

Miami-Dade County Public Schools

Palm Glades Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	25

Palm Glades Preparatory Academy

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
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. Furthermore, he works with teachers to establish effective discipline 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 school site math resources 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.
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	The Testing and ESOL Coordinator's 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.
Bunts, Sarah	Dean	Dean of Curriculum works with and supports the principal in all aspects of instruction. Assists teachers in identifying students' needs and recommending appropriate instructional methods and materials to increase student achievement. Provides support services to teachers through demonstration

Name	Position Title	Job Duties and Responsibilities
		lessons and professional development activities designed to increase teacher pedagogy and student proficiency.
Velez, Ethel	Reading Coach	The Reading Coach will support all 6-8 language arts and reading teachers in the implementation of the school site reading and language arts and curriculum / resources as well as with the implementation of the 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 literacy content area.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation via the following:

1. Classroom walk-throughs
2. Lesson plan checks
3. PLC implementation
4. Progress monitoring via formative & summative assessments to include baseline, benchmark, FAST PM, and bi-weekly assessments.
5. Admin, teacher, student, and parent data chats
6. Upon evaluation of the benchmark testing data the SIP goals will be adjusted and refined as necessary.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	9	47	44	100	
One or more suspensions	0	0	0	0	0	0	4	8	3	15	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	2	1	7	
Course failure in Math	0	0	0	0	0	0	19	7	5	31	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	4	13	25	42

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	14	26	18	58	
One or more suspensions	0	0	0	0	0	0	3	7	3	13	
Course failure in ELA	0	0	0	0	0	0	5	2	0	7	
Course failure in Math	0	0	0	0	0	0	18	9	9	36	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	23	31	44	98	
Level 1 on statewide Math assessment	0	0	0	0	0	0	20	20	39	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	31	44	98	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	25	42	47	114

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	14	26	18	58	
One or more suspensions	0	0	0	0	0	0	3	7	3	13	
Course failure in ELA	0	0	0	0	0	0	5	2	0	7	
Course failure in Math	0	0	0	0	0	0	18	9	9	36	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	23	31	44	98	
Level 1 on statewide Math assessment	0	0	0	0	0	0	20	20	39	79	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	23	31	44	98	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	25	42	47	114

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	56	49	34	55	50	28		
ELA Learning Gains				50			32		
ELA Lowest 25th Percentile				46			29		
Math Achievement*	53	60	56	41	43	36	25		
Math Learning Gains				62			29		
Math Lowest 25th Percentile				67			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	35	55	49	27	54	53	17		
Social Studies Achievement*	45	72	68	69	64	58	50		
Middle School Acceleration	51	74	73	31	56	49	35		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	33	50	40	42	77	76	67		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	255
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL	43			
AMI				
ASN				
BLK	27	Yes	1	1
HSP	46			
MUL				
PAC				
WHT				
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	50			
AMI				
ASN				
BLK	41			
HSP	50			
MUL				
PAC				
WHT				
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			53			35	45	51			33
SWD	24			42				38			3	
ELL	39			59			38	45			5	33
AMI												
ASN												
BLK	24			32			21	29			4	
HSP	42			60			44	46	50		6	33
MUL												
PAC												
WHT												
FRL	36			52			36	44	57		6	27

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	50	46	41	62	67	27	69	31			42
SWD	9	33	36	21	52	60	18					
ELL	31	45	50	51	70	61	15	81				42
AMI												
ASN												
BLK	30	46	41	24	47	68	16	54				
HSP	36	52	52	47	68	68	33	77	28			42
MUL												
PAC												
WHT												
FRL	34	50	44	42	63	68	22	67	41			39

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	32	29	25	29	31	17	50	35			67
SWD	29	42	20	10	11		18					
ELL	31	42	38	27	34	36	24	41				67

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	15	12	25	16	24	35	10	60				
HSP	35	41	28	29	30	26	21	45	42			67
MUL												
PAC												
WHT												
FRL	28	32	30	25	28	29	16	46	39			68

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	29%	50%	-21%	47%	-18%
08	2023 - Spring	37%	51%	-14%	47%	-10%
06	2023 - Spring	32%	50%	-18%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	58%	12%	54%	16%
07	2023 - Spring	57%	48%	9%	48%	9%
08	2023 - Spring	32%	59%	-27%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	40%	-17%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	56%	2%	50%	8%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	65%	10%	63%	12%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	68%	-27%	66%	-25%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance for the 2022-2023 school year was 8th grade science. For the 22-23 school year, the 8th grade science proficiency score was at 23% which was a 4% decrease from the previous year. There were several factors that contributed to this performance; the primary component that contributed to the decline in science scores was gaps in academic knowledge of the students as it relates to the academic content. One major factor leading to the lack of foundational knowledge was the lack of a 7th grade science teacher the previous year.

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

The data component that showed the greatest decline from the prior year was Civics. The score declined from 69% proficiency to 41% proficiency. Students lacked foundational social studies knowledge which hindered them from being able to accurately draw connections and synthesize information.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap for the 2022-2023 school year was 8th grade science. For the 22-23 school year, the 8th grade science proficiency score was at 23% which is 26 percentage points below the state average. As mentioned above, there were several factors that contributed to this performance; the primary component that contributed to the decline in science was gaps in academic knowledge of the students as it relates to the academic content. One major factor for the lack of foundational knowledge was the lack of a 7th grade science teacher the previous year.

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

The data component that showed the most improvement was middle school algebra which increased by 28 percentage points from 30% to 58% proficiency. The new actions that were taken on behalf of the school in this area was the increase in coaching support. The Math Coach did daily push-ins to support the teacher and students. Additionally, the school incorporated mini- boot camps leading up to the test.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Regarding the EWS data the area of most concern for the school would be students with 10 or more absence. To help improve in this area, the school has hired an Attendance Clerk to assist with tracking student attendance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increasing proficiency in 8th grade science
2. Increasing proficiency in Civics
3. Attendance
4. Incorporating strategies across the curriculum that will help to address student deficiencies in all subject areas
5. Teacher Retention

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In order to create a more positive culture and environment for our teachers we plan to incorporate PLC's to allow teachers the opportunity to build collaborative relationships with their peers by reducing isolation among teachers. To boost teacher morale, we will incorporate weekly teacher shoutouts written by the students. Additionally, we will increase opportunities for teachers to take on more leadership roles via Eagles Building Eagles.

Measurable Outcome:

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

Teacher retention will increase by 50%.

Monitoring:

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

*Completion of proposed activities / studies.

*Recognizing at least two teachers per week via shoutouts.

*Pre and post survey that will evaluate teacher's sense of belonging and community as a means of measuring school culture and core values

Person responsible for monitoring outcome:

Aishia McQueen (955263@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention being implemented for this area of focus is PLC's.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PLC's provide an environment that encourage professional development, collaborations, and innovation among teachers. When teachers are allowed to build a strong learning community with their peers, their support system strengthens and they are more likely to return to the school the following year. PLC's allow teacher's to use their collective knowledge and skills to analyze student data and help one another adjust their instructional planning to better meet the needs of all students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Pre and post Morale Survey will be completed by all teachers.
2. Implement PLC's.
3. Create teacher morale initiatives and incentives.
4. Franklin Covey Leader In Me / 7 Habits Training

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

By When: June 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

8th grade science was identified as a crucial needs area because the 8th grade science proficiency score was at 23% which was a 4% decrease from the previous year and is 26% below the state average.

Measurable Outcome:

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

50 percent of the students taking the 8th grade science EOC exam will score at a level 3 or above for the 23-24 school year.

Monitoring:

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

This area will be monitored via admin walk-throughs, with timely feedback given to the teacher. Additionally, progress monitoring data will be collected via iXL, topic assessments, and bi-weekly benchmark exams.

Person responsible for monitoring outcome:

Aishia McQueen (955263@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this area of focus is small group instruction. During small group instruction, remediation and reteach of standards will be implemented.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is because it will help the teacher to address deficiencies and incorporate differentiated instruction in a more targeted manner. The teacher will be able to remediate specific benchmarks during teacher-led DI to ensure that students can achieve mastery. Additionally, more labs will be incorporated to allow students the opportunity for exploration and application of knowledge on a daily basis.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Planning for small group instruction.
2. Implementation of labs and guided notes.
3. Implementation of teacher-led DI
4. Incorporation of iXL

Person Responsible: Ryan Hamilton (rhamilton@charterk12.com)

By When: June 2024

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities was identified as a crucial need areas because they fell below the federal threshold of 41%.

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 23-24 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:

Rosemary Stephens (rstephens@palmgladesacademy.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted small group and differentiated instruction. During small group instruction, remediation and reteach of standards will be implemented. Additionally, students will receive extra support via push-in support facilitation to assist students with grasping fundamental concepts and skills that align to the daily objective.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The ability to make a classroom more inclusive by providing proper support for students with disabilities allows these students to experience 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Planning for ESE students using appropriate accommodations.
2. Identifying specific strategies on lesson plans.
3. Lesson delivery that address multiple learning modalities.
4. Collaboration with ESE teachers and instructional coaches.
5. Target deficiencies via small group instruction.
6. In house PD to familiarize teachers with the various types of accommodations.
7. Support Facilitation

Person Responsible: Francia Alguera (falguera@charterk12.com)

By When: June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The process used by the school to review school improvement funding allocations will be as follows:

1. ESSAC
2. Faculty Input
3. Title I PFEP

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SIP will be shared in multiple languages via the following formats:

1. SIP will be shared/disseminated at annual Title I Parent Meeting
2. SIP will be shared/disseminated during EESAC Meetings.
3. SIP will be shared/disseminated in the Title I Parent Resource Center.
4. SIP will be shared/disseminated on school website.
5. SIP will be shared/disseminated with staff during PD and faculty meetings.
6. SIP will be shared/disseminated during the Title I Monthly Parent meeting.

<https://www.palmgladesacademy.com/families/title1>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

1. Parent Night
2. Data Chat & Chew Night with Parents
3. Community Resource Fair

4. Curriculum Night
5. Title I Parent Engagement Meetings

<https://www.palmgladesacademy.com/families/title1>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

1. Small group and differentiated instruction
2. Across the curriculum strategy for guided note taking
3. Implementation of iXL in math, LA, science, and civics
4. PLC's / Professional Development
5. Common planning
6. Increased coaching support

Areas of focus: Science, Students with Disabilities, Teacher Retention

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

1. All students are provided with free breakfast and lunch.
2. Be Strong After School Program

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1. Be Strong School Program
2. Mental Health Counselor provides group and individual counseling
3. Leader In Me
4. CHI Social Emotional Learning Program
5. FLIPPANY

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

1. Ability to earn high school credits while in middle school.
2. Career Day
3. College Fair Presentations

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

1. All teachers and students follow the PARR Program (prepare, attitude, respect, and responsibility)
2. CHOICE Values Matter
3. Do the Right Thing
4. Student of the Month

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school will implement a series of in-house professional development and PLC opportunities to include, but not limited to:

1. Leader In Me / 7 Habits of Highly Effective People
2. Data Analysis
3. Inquiry Based Learning
4. Implementation of accommodations for SWD and ELL's
5. Small Group Instruction
6. Guided Notes Strategies
7. Student Engagement

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment					\$16,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	6400	369	3032 - Palm Glades Preparatory Academy	Title, I Part A	0.0	\$2,750.00	
			Notes: Franklin Covey - Leader In Me Membership 1/2 year				
	5100	310	3032 - Palm Glades Preparatory Academy	Title, I Part A	0.0	\$1,500.00	
			Notes: Frankin Covey 7 Habits Signature Workshop				
	5100	310	3032 - Palm Glades Preparatory Academy	Title, I Part A	0.0	\$12,000.00	
			Notes: Frankin Covey 4 Days of custom coaching for teachers.				
2	III.B.	Area of Focus: Instructional Practice: Science					\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities					\$0.00
Total:						\$16,250.00	

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No