Palm Glades Preparatory Academy

2014-15 School Improvement Plan

Palm Glades Preparatory Academy

22655 SW 112 AVE, Miami, FL 33170

www.palmgladesprepacademy.com

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	Yes	95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D		

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Palm Glades Preparatory Academy holds a variety of activities to get to know the parents and students who attend PGA. The first activity is our Meet the Teachers which we hold the Thursday and Friday before the start of school. The parents and students have a chance to speak to the teachers as they first get to know each other. There are also opportunities for families and staff to meet during the Open House and through many parent conferences that are held for both positive and negative issues.

In addition to these face to face experiences, there are myriad opportunities for communication with parents. PGA utilizes its own website loaded with information, the MDCPS student portal, as well as Facebook and Twitter. We hold a yearly Welcome Back Assembly and quarterly Honor Roll Assemblies. Also, our small class sizes facilitate relationships between teachers and students.. The PTSO is also a big part of creating and maintaining a relationship between the teachers, parents and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to create and maintain a safe and respectful environment at Palm Glades, we have instituted many policies to ensure this feeling of safety and respect. There are procedures for arrival and dismissal that all teachers, parents and students are all aware of. Staff is posted at strategic locations through the school during these times. There are more that a dozen cameras throughout the school and all exterior doors remain locked during school hours. In order for visitors to enter the building, they must enter through the main office where their ID is scanned through our Raptor system. This detects if the visitor has any legal issues that would not allow the visitor to enter the building. Emergency procedures are in place for fire, intruder, lockdowns, and tornados. These are practiced throughout the year to ensure that everyone knows what to do and where to go.

Students are also encouraged to report any and all incidents, suspicions, and rumors so that administration can investigate. 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.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Palm Glades utilizes a positive reinforcement behavior plan to help motivate students to perform at their best. Part of this plan is to have as much communication as possible with the parents/guardians to include them in the behavior plan. We implement with fidelity our school-wide discipline plan: P.A.R.R. - Participation, Attitude, Respect, and Responsibility. Not all communication is negative and teachers are encouraged to communicate with parents the positive events that a student does as well if not more so. This is especially important with students that have been identified as having past discipline issues. We recognize students for "Doing the Right Thing" as well as honoring Students of the Month. Everyone is made aware of the school-wide expectation through back to school assemblies, the student handbook and consistent class rules through the school. Quarterly Citizenship Awards are presented at the Honor Roll Assemblies.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Palm Glades utilizes a positive reinforcement behavior plan to help motivate students to perform at their best. This includes Character education, student mentoring programs for new students, as well as many clubs and athletic teams. We believe that if we provide enough varied activities for the students they will find a niche that helps them to feel good about themselves and provides motivation to excel in class as well. We have a school counselor on campus who provides an outlet for students to talk about any issues they have as well as providing relevant information and education on social issues. Students can also participate in a role model program where boys and girls agree to serve as role models for their peers and represent the school in all community activities.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance :Attendance is uploaded daily to the district database. Tardy passes are issued through Raptor using the students ID. Students with 3 or more tardies are issued a detention automatically through Raptor. Palm Glades gets its information on students that have attendance issues by pulling biweekly attendance records to track and monitor attendance.
Behavior: A school-wide spreadsheet is maintained that tracks the number of referrals, indoor and outdoor suspensions. Data is logged on a monthly basis.
Course Failure: Using FCAT and baseline data as well as teacher generated assessments, students who have failed a class or are in danger of failing are provided with interventions from the beginning of the school year and tracked to monitor progress. These students are placed in Tier II or Tier III groups so that strategies and interventions may be put into place and progress monitored accordingly.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	**7**	**8**	
Attendance below 90 percent	15	24	23	62
One or more suspensions	1	4	2	7
Course failure in ELA or Math	11	18	1	30
Level 1 on statewide assessment	64	124	99	287

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance: Quarterly Perfect Attendance Awards are given at each Honor Roll Assembly to students who have not been absent. Letters are sent home to students that have 3 or more unexcused absences. When a student reaches 5 or more unexcused absences, the Attendance Committee meets with the parents. A contract is developed with the family to help improve attendance.
Behavior: PGA recognizes Students of the Month, Do the Right Thing and they can also earn quarterly good citizenship awards, and role model awards. PARR is our school-wide progressive discipline program used to communicate expectations and consequences students. PARR stands for Participation, Attitude, Respect and Responsibility. Students are counseled on the correct behavior and provided with a verbal warning, the parent is contacted if behavior issues continue past the student conference and warning, and the students are tracked so that, if behavior continues, the consequences are progressive and may include detentions or referrals for suspensions. Parent conferences are held as needed throughout the PARR process.
Course Failure: Students are recognized at quarterly Honor Roll Assemblies for Principal's Honor Roll, Regular Honor Roll and Most Improvements demonstrated in class. To help ensure that the identified students do not continue to be in risk for course failures, the identified students are required to attend after school or before school tutorials and they are part of either a pull out or push in intervention program as well as the utilization of frequent RtI meetings to review their progress. Progress Monitoring Plans are implemented for students in the EWS status. The use of email, student agendas, phone calls, EDLINE, student portal for grades and parent meetings are all utilized to ensure that the parents are as informed as possible as to the needs and progress of their child.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Palm Glades partners with local businesses and agencies to provide a myriad of resources to the students as well as the faculty. We partner with the "South Dade News Leader" so that our students and school activities get exposure to local issues. Students in our Journalism classes will be writing and submitting articles to the South Dade News Leader and their student newsletters will be available on the school's website and on our Facebook page. PGA's Criminal Justice classes will be a part of the Cutler Bay and Homestead Police Explorers. State Representative Kionne McGhee is an integral part of the school community and frequently speaks to our students at honor roll assemblies and other important school functions. We have an active PTSO and our students are encouraged to participate in community service projects through a variety of school clubs. PGA is also a member of the South Miami Chamber of Commerce and has multiple partnerships with the Homestead Rotary Club and Kiwanis.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hernandez, Ivan	Principal
Coats, Archalena	Assistant Principal
Dominguez, Beatriz	Guidance Counselor
Nieves, Teresita	Instructional Coach
Tercero, Zeneida	Instructional Coach
Aguilar, Melissa	Other
Velis, Jacklyn	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Ivan Hernandez (Principal), Archalena Coats(Assistant Principal), Zenaida Tercero (Reading Coach), Teresita Nieves (Math Coach), Jaclyn Velis-Gonzalez (ESE/ESOL Specialist), Beatriz Dominguez (Guidance Counselor), Melissa Aguilar (Area Director). The leadership team is involved in the MTSS and LLT teams and attend monthly meetings to evaluate data and interventions as part of the RtI process in order to action plans are put into place as a response to data and to also ensure follow up of such action steps and make decisions in order to allocate resources.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times

per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier II intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier II problem solving process after each OPM.

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed in order to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier II

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The MTSS Leadership Team meetings occur regularly (monthly is suggested) for Tier 2 problem solving to:

1. Review OPM data for intervention groups to evaluate group and individual student response.

2. Support interventions where there is not an overall positive group response

3. Select students for Tier III intervention.

Tier II supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Tier III

Students not making progress in Tier II intervention will be moved to Tier III. This third level of support consists of research-based supplemental material that provides daily interventions and remediation in alignment with the core instructional program. These students participate in weekly progress monitoring and are closely monitored to ensure academic growth is measurable.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS) serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and

intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at the school), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

• Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors,

and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
District Policy Against Bullying and Harassment
• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
• This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
• Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.
Nutrition Programs
The school follows the National School Lunch Program requirements

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ivan Hernandez	Principal
Archalena Coats	Teacher
Claudia Arce	Parent
Melissa Aguilar	Education Support Employee
Beverley Alfreide	Teacher
Martiza Esteves	Teacher
Rachel Morris	Teacher
Kelly Fernandez	Teacher
Elliott Massa	Teacher
Mercedes Escalante	Parent
Glades Reyes	Parent
Natlaie Vazquez	Parent
Kisten Armstrong	Parent
Jennifer Childs	Parent
Yolaysi Zorita	Parent
Emily Arce	Student
Jannelle Arce	Student
Tere Wong	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The ESSAC met at the end of the year to review the SIP and the available data. Based on the data presented and observations from the ESSAC committee, suggestions were made to continue with the programs and strategies demonstrating improvements and to increase services and resources in the more critical areas where the lowest performing students are not making enough learning gains, especially in the area of Math.

Development of this school improvement plan

Based on last year's quarterly meetings, the EESAC members made recommendations to the school administration for implementation in this year's School Improvement Plan. The SIP team used the data from the Spring 2014 FCAT 2.0 to develop goals and strategies to be implemented throughout our content curriculum and across all disciplines. The EESAC committee met to review the data, goals and strategies outlined in the SIP. Changes were made based on the recommendations of committee members and the SIP was approved by a vote of the EESAC committee.

Preparation of the school's annual budget and plan

During last year's final EESAC meeting, it was suggested that we use Title I and ESSAC funds to purchase Achieve 3000 and to hire Math and Reading interventionists that will push in to the classes with the lowest performing students (Intensive). This year, the committee recommended an increase in Math Interventions through the implementation of an Intensive Math Elective class.
FCAT data demonstrated a need for intensive Math remediation and a dire need to help Reading Fluency and Comprehension. Thus, our focus was in the differentiation of instruction to maximize student achievement in these areas.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Title I monies were used to pay for 2 interventionists for Math in order to provide pull-out services during the school day. Title I money was also used to pay teachers for extended day programs and tutorials in Reading and Math.
Mathletics and Reading Plus were purchased using a combination of EESAC and Title I money.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Hernandez, Ivan	Principal
Coats, Archalena	Assistant Principal
Tercero, Zeneida	Instructional Coach
Nieves, Teresita	Instructional Coach
Velis, Jacklyn	Teacher, ESE
Dominguez, Beatriz	Guidance Counselor
Aguilar, Melissa	Other

Duties

Describe how the LLT promotes literacy within the school

Major initiatives will focus on maintaining or increasing students performing at an FCAT level of 3 to 5. Students will be given monthly certificates and incentive coupons for data that demonstrate increases in their Lexile levels as well as students on track for College and Career Readiness as demonstrated by their Lexile levels.

Since reading and writing are closely intertwined, students will be writing in response to the materials read in class. This will take place daily in Reading Class, Language Arts class as well as in all core content areas and academic electives.

A strong focus will be placed in increasing the scores for the students' that have previously scored at FCAT level 1's and 2's. This will be done by properly grouping students into Tier II and Tier III groups and providing them with appropriate interventions through differentiated instruction. These students will be monitored frequently to track progress and effectiveness of instruction provided. We will also focus on the ESOL students so that they may improve English language acquisition through the use of an ESOL elective course or through Virtual School.

Finally, a specific focus will be placed on Algebra I students in order to increase the percentage of proficient students as demonstrated by the ALG I EOC.

Student data chats will play an important roll in progress monitoring as it will assist students with understanding their progress, setting realistic goals and tracking their progress. This will be done in Reading, Language Arts (Writing), Math, Science and Social Studies (Civics). Administrative Data Chats will be held with Tier III students biweekly.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One of the priorities and beliefs at Palm Glades is that there be a positive and constructive environment for teachers and staff members. Teachers participate in weekly grade level meetings as well as monthly department meetings where they share best practices, hold PLCs, and plan vertically and cross-curricularly.

Teachers are required to participate in school committees that add to the quality of student life at PGA. Some examples of these committees include but are not limited to The Social Committee, The Black History Month Committee, The Hispanic Heritage Committee, The Attendance Committee, The Positive Behavior Committee, etc.

In order to promote unity, we do many team building activities at faculty meetings and during Teacher Work Days. We encourage teachers to give "Shout-Outs" to each other as they recognize their coworkers for their efforts to go above and beyond. Teachers and staff of the month are selected and recognized monthly and birthdays are celebrated at the monthly faculty meetings. Each month, a

minimum of two teachers are recognized for exemplary work or performance in pre-selected areas of focus. Finally, teachers work as departments to implement best practices identified by the MTSS and LLT teams. Evidence of the implementation of these best practices earn the department a "first class ticket". The department with the most "first class tickets" at the end of the month are identified as "First Class Teachers" and are awarded with a catered lunch of their choice.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We believe that the aforementioned strategies used to encourage positive working relationships is the way that Palm Glades maintains and recruits the best teachers and staff. Palm Glades Preparatory Academy uses a variety of strategies to recruit and retain our highly-qualified teachers. In conjunction with our management company (Charter School Associates), we use Online recruiting via teachers-teachers.com, attend Job Fairs and place Newspaper ads to recruit teachers.
We offer competitive salaries with great benefits which include a high percentage of health benefits paid by the employer. In addition, we offer annual raises and performance bonuses.
Our teachers are provided with a wide variety of professional development throughout the year and, for those teachers looking to seek administrative and leadership positions, we have a Next to Lead (Leadership) Program sponsored by the school in conjunction with our management company.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In order to be considered as a Mentor Teacher, you must have the following qualifications:
-Mentor teachers must hold a valid professional teaching certificate;
-Minimum of three years of successful teaching experience; and Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.
-Mentor teachers will be matched to beginning teachers who are new to the school or grade department.
-Mentor teachers and beginning teachers will be matched according to like discipline and /or grade level.
-Mentoring teams will meet biweekly to observe each other's techniques, modeling best practices, and discussing improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Palm Glades follows the MDCPS pacing guides and use state adopted textbooks. CPALMS lessons and resources are aligned and integrated to the MDCPS pacing guide by our instructional coaches. Palm Glades follows the CRRP for Miami-Dade County. Our Math and Reading Coaches ensure that our teachers are up to date on the new standards, provide training and professional development, and providing insight and feedback on how to best present and teach the standards to the students. Due to the changes in ELA expectations under the new Florida Standards, there is a direct focus in cross-curricular written reader responses where students are writing in response to text that they analyze and synthesize.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Using the 2014 Spring FCAT and EOC data, tiered groups are set up so that interventions and direct instruction can begin from the very start of the school year. Diagnostic and baseline assessments are used to place students in the correct DI groups within the classes. Teachers use data from FCAT, Baseline, ThinkGate, Achieve 3000, Reading Plus and unit assessments to track student progress. Teachers update their small group DI instruction with this information to target bottom quartile students in order to ensure they get the remediation needed. The data is also used to drive whole group instruction to modify the overall pace of the class and address any group needs. Data is used to determine Tier II and Tier III groups. These students are provided with the appropriate extra attention required as well as encouraged to attend after school tutorials and extended day classes. The MTSS Committee and the LLT Committee meet monthly in order to evaluate the effectiveness of our core instructional program, as well as our Tier II and Tier III program. Tier II students are carefully monitored monthly and Tier III students are monitored weekly in order to monitor their progress. The instructional coaches work closely with the core teachers in order to identify the DI needs of each student along with the strategies and interventions to be implemented as well as the analysis of progress monitoring.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 6,000

After School Program Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development.

Students will be engaged in after school FSA programs to instruct students in Reading and Mathematics strategies aligned with Common Core Standards and FSS. Teachers will participate in PD covering a wide range of topics including classroom management, hands-on activities, and Common Core standards to name a few. We will use Title I funds to help with these activities.

Strategy Rationale

This is done to increase the instructional contact hours needed in order to remediate and cover all learning gaps and deficiencies that the students may have. We are using research based supplemental material in our extended day programs.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Tercero, Zeneida, ztercero@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from ongoing progress monitoring and data chats are reviewed biweekly. This data is collected biweekly and analyzed to determine effectiveness of the program, instructional strategies and the academic progress of each student.

Students and teachers will set monthly goals in each of the core content subject areas. Administration and/or Instructional Coaches will meet monthly with teachers to dissect student data and determine areas of need and provide instruction for remediation.

Examples of data that will be collected, evaluated and analyzed include data from sources such as: Achieve 3000, Reading Plus, Fluency Timed Assessments, Math Unit Assessments, Math Triumphs OPM, prescriptive Mathletics activities, Reflex Math, Science Unit Assessments, Interim Assessments as well as in-house standard-specific assessments developed through Achievement Series.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All 5th graders transitioning into our 6th grade cohort are provided support in selecting their classes for the school year and are enrolled in a Critical Thinking class to assist with the transition to Middle School. Seventh and eighth grade students are enrolled in a required Career Research and Business Leadership class in order to prepare them for Career and Technical Education. Part of this curriculum requires students to develop an ePep that will assist them in selecting High School courses that will prepare them for post high school education.

8th Grade students participate in a series of lessons that prepare students and orient them to the challenges that they may face in High School. Students electing to take computers in middle school will be provided with CTE instruction so that students may earn industry certification that will further prepare them for High School.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Seventh grade students enrolled in Career Research participate in lessons using resources from the FLDOE, such as Career Cruiser and MDCPS resources to help them develop their EPeps. Business Leadership classes are required for all eighth grade students in order to develop the business skills and independent problem solving skills necessary for success in high school as well as post-secondary activities. An increased focus in technical skills necessary for college and career readiness are addressed through opportunities for students to earn industry certification before entering high school. Also, students are actively engaged in Achieve 3000 and thus use the career center resources on Achieve 3000 in order to identify the Lexile levels needed for different careers. Students and teachers track students progress in increasing their Lexile levels as this is a critical component to College and Career Readiness.

Palm Glades Preparatory Academy's design as a feeder for our high school takes into account the individual interests of students. The core classes are taught with high expectations in mind and geared to personalizing the learning experience through project-based learning activities which are cross curricular. Palm Glades Preparatory Academy has also partnered with community organizations to bring in speakers for the students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students in Palm Glades Academy are provided with the opportunity to complete a computer course that is rigorous and relevant and focuses on the Microsoft Office Suite. These students will be eligible to earn their Industry Certification in this specific CTE course.

Aside from the CTE course listed above, other elective and core content courses prepare middle school students so that they can successfully complete future CTE course work. The Language Arts department provides electives that integrate interesting content generally thought of as supplemental with content cluster benchmarks assessed on the state exam. Students in yearbook, speech and debate, career research, and critical thinking courses apply the content learned in their language arts classes. Palm Glades Preparatory Academy also offers a research course as an elective which focuses on the scientific method of solving problems. In addition to the Integrated Science and research courses, the school also offers students the opportunity to explore their creativity and competitiveness by participating in extracurricular activities such as the State Science Fair, Science, Engineering, Communication, Mathematics Enhancement Program (STEM).

Our math courses will prepare our students to be successful in today's global economy, to be able to sift through arguments, interpret quantitative information, and make critical judgments. As recommended by the NCTM Math standards, every student will be equipped with the knowledge and skills to make sense of data, interpret technical materials, understand linear and nonlinear growth, manipulate formulas, distinguish logical arguments and apply geometric principles. Our mathematics framework encourages students to understand and use mathematics to reason, communicate, and solve problems in an ever changing global and technological society. Through the use of our pacing guides and Instructional Focus Calendar, both literature and technology are integrated in our lessons while connecting mathematics and science learning, reading in math, creating collaborative inquiry groups, and project based learning and aligning instruction with assessment. Collaborative activities will be implemented with other departments as well as with the academies to foster sharing, communication, and common practice. Palm Glades Preparatory Academy will maintain its

partnership with community organizations, and parents, through the Parent Teacher Student Organization.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Aside from the CTE computer course offered to all middle school students, middle school career and technical education opportunities are included in the elective courses that reinforce academics while providing students with the opportunities to experience and prepare for future CTE courses.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement.

G2.   Palm Glades Academy will monitor all students and identify any who show any at risk factors in areas of attendance, behavior and course failure in an effort to increase their academic performance in school.

G3.   Palm Glades Academy will increase STEM opportunities to increase student awareness and participation in STEM activities .

G4.   Palm Glades Academy is a Title I school and will use the Title I Parental Improvement Plan.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement. 1a

🔑 G041562

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Reading - African American	48.0
AMO Reading - Hispanic	60.0
AMO Reading - White	66.0
AMO Reading - ELL	35.0
AMO Reading - SWD	40.0
AMO Reading - ED	53.0
FSA - English Language Arts - Proficiency Rate	20.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	68.0
AMO Math - All Students	45.0
AMO Math - African American	40.0
AMO Math - Hispanic	48.0
AMO Math - White	51.0
AMO Math - ELL	33.0
AMO Math - SWD	31.0
AMO Math - ED	43.0
FSA - Mathematics - Proficiency Rate	7.0
Math Gains	57.0
Math Lowest 25% Gains	63.0
Algebra I EOC Pass Rate	42.0
Middle School Performance in EOC and Industry Certifications	
FCAT 2.0 Science Proficiency	34.0
CELLA Writing Proficiency	36.0

Resources Available to Support the Goal 2

- Mathematics Resources: -Mathletics -Reflex Math -Math Triumphs is used for DI -Algebra Nation -Additional Math Teacher and Interventionist -ThinkGate mini unit assessments -Achievement Series -Gizmos -District Coaches -Instructional Coaches -Extended Learning Modules -District Pacing Guides -CPALMS Reading Resources: -Achieve 3000 -Reading Plus -District Coaches -Instructional Coaches -Achievement Series -Extended Learning Modules -District Pacing Guides -CPALMS Science Resources: -Gizmos -ThinkGate mini unit assessments -Florida Coach, Science -District Coaches -Achievement Series -Extended Learning Modules -District Pacing Guides -CPALMS Social Studies Resources: -Extended Learning Modules -Civics Pacing Guide -Civics Review Packet -District Pacing Guides -CPALMS

- Additional computer labs (50 computers) and 50 tablets.

Targeted Barriers to Achieving the Goal 3

- Based on AMO data for 2013-14, 43% of all students were High Performing in Reading. This year's goal is to have at least 57% of all students be high performing in Reading. - Students in

the AMO categories of Black, Hispanic, and White are demonstrating difficulty in the Reading Application Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT 2.0. - ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT 2.0 due to lack of English language acquisition. - Level 3 student performance data on the 2014 Reading FCAT 2.0 indicates a deficiency in reporting category of Literary Analysis. -Level 4 student performance data on the 2014 Reading FCAT 2.0 indicates a deficiency in reporting category of Reading Application. - Learning gains were affected by the students lack of vocabulary and difficulty with reading application as evident by the 2014 Reading FCAT 2.0. - All students in the lowest 25% demonstrate difficulty in vocabulary and reading application as evident by the 2014 Reading FCAT 2.0. Based on AMO data for 2013-14, 30% of all students were High Performing in Math. This year's goal is to have at least 45% of all students be high performing in Math. -Students from all AMO ethnic categories as well as students in the lower 25% lack basic Math Fluency that make it difficult to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0 -Algebra I students lack basic Math skills and fluency that make it difficult to complete higher complexity problems as evidenced on the 2014 EOC Based on AMO data for 2013-14, 27% of all students were High Performing in Science. This year's goal is to have at least 34% of all students be high performing in Science.

• Based on AMO data for 2013-14, 32% of SWD were High Performing in Reading. This year's goal is to have at least 40% of all students be high performing in Reading. SWD have difficulty with Vocabulary Development and Literary Analysis as evident by the 2014 Reading FCAT 2.0. Based on AMO data for 2013-14, 23% of SWD were High Performing in Math. This year's goal is to have at least 31% of all students be high performing in Math. SWD lack math fluency skills that make it difficult to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0

• Based on AMO data for 2013-14, 20% of ELL were High Performing in Reading. This year's goal is to have at least 35% of all students be high performing in Reading. - ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT - ELL students lack sufficient opportunities to participate in Read-a-louds, think-a-louds, and class discussions in English due to their limitations with the English language Based on AMO data for 2013-14, 17% of ELL were High Performing in Math. This year's goal is to have at least 33% of all students be high performing in Math. -ELL students lack the Mathematical vocabulary needed to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0

Plan to Monitor Progress Toward G1. `8`

Data from research-based assessments will be used to track students progress towards meeting our school goals. Data from Achieve 3000 will be reviewed monthly in order to track increases in Lexile levels and comprehension. Data from Reflex math will provide data on improvements with Math fluency while Mathletics will provide data on student achievement on targeted standards. Math and Science data will be tracked through Unit Assessments on Thinkgate. Data from interim assessments and in-house assessments developed through Achievement Series will allow for data to be collected on specific standards.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Data chats, data from interim and in house assessments, and reports pulled from Achieve 3000, ThinkGate, Reading Plus, Mathletics and Reflex Math.

G2. Palm Glades Academy will monitor all students and identify any who show any at risk factors in areas of attendance, behavior and course failure in an effort to increase their academic performance in school.
1a

🔑 G048922

Targets Supported 1b

Indicator	Annual Target
Attendance rate	92.0
Attendance Below 90% Grade 06	12.0
Attendance Below 90% Grade 07	14.0
Attendance Below 90% Grade 08	18.0
One or More Suspensions	1.0
1+ Suspensions Grade 06	1.0
1+ Suspensions Grade 07	3.0
1+ Suspensions Grade 08	2.0
Students exhibiting two or more EWS indicators (Total)	10.0
Students in sixth grade exhibiting two or more EWS indicators	5.0
Students in seventh grade exhibiting two or more EWS indicators	15.0
Students in eighth grade exhibiting two or more EWS indicators	20.0
Level 1 - All Grades	35.0
Level 1 - Grade 06	36.0
Level 1 - Grade 07	39.0
Level 1 - Grade 08	51.0
Course Failures Mathematics	1.0
Course Failures ELA	2.0

Resources Available to Support the Goal 2

- Attendance Committee
- RtI Committee
- Discipline Committee
- MTSS and LLT Teams
- Role Model Program
- PARR and Positive Behavior Interventions

Targeted Barriers to Achieving the Goal 3

- Students who have lower attendance rates tend to not perform as well as students who attend school regularly.
- Students lack fundamental skills in core content areas negatively affect student achievement and lead to course failure
- Student misbehavior affect the learning environment and may cause exclusion from classes, thus affecting student achievement and academic progress.

Plan to Monitor Progress Toward G2. `8`

Daily attendance percentages will be monitored in order to decrease the percentage of students missing 18 or more days of school by 3 percentage points from 15 percent to no more than 12 percent.

Person Responsible
Ivan Hernandez

Schedule
Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion
Daily attendance reports and student attendance reports

G3. Palm Glades Academy will increase STEM opportunities to increase student awareness and participation in STEM activities . `1a`

Targets Supported `1b`

🔍 G049742

Indicator	Annual Target

Resources Available to Support the Goal `2`
  - Teachers will use a variety of websites which include but are not limited to: NEA.org, NASA, and shodor.org/master. Spark101.org Gizmos

Targeted Barriers to Achieving the Goal `3`
  - Students have not been exposed to enough STEM activities to realize the connection between the disciplines.

Plan to Monitor Progress Toward G3. `8`

A record of STEM activities will be kept by the Science Lead with information on number of participants, number of activities, topic of activities, and lab reports/notes.

Person Responsible
Ivan Hernandez

Schedule
Every 2 Months, from 9/7/2014 to 6/3/2015

Evidence of Completion
Records of all STEM events with a count of number of events throughout the months.

G4. Palm Glades Academy is a Title I school and will use the Title I Parental Improvement Plan. `1a`

Targets Supported `1b`

🔍 G050746

Indicator	Annual Target

Resources Available to Support the Goal `2`
  -

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement. 1

🔍 G041562

G1.B1 Based on AMO data for 2013-14, 43% of all students were High Performing in Reading. This year's goal is to have at least 57% of all students be high performing in Reading. - Students in the AMO categories of Black, Hispanic, and White are demonstrating difficulty in the Reading Application Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT 2.0. - ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT 2.0 due to lack of English language acquisition. - Level 3 student performance data on the 2014 Reading FCAT 2.0 indicates a deficiency in reporting category of Literary Analysis. -Level 4 student performance data on the 2014 Reading FCAT 2.0 indicates a deficiency in reporting category of Reading Application. - Learning gains were affected by the students lack of vocabulary and difficulty with reading application as evident by the 2014 Reading FCAT 2.0. - All students in the lowest 25% demonstrate difficulty in vocabulary and reading application as evident by the 2014 Reading FCAT 2.0. Based on AMO data for 2013-14, 30% of all students were High Performing in Math. This year's goal is to have at least 45% of all students be high performing in Math. -Students from all AMO ethnic categories as well as students in the lower 25% lack basic Math Fluency that make it difficult to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0 -Algebra I students lack basic Math skills and fluency that make it difficult to complete higher complexity problems as evidenced on the 2014 EOC Based on AMO data for 2013-14, 27% of all students were High Performing in Science. This year's goal is to have at least 34% of all students be high performing in Science. 2

🔍 B100768

G1.B1.S1 Based on assessment data (FCAT, Baseline, Diagnostic, etc.) teachers will place students in groups in order to provide them with Differentiated Instruction through their teacher led center. Some instructional strategies used in the teacher led center may include examples listed below: Reading Application: teachers will use several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Vocabulary: Teachers will have students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Literary Analysis: Teachers will help students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Fluency: Teachers will have students participate in Quick Reads Articles used to track and increase the number of correct words read in one minute. Math Fluency of Basic Skills: Teachers will use computer-based instructional programs to assign activities to students that increase fact fluency of students (especially those in the lowest 25%) by incorporating daily fact drills with dual attention on speed and accuracy. Math Problem Solving: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. Teachers will model the UPSC problem-solving model and will facilitate student's application of this problem-solving model. Informational Text (Done in SS and SC): Teachers will assist students in analyzing the structure an author uses to organize text, including how the sections contribute to the whole and to the development of the ideas. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 4

🔍 S112008

Strategy Rationale

Differentiated Instruction provides instruction for the individual needs of each student required to increase student achievement and learning gains.

Action Step 1 `5`

Students work in small groups facilitated by the teacher based on their diagnostic data. Students in ELA will practice and develop fluency and implement reading comprehension strategies modeled in the teacher led center. Students will participate in writing conferences through their teacher led centers where their work will be reviewed as well as review of peer work in order to further develop their writing skills. Students work on their basic math skills and their problem solving strategies while in the teacher led centers in order to remediate basic Math concepts and fluency. In all other core content students will participate in small group instruction guided by the teacher to work with students demonstrating difficulty with any specific standards taught.

Person Responsible

Archalena Coats

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Reflex Math and Mathletics data reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plan Review form, walkthrough forms and coaches' logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrated by the data.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.

G1.B1.S2 Tier II and Tier III students are provided with additional instructional time using an elective course to increase implementation of Differentiated Instructional Strategies with the use of an intervention teacher. Reading Application: teachers will use several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Vocabulary: Teachers will have students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Math Fluency of Basic Skills: Teachers will use computer-based instructional programs to assign activities to students that increase fact fluency of students (especially those in the lowest 25%) by incorporating daily fact drills with dual attention on speed and accuracy. Math Problem Solving: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. Teachers will model the UPSC problem-solving model and will facilitate student's application of this problem-solving model. Informational Text (Done in SS and SC): Teachers will assist students in analyzing the structure an author uses to organize text, including how the sections contribute to the whole and to the development of the ideas. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [4]

🔑 S138844

Strategy Rationale

Differentiated Instruction provides instruct for the individual needs of each student required to increase student achievement and learning gains.

Action Step 1 [5]

Students will work in small groups based on their diagnostic data. Students in ELA will be provided DI in fluency and reading comprehension, and writing conferences through their teacher led centers. Students in Math will be provided DI in teacher led centers to remediate basic Math concepts and fluency. In all other core content students will be placed in small groups and teacher led centers to work with students demonstrating difficulty with any specific standards taught.

Person Responsible

Archalena Coats

Schedule

Daily, from 9/22/2014 to 4/6/2015

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Reflex Math and Mathletics data reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/22/2014 to 9/22/2014

Evidence of Completion

Lesson Plan Review form, walkthrough forms and coaches' logs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/22/2014 to 9/22/2014

Evidence of Completion

Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.

G1.B2 Based on AMO data for 2013-14, 32% of SWD were High Performing in Reading. This year's goal is to have at least 40% of all students be high performing in Reading. SWD have difficulty with Vocabulary Development and Literary Analysis as evident by the 2014 Reading FCAT 2.0. Based on AMO data for 2013-14, 23% of SWD were High Performing in Math. This year's goal is to have at least 31% of all students be high performing in Math. SWD lack math fluency skills that make it difficult to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0 [2]

🔧 B100769

G1.B2.S1 Based assessment data (FCAT, Baseline, Diagnostic, etc.) teachers will place students in groups in order to provide them with Differentiated Instruction through their teacher led center. SWD will be provided with additional intervention and support from the SPED teacher in order to increase student achievement and ensure learning gains. Vocabulary: Teacher will assist students in determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Literary Analysis: Teachers will assist and model how students analyze two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Math Fluency: Teachers will assist students in Increasing fact fluency by incorporating daily fact drills with dual attention on speed and accuracy. Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings Math Problem Solving Skills: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom Informational Text (SS and SC): Teachers will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. . Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. [4]

🔧 S138899

Strategy Rationale

Differentiated Instruction provides instruct for the individual needs of each student required to increase student achievement and learning gains.

Action Step 1 `5`

Students will work in small groups in a teacher led center based on diagnostic data to group students. Students will practice strategies learned in their ELA teacher led center to develop fluency and reading comprehension skills. Student will participate in writing conferences through their teacher led centers in order to improve their written communication skills. Students will participate in Math DI teacher led centers in order to improve their basic Math concepts and fluency skills. Students having difficulty in other core content areas will work with teachers in small groups in order to improve their knowledge in the concept, material or standard of difficulty.

Person Responsible

Archalena Coats

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Reflex Math and Mathletics data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plan Review form, walkthrough forms and coaches' logs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.

G1.B3 Based on AMO data for 2013-14, 20% of ELL were High Performing in Reading. This year's goal is to have at least 35% of all students be high performing in Reading. - ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT - ELL students lack sufficient opportunities to participate in Read-a-louds, think-a-louds, and class discussions in English due to their limitations with the English language Based on AMO data for 2013-14, 17% of ELL were High Performing in Math. This year's goal is to have at least 33% of all students be high performing in Math. -ELL students lack the Mathematical vocabulary needed to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0 [2]

🔑 B100770

G1.B3.S1 Based assessment data (FCAT, Baseline, Diagnostic, etc.) teachers will place students in groups in order to provide them with Differentiated Instruction through their teacher led center. Vocabulary: Teacher will model for students how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Math Fluency: Teachers will work with students in small groups in order to Increase fact fluency of students by incorporating daily fact drills with dual attention on speed and accuracy. Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings Math Problem Solving Skills: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom Informational Text (SS and SC): Teachers will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Teachers will help students recognize the characteristics of reliable and valid information and to determine if valid information is correct or sound, if reliable information is dependable and how to use supporting facts within and across texts. [4]

🔑 S138901

Strategy Rationale

Differentiated Instruction provides instruct for the individual needs of each student required to increase student achievement and learning gains.

Action Step 1 `5`

Teachers will use diagnostic data to group students. Students will work in small groups facilitated by the teachers for differentiated instruction in order to improve and practice their fluency and reading comprehension skills modeled in the teacher led center. Students will actively work with peers and with the teacher in writing conferences to increase writing skills. Students will participate in Math small group activities led by the teacher to remediate basic Math concepts and fluency. Students having difficulty in any other content area will work with the teacher in a teacher led center in order to increase achievement and understanding with any specific standards taught.

Person Responsible

Zeneida Tercero

Schedule

Daily, from 9/1/2014 to 6/3/2015

Evidence of Completion

Instructional coaches support for implementation of DI

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plan Review form, walkthrough forms and coaches' logs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.

G2. Palm Glades Academy will monitor all students and identify any who show any at risk factors in areas of attendance, behavior and course failure in an effort to increase their academic performance in school. 1

G048922

G2.B1 Students who have lower attendance rates tend to not perform as well as students who attend school regularly. 2

B122163

G2.B1.S1 Teachers will work with the attendance committee and the administration to provide students with perfect attendance incentives and are recognized quarterly at honor roll assemblies. Palm Glades provides transportation to students that live within an approximate 2-4 miles radius of the school. Students with 3 unexcused absences will have a letter sent home regarding absences and the statues enforcing compulsory attendance. A representative of the attendance committee will hold a parent conference for students with 5 or more unexcused absences and an attendance plan or contract may be developed to improve attendance. 4

S137291

Strategy Rationale

Students who have lower attendance rates tend to not perform as well as students who attend school regularly

Action Step 1 5

Students will come to school daily. Student attendance will be monitored by the Attendance Committee who will work together to promote and reward good attendance and will inform parents in writing and through parent conferences in order to develop plans of action to improve attendance, thus improving students achievement.

Person Responsible

Beatriz Dominguez

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Attendance Letters sent, Attendance Committee meeting minutes, Parent Conference documentation of attendance meetings and contracts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Attendance reports will be run biweekly

Person Responsible

Beatriz Dominguez

Schedule

Biweekly, from 9/14/2014 to 6/4/2015

Evidence of Completion

Attendance reports, conference minutes and attendance letters

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Track school-wide attendance rates to identify an increase in student attendance. Individually track students with excessive unexcused absences to ensure an improvement in attendance.

Person Responsible

Ivan Hernandez

Schedule

Biweekly, from 9/14/2014 to 6/4/2015

Evidence of Completion

Attendance reports and assessment data

G2.B2 Students lack fundamental skills in core content areas negatively affect student achievement and lead to course failure `2`

🔑 B125399

G2.B2.S1 Teachers will place students in to small leveled groups and teacher led centers to provide differentiation of instruction in order to provide remediation. `4`

🔑 S137285

Strategy Rationale

Differentiation of instruction is required in order to close the learning gaps and specifically target each students weakness so that student achievement may increase and course failures decrease.

Action Step 1 `5`

Students will be actively engaged in their own data analysis as facilitated by the teacher. Teachers will review their data with the administrative team and/or instructional coaches so that specific strategies are identified and implemented in their teacher led center. Teachers will develop and implement Progress Monitoring Plans for students in danger of failing a course

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Mathletics, Reflex Math and in-house assessments data reports, PMP forms.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Administrative Teams and Instructional Coaches will support the lesson planning process and the evaluation of data so as to ensure that differentiated instruction is taking place in the classrooms in order to increase student achievement and decrease course failures.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson plan reviews, Coaches' logs, PMPs, walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Analysis of data from multiple sources will provide evidence of an increase in student achievement and an improvement in academic grades resulting in a decrease in course failures

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Achieve 3000, Reading Plus, Mathletics and Reflex Math Reports. Reports identifying students at risk of failure. PMPs

G2.B2.S2 LLT and MTSS teams will work together to efficiently implement the RtI process. `4`

🔑 S137288

Strategy Rationale

Review of data for ongoing progress monitoring of students in Tier II and Tier III is required in order to increase student achievement and lower the number of students failing their classes.

Action Step 1 `5`

Students will become actively engaged in their own data analysis as facilitated by the teacher. Teachers will use ongoing progress monitoring data to implement appropriate DI strategies. Students with previous course failures, students who have a Levels 1 or 2, or students in danger of failing a course due to poor academic performance will have a Progress Monitoring Plan implemented. These students will be closely monitored and their PMPs will be updated quarterly.

Person Responsible

Archalena Coats

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, student sample work, walkthroughs and observations sheets, PMP forms, Data Chats

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Review of Lesson Plans. Conduct classroom walkthroughs. Review data chats and student data as well as PMP forms.

Person Responsible

Archalena Coats

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Lesson Plan reviews, observation and walkthrough checklist, PMP

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Analysis of data OPM as well as grades in core content area classes.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Data chats, data from OPM and grade reports from Pinnacle.

G2.B3 Student misbehavior affect the learning environment and may cause exclusion from classes, thus affecting student achievement and academic progress. 2

🔧 B126939

G2.B3.S1 Teachers and administration recognized students for exemplary behavior through monthly Student of the Month awards and Do the Right Thing Awards. Students are also recognized quarterly at Honor Roll Assemblies for good Citizenship. Students are monitored through our discipline committee as to how often a student is given a referral that may lead to a suspension. The Committee implements strategies to modify behavior and inform the parents of the situation. 4

🔧 S139243

Strategy Rationale

Students show higher learning gains when they are on task, behaving and attending class.

Action Step 1 5

Students will participate in programs and incentive that celebrate good citizenship and appropriate school behavior by following rules and expectations. Teachers will submit names of students to be recognized for Student of the Month and Do the Right Thing. Teachers will consistently implement the school-wide progressive discipline plan.

Person Responsible

Archalena Coats

Schedule

Monthly, from 1/14/0009 to 4/6/2015

Evidence of Completion

Rosters and Awards, Student PARR Spreadsheet

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Student behavior is tracked on the PARR spreadsheet and appropriate PARR paperwork is maintained to document the process.

Person Responsible

Archalena Coats

Schedule

Daily, from 1/14/0009 to 1/14/0009

Evidence of Completion

PARR spreadsheet and Suspension Log

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor PARR Spreadsheet as well as suspension log to see a decrease in misbehavior. Conduct grades improve.

Person Responsible

Archalena Coats

Schedule

Monthly, from 1/14/0009 to 1/14/0009

Evidence of Completion

Conduct Grade Report, Quarterly Good Citizenship Award, PARR spreadsheet and suspension log

G3. Palm Glades Academy will increase STEM opportunities to increase student awareness and participation in STEM activities . 1

🔑 G049742

G3.B1 Students have not been exposed to enough STEM activities to realize the connection between the disciplines. 2

🔑 B127229

G3.B1.S1 Teachers will use a variety of websites, labs and activities to increase student exposure to STEM activities and the inter relation between the disciplines. Some examples include Science Fair, Invention Convention, Fairchild Challenge, Sustainable Organic Garden, as well as advanced Math and Science Classes. Also, students will participate in CTE computer classes that will teach basic coding skills, keyboarding skills and the Microsoft Office Suite so that students may earn Industry Certification. 4

🔑 S139266

Strategy Rationale

Increased exposure to STEM activities will increase the understanding the interrelation of Science, Math, Engineering and Technology as well as other disciplines.

Action Step 1 5

Students will use a variety of website, labs and activities to increase their exposure and participation in STEM activities and the inter relation between the disciplines. Students will use the interactive boards to conduct demonstrations and labs.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/7/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, Lab Notebooks, Fairchild Challenge Scores, Garden, Computer Lab Activities and Projects

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Lesson plans for CTE courses and STEM projects will be submitted. Lesson plans will be reviewed monthly to ensure that weekly labs are being implemented with fidelity as well as participation in Fairchild Challenges.

Person Responsible

Teresita Nieves

Schedule

Monthly, from 9/7/2014 to 6/3/2015

Evidence of Completion

Lesson Plan Review form, walkthrough forms, CTE projects, coaches' logs and lab reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

A record of STEM activities will be kept by the Science Lead with information on number of participants, number of activities, topic of activities, and lab reports/notes.

Person Responsible

Ivan Hernandez

Schedule

Monthly, from 9/7/2014 to 6/3/2015

Evidence of Completion

Lesson Plan Review form, walkthrough forms, CTE Projects, coaches' logs, and lab reports.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students work in small groups facilitated by the teacher based on their diagnostic data. Students in ELA will practice and develop fluency and implement reading comprehension strategies modeled in the teacher led center. Students will participate in writing conferences through their teacher led centers where their work will be reviewed as well as review of peer work in order to further develop their writing skills. Students work on their basic math skills and their problem solving strategies while in the	Coats, Archalena	9/1/2014	Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Reflex Math and Mathletics data reports.	6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teacher led centers in order to remediate basic Math concepts and fluency. In all other core content students will participate in small group instruction guided by the teacher to work with students demonstrating difficulty with any specific standards taught.				
G2.B2.S1.A1	Students will be actively engaged in their own data analysis as facilitated by the teacher. Teachers will review their data with the administrative team and/or instructional coaches so that specific strategies are identified and implemented in their teacher led center. Teachers will develop and implement Progress Monitoring Plans for students in danger of failing a course	Coats, Archalena	9/1/2014	Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Mathletics, Reflex Math and in-house assessments data reports, PMP forms.	6/3/2015 weekly
G2.B2.S2.A1	Students will become actively engaged in their own data analysis as facilitated by the teacher. Teachers will use ongoing progress monitoring data to implement appropriate DI strategies. Students with previous course failures, students who have a Levels 1 or 2, or students in danger of failing a course due to poor academic performance will have a Progress Monitoring Plan implemented. These students will be closely monitored and their PMPs will be updated quarterly.	Coats, Archalena	9/8/2014	Lesson Plans, student sample work, walkthroughs and observations sheets, PMP forms, Data Chats	6/3/2015 monthly
G2.B1.S1.A1	Students will come to school daily. Student attendance will be monitored by the Attendance Committee who will work together to promote and reward good attendance and will inform parents in writing and through parent conferences in order to develop plans of action to improve attendance, thus improving students achievement.	Dominguez, Beatriz	9/15/2014	Attendance Letters sent, Attendance Committee meeting minutes, Parent Conference documentation of attendance meetings and contracts	6/4/2015 monthly
G1.B2.S1.A1	Students will work in small groups in a teacher led center based on diagnostic data to group students. Students will practice strategies learned in their ELA teacher led center to develop fluency and reading comprehension skills. Student will participate in writing conferences through their teacher led centers in order to improve their written communication skills. Students will participate in Math DI teacher led centers in order to improve their basic Math concepts and fluency skills. Students having difficulty in other core content areas will work with teachers in small groups in order to improve their knowledge in the concept, material or standard of difficulty.	Coats, Archalena	9/1/2014	Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Reflex Math and Mathletics data reports	6/3/2015 daily
G1.B3.S1.A1	Teachers will use diagnostic data to group students. Students will work in small groups facilitated by the teachers for differentiated instruction in order to improve and practice their fluency and reading comprehension skills modeled	Tercero, Zeneida	9/1/2014	Instructional coaches support for implementation of DI	6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	in the teacher led center. Students will actively work with peers and with the teacher in writing conferences to increase writing skills. Students will participate in Math small group activities led by the teacher to remediate basic Math concepts and fluency. Students having difficulty in any other content area will work with the teacher in a teacher led center in order to increase achievement and understanding with any specific standards taught.				
G2.B3.S1.A1	Students will participate in programs and incentive that celebrate good citizenship and appropriate school behavior by following rules and expectations. Teachers will submit names of students to be recognized for Student of the Month and Do the Right Thing. Teachers will consistently implement the school-wide progressive discipline plan.	Coats, Archalena	1/14/0009	Rosters and Awards, Student PARR Spreadsheet	4/6/2015 monthly
G3.B1.S1.A1	Students will use a variety of website, labs and activities to increase their exposure and participation in STEM activities and the inter relation between the disciplines. Students will use the interactive boards to conduct demonstrations and labs.	Hernandez, Ivan	9/7/2014	Lesson Plans, Lab Notebooks, Fairchild Challenge Scores, Garden, Computer Lab Activities and Projects	6/3/2015 monthly
G1.B1.S2.A1	Students will work in small groups based on their diagnostic data. Students in ELA will be provided DI in fluency and reading comprehension, and writing conferences through their teacher led centers. Students in Math will be provided DI in teacher led centers to remediate basic Math concepts and fluency. In all other core content students will be placed in small groups and teacher led centers to work with students demonstrating difficulty with any specific standards taught.	Coats, Archalena	9/22/2014	Lesson Plans, student sample work, walkthroughs and observations, Achieve 3000, Reflex Math and Mathletics data reports.	4/6/2015 daily
G1.MA1	Data from research-based assessments will be used to track students progress towards meeting our school goals. Data from Achieve 3000 will be reviewed monthly in order to track increases in Lexile levels and comprehension. Data from Reflex math will provide data on improvements with Math fluency while Mathletics will provide data on student achievement on targeted standards. Math and Science data will be tracked through Unit Assessments on Thinkgate. Data from interim assessments and in-house assessments developed through Achievement Series will allow for data to be collected on specific standards.	Hernandez, Ivan	9/1/2014	Data chats, data from interim and in house assessments, and reports pulled from Achieve 3000, ThinkGate, Reading Plus, Mathletics and Reflex Math.	6/3/2015 monthly
G1.B1.S1.MA1	Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct	Hernandez, Ivan	9/1/2014	Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrated by the data.			through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.	
G1.B1.S1.MA1	Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.	Coats, Archalena	9/1/2014	Lesson Plan Review form, walkthrough forms and coaches' logs.	6/3/2015 weekly
G1.B2.S1.MA1	Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.	Hernandez, Ivan	9/1/2014	Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.	6/3/2015 monthly
G1.B2.S1.MA1	Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.	Coats, Archalena	9/1/2014	Lesson Plan Review form, walkthrough forms and coaches' logs.	6/3/2015 weekly
G1.B3.S1.MA1	Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.	Hernandez, Ivan	9/1/2014	Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.	6/3/2015 monthly
G1.B3.S1.MA1	Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.	Coats, Archalena	9/1/2014	Lesson Plan Review form, walkthrough forms and coaches' logs.	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Analysis of data from ongoing progress monitoring assessments will provide evidence that the strategies implemented through the direct instruction in the teacher led centers is effective. MTSS and LLT will meet at least once a month to evaluate data to ensure that Tier I, Tier II and Tier III instruction is effective and that students are demonstrating improvements in academic achievement as demonstrate by the data.	Hernandez, Ivan	9/22/2014	Achieve 3000 Lexile Data, data from Reading Plus, Math data from Reflex Math and Mathletics. Unit Assessments in Math and Science through ThinkGate and Data chat forms completed by the student, interim and in-house assessments.	9/22/2014 monthly
G1.B1.S2.MA1	Lesson plans template require planning for DI centers. Lesson plans will be reviewed weekly to ensure that DI is being implemented with fidelity. Weekly classroom walkthroughs will allow for administration and instructional coaches to observe teacher-led centers and evaluate the effective implementation of differentiated instruction.	Coats, Archalena	9/22/2014	Lesson Plan Review form, walkthrough forms and coaches' logs.	9/22/2014 weekly
G2.MA1	Daily attendance percentages will be monitored in order to decrease the percentage of students missing 18 or more days of school by 3 percentage points from 15 percent to no more than 12 percent.	Hernandez, Ivan	9/8/2014	Daily attendance reports and student attendance reports	6/3/2015 weekly
G2.B2.S1.MA1	Analysis of data from multiple sources will provide evidence of an increase in student achievement and an improvement in academic grades resulting in a decrease in course failures	Hernandez, Ivan	9/1/2014	Achieve 3000, Reading Plus, Mathletics and Reflex Math Reports. Reports identifying students at risk of failure. PMPs	6/3/2015 monthly
G2.B2.S1.MA1	Administrative Teams and Instructional Coaches will support the lesson planning process and the evaluation of data so as to ensure that differentiated instruction is taking place in the classrooms in order to increase student achievement and decrease course failures.	Coats, Archalena	9/1/2014	Lesson plan reviews, Coaches' logs, PMPs, walkthroughs and observations	6/3/2015 weekly
G2.B1.S1.MA1	Track school-wide attendance rates to identify an increase in student attendance. Individually track students with excessive unexcused absences to ensure an improvement in attendance.	Hernandez, Ivan	9/14/2014	Attendance reports and assessment data	6/4/2015 biweekly
G2.B1.S1.MA1	Attendance reports will be run biweekly	Dominguez, Beatriz	9/14/2014	Attendance reports, conference minutes and attendance letters	6/4/2015 biweekly
G2.B3.S1.MA1	Monitor PARR Spreadsheet as well as suspension log to see a decrease in misbehavior. Conduct grades improve.	Coats, Archalena	1/14/0009	Conduct Grade Report, Quarterly Good Citizenship Award, PARR spreadsheet and suspension log	1/14/0009 monthly
G2.B3.S1.MA1	Student behavior is tracked on the PARR spreadsheet and appropriate PARR paperwork is maintained to document the process.	Coats, Archalena	1/14/0009	PARR spreadsheet and Suspension Log	1/14/0009 daily
G2.B2.S2.MA1	Analysis of data OPM as well as grades in core content area classes.	Hernandez, Ivan	9/8/2014	Data chats, data from OPM and grade reports from Pinnacle.	6/3/2015 monthly
G2.B2.S2.MA1	Review of Lesson Plans. Conduct classroom walkthroughs. Review data chats and student data as well as PMP forms.	Coats, Archalena	9/8/2014	Lesson Plan reviews, observation and walkthrough checklist, PMP	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	A record of STEM activities will be kept by the Science Lead with information on number of participants, number of activities, topic of activities, and lab reports/notes.	Hernandez, Ivan	9/7/2014	Records of all STEM events with a count of number of events throughout the months.	6/3/2015 every-2-months
G3.B1.S1.MA1	A record of STEM activities will be kept by the Science Lead with information on number of participants, number of activities, topic of activities, and lab reports/notes.	Hernandez, Ivan	9/7/2014	Lesson Plan Review form, walkthrough forms, CTE Projects, coaches' logs, and lab reports.	6/3/2015 monthly
G3.B1.S1.MA1	Lesson plans for CTE courses and STEM projects will be submitted. Lesson plans will be reviewed monthly to ensure that weekly labs are being implemented with fidelity as well as participation in Fairchild Challenges.	Nieves, Teresita	9/7/2014	Lesson Plan Review form, walkthrough forms, CTE projects, coaches' logs and lab reports.	6/3/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement.

G1.B1 Based on AMO data for 2013-14, 43% of all students were High Performing in Reading. This year's goal is to have at least 57% of all students be high performing in Reading. - Students in the AMO categories of Black, Hispanic, and White are demonstrating difficulty in the Reading Application Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT 2.0. - ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT 2.0 due to lack of English language acquisition. - Level 3 student performance data on the 2014 Reading FCAT 2.0 indicates a deficiency in reporting category of Literary Analysis. -Level 4 student performance data on the 2014 Reading FCAT 2.0 indicates a deficiency in reporting category of Reading Application. - Learning gains were affected by the students lack of vocabulary and difficulty with reading application as evident by the 2014 Reading FCAT 2.0. - All students in the lowest 25% demonstrate difficulty in vocabulary and reading application as evident by the 2014 Reading FCAT 2.0. Based on AMO data for 2013-14, 30% of all students were High Performing in Math. This year's goal is to have at least 45% of all students be high performing in Math. -Students from all AMO ethnic categories as well as students in the lower 25% lack basic Math Fluency that make it difficult to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0 -Algebra I students lack basic Math skills and fluency that make it difficult to complete higher complexity problems as evidenced on the 2014 EOC Based on AMO data for 2013-14, 27% of all students were High Performing in Science. This year's goal is to have at least 34% of all students be high performing in Science.

G1.B1.S1 Based on assessment data (FCAT, Baseline, Diagnostic, etc.) teachers will place students in groups in order to provide them with Differentiated Instruction through their teacher led center. Some instructional strategies used in the teacher led center may include examples listed below: Reading Application: teachers will use several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Vocabulary: Teachers will have students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Literary Analysis: Teachers will help students analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Fluency: Teachers will have students participate in Quick Reads Articles used to track and increase the number of correct words read in one minute. Math Fluency of Basic Skills: Teachers will use computer-based instructional programs to assign activities to students that increase fact fluency of students (especially those in the lowest 25%) by incorporating daily fact drills with dual attention on speed and accuracy. Math Problem Solving: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. Teachers will model the UPSC problem-solving model and will facilitate student's application of this problem-solving model. Informational Text (Done in SS and SC): Teachers will assist students in analyzing the structure an author uses to organize text, including how the sections contribute to the whole and to the development of the ideas. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Students work in small groups facilitated by the teacher based on their diagnostic data. Students in ELA will practice and develop fluency and implement reading comprehension strategies modeled in the teacher led center. Students will participate in writing conferences through their teacher led centers where their work will be reviewed as well as review of peer work in order to further develop their writing skills. Students work on their basic math skills and their problem solving strategies while in the teacher led centers in order to remediate basic Math concepts and fluency. In all other core

content students will participate in small group instruction guided by the teacher to work with students demonstrating difficulty with any specific standards taught.

Facilitator

Instructional coaches support for implementation of DII

Participants

All Core teachers

Schedule

Daily, from 9/1/2014 to 6/3/2015

G1.B1.S2 Tier II and Tier III students are provided with additional instructional time using an elective course to increase implementation of Differentiated Instructional Strategies with the use of an intervention teacher. Reading Application: teachers will use several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Vocabulary: Teachers will have students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Math Fluency of Basic Skills: Teachers will use computer-based instructional programs to assign activities to students that increase fact fluency of students (especially those in the lowest 25%) by incorporating daily fact drills with dual attention on speed and accuracy. Math Problem Solving: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom. Teachers will model the UPSC problem-solving model and will facilitate student's application of this problem-solving model. Informational Text (Done in SS and SC): Teachers will assist students in analyzing the structure an author uses to organize text, including how the sections contribute to the whole and to the development of the ideas. Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PD Opportunity 1

Students will work in small groups based on their diagnostic data. Students in ELA will be provided DI in fluency and reading comprehension, and writing conferences through their teacher led centers. Students in Math will be provided DI in teacher led centers to remediate basic Math concepts and fluency. In all other core content students will be placed in small groups and teacher led centers to work with students demonstrating difficulty with any specific standards taught.

Facilitator

Instructional Coaches Support of DI implementation

Participants

Schedule

Daily, from 9/22/2014 to 4/6/2015

G1.B2 Based on AMO data for 2013-14, 32% of SWD were High Performing in Reading. This year's goal is to have at least 40% of all students be high performing in Reading. SWD have difficulty with Vocabulary Development and Literary Analysis as evident by the 2014 Reading FCAT 2.0. Based on AMO data for 2013-14, 23% of SWD were High Performing in Math. This year's goal is to have at least 31% of all students be high performing in Math. SWD lack math fluency skills that make it difficult to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0

G1.B2.S1 Based assessment data (FCAT, Baseline, Diagnostic, etc.) teachers will place students in groups in order to provide them with Differentiated Instruction through their teacher led center. SWD will be provided with additional intervention and support from the SPED teacher in order to increase student achievement and ensure learning gains. Vocabulary: Teacher will assist students in determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Literary Analysis: Teachers will assist and model how students analyze two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Math Fluency: Teachers will assist students in Increasing fact fluency by incorporating daily fact drills with dual attention on speed and accuracy. Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings Math Problem Solving Skills: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom Informational Text (SS and SC): Teachers will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. . Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts.

PD Opportunity 1

Students will work in small groups in a teacher led center based on diagnostic data to group students. Students will practice strategies learned in their ELA teacher led center to develop fluency and reading comprehension skills. Student will participate in writing conferences through their teacher led centers in order to improve their written communication skills. Students will participate in Math DI teacher led centers in order to improve their basic Math concepts and fluency skills. Students having difficulty in other core content areas will work with teachers in small groups in order to improve their knowledge in the concept, material or standard of difficulty.

Facilitator

Instructional coaches support for implementation of DI

Participants

All Core teachers

Schedule

Daily, from 9/1/2014 to 6/3/2015

G1.B3 Based on AMO data for 2013-14, 20% of ELL were High Performing in Reading. This year's goal is to have at least 35% of all students be high performing in Reading. - ELL Students demonstrated difficulty in the Vocabulary and Literary Analysis reporting categories as evident by the 2014 Reading FCAT - ELL students lack sufficient opportunities to participate in Read-a-louds, think-a-louds, and class discussions in English due to their limitations with the English language Based on AMO data for 2013-14, 17% of ELL were High Performing in Math. This year's goal is to have at least 33% of all students be high performing in Math. -ELL students lack the Mathematical vocabulary needed to complete higher complexity problems as evidenced on the 2014 Math FCAT 2.0

G1.B3.S1 Based assessment data (FCAT, Baseline, Diagnostic, etc.) teachers will place students in groups in order to provide them with Differentiated Instruction through their teacher led center. Vocabulary: Teacher will model for students how to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Math Fluency: Teachers will work with students in small groups in order to Increase fact fluency of students by incorporating daily fact drills with dual attention on speed and accuracy. Teachers will develop lessons promoting a gradual release of responsibility to scaffold instruction and infuse prior knowledge to ensure students connect previous understandings to new understandings Math Problem Solving Skills: Teachers will provide students opportunities to utilize problem-solving strategies by implementing discovery-based learning activities to develop meaning and conceptual understanding in the areas of fractions, ratios, proportional relationships, and statistics in the mathematics classroom Informational Text (SS and SC): Teachers will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Teachers will help students recognize the characteristics of reliable and valid information and to determine if valid information is correct or sound, if reliable information is dependable and how to use supporting facts within and across texts.

PD Opportunity 1

Teachers will use diagnostic data to group students. Students will work in small groups facilitated by the teachers for differentiated instruction in order to improve and practice their fluency and reading comprehension skills modeled in the teacher led center. Students will actively work with peers and with the teacher in writing conferences to increase writing skills. Students will participate in Math small group activities led by the teacher to remediate basic Math concepts and fluency. Students having difficulty in any other content area will work with the teacher in a teacher led center in order to increase achievement and understanding with any specific standards taught.

Facilitator

Instructional coaches support for implementation of DI

Participants

All Core teachers

Schedule

Daily, from 9/1/2014 to 6/3/2015

G2. Palm Glades Academy will monitor all students and identify any who show any at risk factors in areas of attendance, behavior and course failure in an effort to increase their academic performance in school.

G2.B2 Students lack fundamental skills in core content areas negatively affect student achievement and lead to course failure

G2.B2.S2 LLT and MTSS teams will work together to efficiently implement the RtI process.

PD Opportunity 1

Students will become actively engaged in their own data analysis as facilitated by the teacher. Teachers will use ongoing progress monitoring data to implement appropriate DI strategies. Students with previous course failures, students who have a Levels 1 or 2, or students in danger of failing a course due to poor academic performance will have a Progress Monitoring Plan implemented. These students will be closely monitored and their PMPs will be updated quarterly.

Facilitator

Instructional coaches support for implementation of DI

Participants

Core Content Area Teachers

Schedule

Monthly, from 9/8/2014 to 6/3/2015

G3. Palm Glades Academy will increase STEM opportunities to increase student awareness and participation in STEM activities .

G3.B1 Students have not been exposed to enough STEM activities to realize the connection between the disciplines.

G3.B1.S1 Teachers will use a variety of websites, labs and activities to increase student exposure to STEM activities and the inter relation between the disciplines. Some examples include Science Fair, Invention Convention, Fairchild Challenge, Sustainable Organic Garden, as well as advanced Math and Science Classes. Also, students will participate in CTE computer classes that will teach basic coding skills, keyboarding skills and the Microsoft Office Suite so that students may earn Industry Certification.

PD Opportunity 1

Students will use a variety of website, labs and activities to increase their exposure and participation in STEM activities and the inter relation between the disciplines. Students will use the interactive boards to conduct demonstrations and labs.

Facilitator

Gizmos training and webinars, Training on the use of EPSON interactive projectors.

Participants

Gizmos training -Math and Science teachers. EPSON interactive board training - All teachers

Schedule

Monthly, from 9/7/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement.	8,000
Grand Total	**8,000**

Goal 1: Palm Glades Academy will improve the implementation of differentiated instructional practice across content areas to increase student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - CSP grant	Other	4,000
B2.S1.A1	Other	4,000
B3.S1.A1 - Notes	General Fund	0
Total Goal 1		**8,000**