

Miami-Dade County Public Schools

# Palm Glades Preparatory High School



2022-23 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: 10/12/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	83%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (43%) 2018-19: D (40%) 2017-18: C (43%)
<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>	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

N/A

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Palm Glades Preparatory High School

22655 SW 112 AVE, Miami, FL 33170

[www.palmgladesprepacademy.com](http://www.palmgladesprepacademy.com)

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>83%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>Yes</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

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

## School Board Approval

N/A

## 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**

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 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	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.
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	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
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
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,

Name	Position Title	Job Duties and Responsibilities
		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.
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.

### 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**

0

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

285

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

3

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

4

**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	0	0	0	0	92	78	63	52	285
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	25	31	20	16	92
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	5	1	2	12
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	1	3	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	6	32	13	2	53
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	42	48	24	19	133
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	52	46	33	18	149
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	42	48	24	19	133

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	0	0	0	0	51	33	45	22	151

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	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	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	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	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	1	4	0	5
Students retained two or more times	0	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	0	0	0	93	83	59	55	290
Attendance below 90 percent	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	2	0	1	0	3
Course failure in ELA	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	2	14	6	9	31
Level 1 on 2019 statewide FSA ELA assessment	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	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

**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	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	1	4	0	5
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	54%	51%				28%	59%	56%
ELA Learning Gains	44%						37%	54%	51%
ELA Lowest 25th Percentile	48%						38%	48%	42%
Math Achievement	16%	42%	38%				24%	54%	51%
Math Learning Gains	47%						40%	52%	48%
Math Lowest 25th Percentile	62%						43%	51%	45%
Science Achievement	25%	41%	40%				48%	68%	68%
Social Studies Achievement	30%	56%	48%				43%	76%	73%

**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

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
2022					
2019	49%	68%	-19%	67%	-18%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	71%	-28%	70%	-27%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	63%	-38%	61%	-36%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	54%	-28%	57%	-31%

**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	20	27		13	50						
ELL	20	48	44	24	49	62	18	15		88	67
BLK	21	31		10	39		12	20		84	44
HSP	30	47	46	18	49	67	31	31		89	39
FRL	26	43	43	14	44	57	20	30		84	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		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

**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)	TSI
OVERALL Federal Index – All Students	43

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	11
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	45
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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, 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 2022 state assessments, demonstrate the greatest need for improvement?

Overall math achievement was the lowest component of the 2021 - 2022 EOC data with 18 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 2022 state assessments, showed the most improvement?**

The data component that showed the most improvement were the Math Learning Gains of the Lowest 25%.

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

The new math coach provided significant intervention for the L25 students. Additionally, the implementation of Algebra and Geometry Nation aided in moving the L25s to the next bucket of achievement.

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

In order to accelerate learning PGA HS has added Progress Learning 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 will continue specific weekly common planning time supported by coaches and administration. Additionally, new progress monitoring assessments and interventions through the state 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 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 ILit45 and ILitELL. Specific in-house professional development includes Progress Learning, 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, Miller and Levine Science, 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 benchmark bi-weekly assessments using Progress Learning.
2. Continuation of tiered-teacher observation and reflective discussions.
3. Continuation of common planning to ensure standards are being effectively addressed.

**Areas of Focus**

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

:



**#1. 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 proficiency has been an area of critical need for Palm Glades High School for multiple years. ELA achievement for the 2021-2022 school year was 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:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The ELA proficiency achievement score will meet or exceed 45%

**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 will be completed via the state testing platform. . Monitoring will also take place through bi-weekly assessments from Progress Learning.

**Person responsible for monitoring outcome:**

Aishia McQueen (955263@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**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. 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. .

**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 analyze 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)

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)

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)

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** Ethel Velez (928947@dadeschools.net)

**#2. Instructional Practice specifically relating to Math****Area of Focus****Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Although great strides have been made in Math L25 Learning Gains, Math achievement scores in Algebra I and Geometry are 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.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Palm Glades Academy High School will meet or exceed 25% for proficiency in both Algebra 1 and Geometry.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

This area will be monitored using our benchmark testing, summative assessments and bi-weekly assessments using our online curriculum resources. Monitoring will also take place during common planning to ensure that teachers understand the standards and how to unpack them for maximum efficacy

**Person responsible for monitoring outcome:**

Kenyake Brown (kbrown@charterk12.com)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Evidence-based research indicates the need for standards-based learning helps define the depth of mathematical processes, allowing student to truly understand mathematical concepts rather than traditional shallow teachings in the past.

**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 breakdown the benchmarks, it provides them with the tools to be able to clearly identify the new and foundational skills students need to master the benchmarks. Increasing teacher capacity in the structure of guided and independent practice will allow for more specific instruction. These steps began successfully in the 21-23 school year and will continue through this year.

**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 unpack standards and use their data and their knowledge of the benchmarks to plan specifically to target students growth for the standards and its' subsequent sub-standards using curriculum based practices. Initial training will be facilitated by the admin team and instructional math coach.

**Person Responsible**

Kenyake Brown (kbrown@charterk12.com)

Teachers work through the planning process during planning periods and department meetings with the administrative team and Instructional Math Coach. These meetings will be held weekly.

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

Progress monitoring and frequent formative assessments will take place targeting the specific benchmarks that are being taught and reviewed in class. These assessments will be created and administered using Progress Learning and SAVVAS on-line curriculum resources.

**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 positive school culture and safe learning environment, Palm Glades has instituted numerous policies and procedures to ensure the safety of its instructional personnel, support staff and students. There is a designated "Threat Assessment 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 incentive system which motivates students to perform to their fullest potential. All school stakeholders are made aware of the school-wide expectations and incentives through grade-level assemblies, the Student Handbook, the Student Code of Conduct, and classroom rules which are posted inside the classroom as well. The school utilizes established protocols to address disciplinary incidents which include a progression from verbal warnings, parent conferences, and after school 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 (P.A.R.R.). 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 award assemblies and the "Student of the Month" are celebrated as well.

**Identify the stakeholders and their role in promoting 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.

Palm Glades Preparatory Academy (PGA) hosts a variety of activities to facilitate the home-school connection in an effort to 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. Our Guidance Counselor holds meetings month for parents on how to improve student achievement and support students 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 and Instagram pages, school information is updated daily and posted on the PGA website. In order to closely monitor their children's academic achievement, parents are provided with access to the MDCPS parent portal and PowerSchools Gradebook. Student achievement and positive citizenship is celebrated through individual classroom teacher awards, "Student of the Month" activities, and quarterly Honor Roll assemblies.

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 team includes administrators, guidance counselor, ESE teacher, ESOL coordinator and general education teachers. 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.