evidence-based Strategy:</b>                   | 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.  |
| <b>Rationale for Evidence-based Strategy:</b>     | 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 standard. 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 and 20-21 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** Kenyake Brown (kbrown@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** Kenyake Brown (kbrown@charterk12.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 weekly. This plan will continue in place for the 2021-22 school year.

**Person Responsible** Kenyake Brown (kbrown@charterk12.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** Kenyake Brown (kbrown@charterk12.com)

6. Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional math coach to work with students in small group to remediate deficiencies.

**Person Responsible** Kenyake Brown (kbrown@charterk12.com)



### #3. Instructional Practice specifically relating to Differentiation

**Area of Focus Description and Rationale:** Due to low-performing students in both ELA and Math who have several underlying deficiencies and who are reading below grade level, 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 2021-22.

**Monitoring:** Monitoring will happen during common planning, formative instructional walkthroughs, and continuous progress monitoring,

**Person responsible for monitoring outcome:** [no one identified]

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

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

**Person Responsible** Kenyake Brown (kbrown@charterk12.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** Ethel Velez (928947@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.

**Monitoring:** Monitoring will happen during common planning, formative instructional walkthroughs, and continuous progress monitoring using the provided curriculum and APM testing provided by FLDOE. Also through the use of our new intervention reading program ILit45.

**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 as well as Ellevation lesson plans.

**Person Responsible** Karol Cardenas (kcardenas@charterk12.com)

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

**Person Responsible** Ethel Velez (928947@dadeschools.net)

3. Monitor the weekly activity of students in Imagine Learning and Achieve 3000. Students must complete either 1-2 lessons or 1-2 hours per week.

**Person Responsible** Karol Cardenas (kcardenas@charterk12.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** Aishia McQueen (955263@dadeschools.net)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional reading coach to work with students in small group to remediate deficiencies.

**Person Responsible** Ethel Velez (928947@dadeschools.net)

**#5. Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale:** US History Instruction is a critical need. 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.

**Monitoring:** Monitoring will happen during common planning, formative instructional walkthroughs, and continuous progress monitoring using the provided curriculum and study island.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Evidence based reading and writing.  
Continued 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 and continued through 20-21. 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 in 19-20 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** Jennifer McKenna (jmckenna@charterk12.com)

**#6. Leadership specifically relating to Instructional Leadership Team**

**Area of Focus**

**Description and Rationale:** School will hire an additional Instructional coach.

**Measurable Outcome:** 80% students will show one incremental level of growth by the end of the year.

**Monitoring:** This will be monitored through student benchmark data as well as through coach logs and administrative walkthroughs and conferences.

**Person responsible for monitoring outcome:** Aishia McQueen (955263@dadeschools.net)

**Evidence-based Strategy:** Hiring an additional instructional coach 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, they will assist teachers with the process of determining appropriate interventions.

**Rationale for Evidence-based Strategy:** Coaching is an essential component of an effective professional development program. Improved teaching performance and a better-articulated curriculum. Coaching helps to increase professional growth for the teachers. An increased ability for teachers to analyze their own lessons and improve their ways of working. A wider repertoire of instructional skills and strategies for teachers will help to improve student achievement.

**Action Steps to Implement**

1. Coach will work with teachers and interventionists in common planning weekly to ensure teachers are targeting the needs of students properly using curriculum resources.

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

2. Coach will use data to help teachers differentiate groupings and provide professional development that will help guide teachers to use best practices in designing meaningful differentiated activities.

**Person Responsible:** Jennifer McKenna (jmkenna@charterk12.com)

**#7. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Students with 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 with disabilities will achieve a 41% proficiency for the 2020-21 school year

**Monitoring:** Monitoring will happen during common planning, formative instructional walkthroughs, and continuous progress monitoring using the provided curriculum and APM testing provided by FLDOE.

**Person responsible for monitoring outcome:** [no one identified]

**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** Francia Alguera (falguera@charterk12.com)

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)

**#8. ESSA Subgroup specifically relating to Black/African-American****Area of****Focus**

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.

**Description and****Rationale:****Measurable****Outcome:**

Black students will reach 45% proficiency for the 2021-22 school year.

**Monitoring:**

Monitoring will happen during common planning, formative instructional walkthroughs, and continuous progress monitoring using the provided curriculum and APM testing provided by FLDOE.

**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**

Rosemary Stephens (rstephens@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 our curriculum resources.

**Person****Responsible**

Kenyake Brown (kbrown@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** Jennifer McKenna (jcmckenna@charterk12.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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

**for graduation and to provide the interventions and resources to intervene.**

**Although data will be collected from all students, special attention will be paid to ELL students, African American and Black students and students with disabilities. The school will also implement a multi-tiered support systems to combat chronic absenteeism. Utilizing strategies from Attendance Works, the school will tier students according to their individual needs to become both proactive and reactive to student attendance issues.**

### Part IV: 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.**

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.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

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.

**Part V: Budget**

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

| 1 | III.A.   | Areas of Focus: Instructional Practice: ELA |  |                |     | \$168,820.32 |
|---|----------|---|--|----------------|-----|--------------|
|   | Function | Object                                      | Budget Focus   | Funding Source | FTE | 2021-22      |
|   | 5100     | 150-Aides                                   | 7032 - Palm Glades Preparatory High School   | UniSIG         | 2.0 | \$42,560.00  |
|   |          |   | <i>Notes: Intensive Reading interventionist to assist teachers with low performing students.</i>                           |                |     |              |
|   | 5100     | 220-Social Security                         | 7032 - Palm Glades Preparatory High School   | UniSIG         | 2.0 | \$3,256.00   |
|   |          |   | <i>Notes: Employer FICA for Interventionist Salaries</i>   |                |     |              |
|   | 5100     | 369-Technology-Related Rentals              | 7032 - Palm Glades Preparatory High School   | UniSIG         |     | \$21,175.00  |
|   |          |   | <i>Notes: SAVVAS iLit 45 reading intervention program to be used in reading classes to remediate student deficiencies.</i> |                |     |              |



|          |               |   |  |                 |     |                     |
|----------|---------------|---|--|-----------------|-----|---------------------|
|          | 6400          | 310-Professional and Technical Services             | 7032 - Palm Glades Preparatory High School   | UniSIG          |     | \$1,700.00          |
|          |               |   | <i>Notes: iLit 45 training for teachers to assist with effective program implementation.</i>                                 |                 |     |                     |
|          | 5100          | 369-Technology-Related Rentals                      | 7032 - Palm Glades Preparatory High School   | UniSIG          |     | \$1,461.70          |
|          |               |   | <i>Notes: Study Island Program to be used during small group intervention in ELA classes.</i>                                |                 |     |                     |
|          | 5100          | 150-Aides   | 7032 - Palm Glades Preparatory High School   | Title, I Part A | 1.0 | \$29,457.60         |
|          |               |   | <i>Notes: Intensive Reading interventionist to assist teachers with low performing students.</i>                             |                 |     |                     |
|          | 5100          | 220-Social Security                                 | 7032 - Palm Glades Preparatory High School   | Title, I Part A | 1.0 | \$2,253.51          |
|          |               |   | <i>Notes: Employer FICA for Interventionist Salaries</i>   |                 |     |                     |
|          | 6300          | 130-Other Certified Instructional Personnel         | 7032 - Palm Glades Preparatory High School   | Title, I Part A | 1.0 | \$60,237.44         |
|          |               |   | <i>Notes: Instructional Reading Coach to assist teachers with professional development and implementation of curriculum.</i> |                 |     |                     |
|          | 6300          | 220-Social Security                                 | 7032 - Palm Glades Preparatory High School   | Title, I Part A | 1.0 | \$4,608.16          |
|          |               |   | <i>Notes: Employer FICA for Instructional Reading Coach.</i>   |                 |     |                     |
|          | 5100          | 510-Supplies  | 7032 - Palm Glades Preparatory High School   | Title, I Part A |     | \$2,110.91          |
|          |               |   | <i>Notes: Supplies for ELA Department</i>  |                 |     |                     |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Instructional Practice: Math</b> |  |                 |     | <b>\$103,888.43</b> |
|          | Function      | Object  | Budget Focus   | Funding Source  | FTE | 2021-22             |
|          | 5100          | 120-Classroom Teachers                              | 7032 - Palm Glades Preparatory High School   | UniSIG          | 3.0 | \$63,840.00         |
|          |               |   | <i>Notes: Math Interventionist to assist math teachers with low performing students.</i>                                     |                 |     |                     |
|          | 5100          | 220-Social Security                                 | 7032 - Palm Glades Preparatory High School   | UniSIG          | 3.0 | \$4,884.00          |
|          |               |   | <i>Notes: Employer FICA for interventionist.</i>   |                 |     |                     |
|          | 5100          | 369-Technology-Related Rentals                      | 7032 - Palm Glades Preparatory High School   | UniSIG          |     | \$1,462.05          |
|          |               |   | <i>Notes: Study Island Program for small group intervention in math classes.</i>   |                 |     |                     |
|          | 6300          | 130-Other Certified Instructional Personnel         | 7032 - Palm Glades Preparatory High School   | Title, I Part A | 0.5 | \$29,356.60         |
|          |               |   | <i>Notes: Instructional Math Coach to assist teachers with professional development and implementation of curriculum.</i>    |                 |     |                     |
|          | 6300          | 220-Social Security                                 | 7032 - Palm Glades Preparatory High School   | Title, I Part A | 0.5 | \$2,245.78          |
|          |               |   | <i>Notes: Employer FICA for Instructional Math Coach.</i>  |                 |     |                     |
|          | 5100          | 510-Supplies  | 7032 - Palm Glades Preparatory High School   | Title, I Part A |     | \$2,100.00          |
|          |               |   | <i>Notes: Supplies for math classes.</i>   |                 |     |                     |

|               |        |   |                     |
|---------------|--------|---|---------------------|
| 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: Social Studies    | \$0.00              |
| 6             | III.A. | Areas of Focus: Leadership: Instructional Leadership Team | \$0.00              |
| 7             | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | \$0.00              |
| 8             | III.A. | Areas of Focus: ESSA Subgroup: Black/African-American     | \$0.00              |
| <b>Total:</b> |        |   | <b>\$272,708.75</b> |