# Palm Glades Preparatory High School

**2023-24**
**Schoolwide Improvement Plan (SIP)**

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# Palm Glades Preparatory High School

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

## 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 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, 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, student 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 9-12 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. Will ensures that students receive proper accommodations. |
| 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 |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | 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 English 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, student 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 |
|---|---|

| | |
|---|---|
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 99% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 83% |
| **Charter School** | Yes |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | TSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)<br>Black/African American Students (BLK)*<br>Hispanic Students (HSP)<br>Economically Disadvantaged Students (FRL)* |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C<br><br>2019-20: D<br><br>2018-19: D<br><br>2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## 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* | 35 | 55 | 50 | 28 | 54 | 51 | 18 | | |
| ELA Learning Gains | | | | 44 | | | 37 | | |
| ELA Lowest 25th Percentile | | | | 48 | | | 52 | | |
| Math Achievement* | 15 | 43 | 38 | 16 | 42 | 38 | 8 | | |
| Math Learning Gains | | | | 47 | | | 13 | | |
| Math Lowest 25th Percentile | | | | 62 | | | 16 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 37 | 62 | 64 | 25 | 41 | 40 | 26 | | |
| Social Studies Achievement* | 40 | 69 | 66 | 30 | 56 | 48 | 26 | | |
| Middle School Acceleration | | | | | 56 | 44 | | | |
| Graduation Rate | 70 | 89 | 89 | 88 | 56 | 61 | 91 | | |
| College and Career Acceleration | 37 | 70 | 65 | 40 | 67 | 67 | 39 | | |
| ELP Progress | 40 | 49 | 45 | 45 | | | 34 | | |

*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) | TSI |
| OVERALL Federal Index – All Students | 39 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 274 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 98 |
| Graduation Rate | 70 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | TSI |
| OVERALL Federal Index – All Students | 43 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 3 |
| Total Points Earned for the Federal Index | 473 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 99 |
| Graduation Rate | 88 |

**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 | 16 | Yes | 4 | 4 |
| ELL | 37 | Yes | 1 | |
| AMI | | | | |
| ASN | | | | |
| BLK | 32 | Yes | 3 | |
| HSP | 40 | Yes | 1 | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 38 | Yes | 2 | |

| 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 | 28 | Yes | 3 | 3 |
| ELL | 44 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 33 | Yes | 2 | |
| HSP | 45 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 40 | Yes | 1 | |

**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 | 35 | | | 15 | | | 37 | 40 | | 70 | 37 | 40 |
| SWD | 13 | | | 9 | | | 27 | | | | 3 | |
| ELL | 27 | | | 20 | | | 27 | 35 | | 40 | 7 | 40 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 28 | | | 19 | | | 38 | 43 | | | 4 | |
| HSP | 37 | | | 14 | | | 38 | 39 | | 40 | 7 | 39 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 34 | | | 16 | | | 33 | 38 | | 40 | 7 | 36 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 28 | 44 | 48 | 16 | 47 | 62 | 25 | 30 | | 88 | 40 | 45 |
| SWD | 20 | 27 | | 13 | 50 | | | | | | | |
| ELL | 20 | 48 | 44 | 24 | 49 | 62 | 18 | 15 | | 88 | 67 | 45 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 21 | 31 | | 10 | 39 | | 12 | 20 | | 84 | 44 | |
| HSP | 30 | 47 | 46 | 18 | 49 | 67 | 31 | 31 | | 89 | 39 | 48 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 26 | 43 | 43 | 14 | 44 | 57 | 20 | 30 | | 84 | 41 | 42 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **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 | 18 | 37 | 52 | 8 | 13 | 16 | 26 | 26 | | 91 | 39 | 34 |
| SWD | 0 | 21 | | 0 | 0 | | | | | | | |
| ELL | 3 | 46 | 68 | 3 | 13 | 25 | 7 | 12 | | 100 | 70 | 34 |

| 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 | 11 | 30 | | 6 | 18 | 17 | 36 | | | | | |
| HSP | 22 | 40 | 63 | 9 | 12 | 18 | 23 | 27 | | 91 | 44 | 35 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 17 | 35 | 50 | 6 | 11 | 17 | 29 | 28 | | 91 | 42 | 33 |

**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 |
| 10 | 2023 - Spring | 28% | 54% | -26% | 50% | -22% |
| 09 | 2023 - Spring | 36% | 51% | -15% | 48% | -12% |

| ALGEBRA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 17% | 56% | -39% | 50% | -33% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 15% | 52% | -37% | 48% | -33% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 34% | 65% | -31% | 63% | -29% |

| HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 39% | 66% | -27% | 63% | -24% |

## 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 Geometry. For the 22-23 school year, the geometry proficiency score was at 15% which was a 5% decrease from the previous year. There were several factors that contributed to this performance; the primary component that contributed to the decline in geometry was gaps in academic knowledge of the students as it relates to the academic content from Algebra 1. There was absence of an algebra 1 teacher the prior year so major foundational skills were missing. Additionally, the school was missing a geometry teacher for the first semester of the school year, and the geometry teacher did not start until February.

**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 Geometry. The score declined from 20% proficiency to 15% proficiency.

**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 components that showed the greatest gap for the 2022-2023 school year was Algebra 1 and Geometry. For the 22-23 school year, the Algebra I proficiency score was at 17% which is 33 percentage points below the state average. For the 22-23 school year, the Geometry proficiency score was at 15% which is 33 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 high school math was gaps in academic knowledge of the students as it relates to the academic content; in addition to the lack of a teacher for the first semester as both the geometry and Algebra 1 teachers joined the school during the second semester.

**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 US History which increased by 11 percentage points from 29% to 40% proficiency. The new action that was taken on behalf of the school in this area was the increase in coaching support. The Instructional Reading Coach did push-ins to support the teacher and students. Additionally, the school added bi-weekly mini assessments to gauge mastery of standards.

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

The area of most concern for the school will be the Students with Disabilities. To help improve in this area, the school will incorporate support facilitation that will provide push-in services to assist students in tested areas courses.

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

1. Increasing proficiency in high school math (algebra 1 and geometry)
2. Increasing proficiency among SWD students
3. Incorporating strategies across the curriculum that will help to address student deficiencies in all subject areas
4. 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 are 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. Frankin Covey Leader In Me / 7 Habits Training

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

**By When:** June 2024

**#2. 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

| #3. Instructional Practice specifically relating to Math |
|---|

**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.

High school math was identified as crucial needs area because for the 22-23 school year, the Algebra I proficiency score was at 17% which is 33 percentage points below the state average and Geometry proficiency score was at 15% which is 33 percentage points below the state average.

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

30 percent of the first time test takers for algebra 1 and geometry will score at a level of 3 or above on the EOC 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 via the intensive math course. During small group instruction, remediation and reteach of standards will be implemented. Students will also receive additional skill practice through the iXL program which provides specific immediate feedback.

**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 in the intensive math classes to ensure that students can achieve standards mastery.

**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 guided notes.
3. Implementation of teacher-led DI
4. Incorporation of iXL

5. Use of an interventionist in the intensive classes
6. Increased coaching support via more frequent coaching cycles
7. Topic Assessments at the end of each topic

**Person Responsible:** Kenyake Brown (kbrown@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 and ELA
4. PLC's / Professional Development
5. Common planning
6. Increased coaching support

Areas of focus: Math, Students with Disabilities, Teacher Retention, Black Students

**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. Girl Talk One On One

## 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. Mental Health Counselor provides group and individual counseling
2. Leader In Me
3. CHI Social Emotional Learning Program

**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. Dual Enrollment Classes Through Miami Dade College
2. Career Fair
3. College / Technical Schools Fair
4. College / Technical Schools Tours
5. CTE Certification Opportunities
6. Advanced Placement Courses
7. Summer Youth Internship & Employment Program

**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 | 7032 - Palm Glades Preparatory High School | Title, I Part A | 0.0 | $2,750.00 |
| | | | *Notes: Franklin Covey - Leader In Me Membership 1/2 year* | | | |
| | 5100 | 310 | 7032 - Palm Glades Preparatory High School | Title, I Part A | 0.0 | $1,500.00 |
| | | | *Notes: Frankin Covey 7 Habits Signature Workshop* | | | |
| | 5100 | 310 | 7032 - Palm Glades Preparatory High School | 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: ESSA Subgroup: Students with Disabilities | | | | $0.00 |

| 3 | III.B. | Area of Focus: Instructional Practice: Math | $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