Palm Glades Preparatory Academy

2022-23 Schoolwide Improvement Plan

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Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

Demographics

Principal: Aisha Mcqueen

Start Date for this Principal: 10/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 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	2021-22: C (47%) 2018-19: C (43%) 2017-18: D (38%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Palm Glades Preparatory Academy 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
McKenna, Jennifer	Assistant Principal	Works with and supports the principal in all aspects of instruction, students discipline, and school operations. 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	Works with and supports the principal in all aspects of instruction, students discipline, and school operations. 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.
Hamilton, Ryan	Dean	Dean of students is in charge of maintaining student discipline while working with students to remediate and change negative behaviors. Further, he works with teachers to establish effective systems within the classroom and support them instructionally. The Dean is also working with student attendance and student truancy.
Brown, Kenyake	Math Coach	The Math Coach will support all 6-8 math teachers in the implementation of the site math 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 math content area.
Moore, Christine	Graduation Coach	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.

Name	Position Title	Job Duties and Responsibilities
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.
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

Demographic Information

Principal start date
Wednesday 10/12/2022, Aisha Mcqueen

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

0

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

265

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	84	88	93	0	0	0	0	265
Attendance below 90 percent	0	0	0	0	0	0	14	26	18	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	3	7	3	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	5	2	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	18	9	9	0	0	0	0	36
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	23	31	44	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	20	20	39	0	0	0	0	79
Number of students with a substantial reading deficiency	0	0	0	0	0	0	23	31	44	0	0	0	0	98

Using the table above, complete the table below with the number of students by current grade level who have 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	25	42	47	0	0	0	0	114

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	0	0	1
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

Tuesday 10/4/2022

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	76	69	112	0	0	0	0	257
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	7	2	5	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	9	7	10	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	25	38	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	23	49	0	0	0	0	105
Number of students with a substantial reading deficiency	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	36	38	56	0	0	0	0	130

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	1	2	6	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	76	69	112	0	0	0	0	257
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	7	2	5	0	0	0	0	14
Course failure in Math	0	0	0	0	0	0	9	7	10	0	0	0	0	26
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	25	38	0	0	0	0	85
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	33	23	49	0	0	0	0	105
Number of students with a substantial reading deficiency	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	36	38	56	0	0	0	0	130

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	1	2	6	0	0	0	0	9
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 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	55%	50%				29%	58%	54%
ELA Learning Gains	50%						41%	58%	54%
ELA Lowest 25th Percentile	46%						41%	52%	47%
Math Achievement	41%	43%	36%				28%	58%	58%
Math Learning Gains	62%						38%	56%	57%
Math Lowest 25th Percentile	67%						47%	54%	51%
Science Achievement	27%	54%	53%				33%	52%	51%
Social Studies Achievement	69%	64%	58%				65%	74%	72%

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
06	2022					
	2019	25%	58%	-33%	54%	-29%
Cohort Comparison						
07	2022					
	2019	31%	56%	-25%	52%	-21%
Cohort Comparison		-25%				
08	2022					
	2019	29%	60%	-31%	56%	-27%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	18%	58%	-40%	55%	-37%
Cohort Comparison						
07	2022					
	2019	26%	53%	-27%	54%	-28%
Cohort Comparison		-18%				
08	2022					
	2019	28%	40%	-12%	46%	-18%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	24%	43%	-19%	48%	-24%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	73%	-8%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	63%	12%	61%	14%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	33	36	21	52	60	18				
ELL	31	45	50	51	70	61	15	81			
BLK	30	46	41	24	47	68	16	54			
HSP	36	52	52	47	68	68	33	77	28		
FRL	34	50	44	42	63	68	22	67	41		
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	29	42	20	10	11		18				
ELL	31	42	38	27	34	36	24	41			
BLK	15	12	25	16	24	35	10	60			
HSP	35	41	28	29	30	26	21	45	42		
FRL	28	32	30	25	28	29	16	46	39		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, stakeholders correlate reading deficiencies like the inability to annotate and analyze text, make text-to-text connections, and the ability to apply analysis to broader concepts contributed to this gap. Stakeholders believe that placing a greater emphasis in reading across the curriculum and implemented an array of effective reading strategies, specifically in non tested social studies classes, can help address this deficit. The trends that were evident across math were that students struggled to move from basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem solving.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component that showed the lowest performance for the 2021-2022 school year was science achievement. There were several factors that contributed to this performance the primary component is the gaps in academic knowledge of the students.

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

A large number of students entering grade eight were reading well below grade level which contributed to the difficulty in analyzing questions for the science assessment . 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.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most growth from the state assessments were the Math Learning Gains of the Lowest 25% that increased 33%.

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

Teachers and students implemented the progress monitoring tool: Successmaker by Savvas which also includes components of IXL. Students also were provided additional intervention during their social studies block, and math teachers were tasked with common planning throughout the school year with the math coach to ensure strategic planning.

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

We will continue to implement Successmaker, an adaptive progress monitoring tool to help with remediation. We have begun to use Progress Learning (formally USA Testprep) for all test subject areas this year. 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 will also continue weekly common planning time supported by coaches and administration. Additionally, new progress monitoring assessments and interventions through Progress Learning will help pinpoint deficiencies and help monitor proficiency.
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 though 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 Successmaker and iLit45 and iLitELL. Specific in-house professional development includes Progress Learning implementation, 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.

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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Students with disabilities achievement fell below the federal threshold for the 2021-2022 school year. SWD achievement will be a focus of the 2021-2022 school year with an achievement percentage of only 33%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students with disabilities will meet the federal threshold of 41% for the 2022-22 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be monitored with curriculum-based formative and summative assessments including the state progress monitoring testing.
Person responsible for monitoring outcome:	Jennifer McKenna (jmckenna@charterk12.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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	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	Jennifer McKenna (jmckenna@charterk12.com)

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   Francia Alguera (falguera@charterk12.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA was identified as a needs area based on the data because the 6-8 ELA achievement scores were below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications. Additionally, the focus will be to help teachers to understand how to use the standards and data to target specific deficiencies that will aid in raising the overall ELA achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome that Palm Glades Preparatory Academy plans to achieve will be on average 37% proficiency in ELA grades 6-8. 6th Grade: 35% 7th Grade: 35% 8th Grad 40%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area will be monitored using iLit45, and our benchmark testing. Baseline and Benchmark testing (using Progress Learning) will be completed via state testing platform. 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:	Aishia McQueen (955263@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	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.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Understanding the "why" and the "how" of data driven instruction is paramount when applying this strategy in schools. Teachers must also be able to differentiate what students do as well as what they 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. Additionally, small group instruction to accommodate students at different skill levels is critical. Building the capacity of teacher as it relates to their content knowledge will be critical and is enhanced through professional development opportunities that emphasize research-based reading instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will receive Professional Development from the Savvas company on the use of iLit45.

Person Responsible Aishia McQueen (955263@dadeschools.net)

Teachers will continue to learn how understand the 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 Jennifer McKenna (jmckenna@charterk12.com)

Teachers work through the planning process during planning periods and department meetings with the administrative team and Reading Coach.

Person Responsible Aishia McQueen (955263@dadeschools.net)

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 Progress Learning.

Person Responsible Jennifer McKenna (jmckenna@charterk12.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science was identified as a critical needs area based on the data because the 8th grade science achievement scores were below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome that Palm Glades Preparatory Academy plans to achieve will be on average 40% proficiency in 8th Grade Science.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area will be monitored using Progress Learning. 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:	Ryan Hamilton (rhamilton@charterk12.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Evidence-based research indicates the need for standards-based learning helps define the depth of scientific processes, allowing students to truly understand science concepts rather than traditional shallow teachings in the past. The strategies that the school will implement include. but are not limited to differentiated instructions, flexible grouping, on-going progress monitoring and intervention.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By educating teachers on how to break down standards and item specifications, 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. Constant progress monitoring will help to identify the measure of success of the teacher and the students. Differentiated classroom instruction, flexible grouping, and immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in science. Teacher collaboration, within and across grade levels, acknowledges the importance of year to-year continuity in mathematics instruction. The quality of math teachers, particularly with regard to their content knowledge of science, is critically important.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will continue to learn how to understand standards and item specifications and use their data and their knowledge of the standard to plan specifically to target student growth for the standards using curriculum-based practices. Initial training was facilitated by the administrative team.

Person Responsible   Kenyake Brown (kbrown@charterk12.com)

Teachers will have professional development on the use of Progress Learning.

Person Responsible   Jennifer McKenna (jmckenna@charterk12.com)

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 scientific processes and aid students in their ability to understand their own data and goals.

Person Responsible   Kenyake Brown (kbrown@charterk12.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In order to create and maintain a safe learning environment, Palm Glades has instituted numerous policies and procedures to ensure the safety of its instructional personnel, support staff and students.

Palm Glades has hired an additional security monitor to assist with monitoring the school grounds. There is a designated "Safe Team" on-site. All members meet on a regular basis to discuss safety protocols and to address areas in need of improvement. All school personnel participate in training on all safety policies and procedures prior to the start of each school year. This includes emergency procedures which are in place for evacuation, fires, weather, and dangerous intruders. These procedures are practiced throughout the year to ensure that everyone knows what to do and where to go. At morning arrival and afternoon dismissal times, school staff members are posted at strategic locations through the school. There are more than a dozen security cameras throughout the school as well. All exterior doors remain locked during school hours. In order for visitors to enter the building, they must enter through the main door, sign in at the reception desk, and show valid identification where their ID is scanned through Raptor system. The system detects if the visitor has any legal issues that would not allow the visitor to enter the building. Students are also encouraged to report any and all incidents, suspicions, and rumors so that administration can follow up with an investigation. The teachers post and discuss their class rules and discuss school expectations. All persons on campus are aware that PGA has a zero tolerance for bullying.

Palm Glades implements a Positive Behavior Incentive System (PBIS) which motivates students to perform to their fullest potential. All school stakeholders are made aware of the school-wide PBIS expectations through grade-level assemblies, the Student Handbook, the Student Code of Conduct, and classroom rules which are posted throughout the school, outside each classroom door and inside the classroom as well. The school utilizes established protocols to address disciplinary incidents which include a progression from verbal warnings, parent conferences, and Saturday detentions. A central component of this progression includes ongoing communication with the parents/guardians to include them in the implementation of the schoolwide behavioral system. Teachers are expected to communicate with parents in order to share positive news much more so than negative news. This is especially important with students that have been identified as having past discipline issues. Parents are invited to Citizenship Award assemblies, which are presented at the quarterly Honor Roll Assemblies. During this time, students are recognized for "Doing the Right Thing" and "Students of the Month" are celebrated as well.

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

Palm Glades Preparatory Academy (PGA) hosts a variety of activities to facilitate the home-school connection in an effort the connect with the parents and students of the learning community. This connection begins prior to the start of each academic year with a "Meet and Greet" event which is scheduled the week before school begins. During this event, parents and students have a chance to preview their class schedules and meet their assigned teachers prior to the opening day of school. There are also opportunities for families and staff to connect during the annual Open House Night, monthly professional development sessions for parents, and mandatory parent conference meetings to address academic achievement, behavioral, and/or social concerns as necessary. 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 (PTSO) is an integral component of the school community in creating and maintaining a positive relationship between the teachers, parents, and students. The PTSO holds meetings on the second Tuesday of each month, and these meetings coincide with mini-workshops for parents on how to improve student achievement at home.

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. School leadership also creates a monthly newsletter which is also posted on the school website. In order to closely monitor their children's academic achievement, parents are provided with access to 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.
Palm Glades employs a Multi-Tiered System of Supports process to ensure that the social-emotional needs of all students are being met. The School Support Team (SST) is responsible for making sure the process is implemented with fidelity to meet the needs of its diverse student population. . The SST includes a guidance counselor, Special Needs teachers, program specialist, and a speech language pathologist Having a school counselor on campus provides a confidante and resource for students to talk about any issues they have as well as providing relevant information and education on social issues. The Guidance Counselor also provides counseling, mentoring, and additional student services depending on need. Classroom lessons related to bullying, social media, and tolerance for individual differences are scheduled for each grade-levels. Students also have access to clubs and athletics so they can find a niche and remain motivated to excel in class as well. Students can also participate in a mentoring program where homeroom teachers serve as role models for their students and track their progress through-out the school year