Palm Harbor Academy

2018-19 Schoolwide Improvement Plan

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Palm Harbor Academy

95 OLD KINGS RD N, Palm Coast, FL 32137

http://www.pharockets.com/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	82%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	F	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Palm Harbor Academy is a charter school for students in Kindergarten-Grade 6. Palm Harbor Academy is located at 95 Old Kings Road N, Palm Coast, FL. The school mission is to create an environment in which students can become exceptional learners committed and equipped to improve their community. Palm Harbor Academy is dedicated to:
1.Recognizing and nurturing all students having diverse backgrounds achieve their full educational potential.
2. Offering an innovative and creative curriculum designed to accelerate student learning.
3. Developing a partnership among staff, students, parents and community leaders to facilitate student achievement and stimulate commitment to community betterment and uplift.

Provide the school's vision statement.

Palm Harbor Academy is committed to providing a stimulating learning environment in which a team of trained/qualified staff provide exemplary teaching in well-resourced classrooms to address the special needs of our students in partnership with parents, institutions of higher learning, and community leaders. Palm Harbor Academy strives to create a dynamic educational environment that focuses on quality educational experiences, fosters educational excellence; promotes the use of innovative curriculum, accommodates the demands of a diverse population, integrates technological resources and cultivates personal, intellectual, social ,physical and emotional growth and responsibility.

School Leadership Team

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

Name	Title
Croot, Taylor	Principal
Muench, Stephanie	Instructional Coach
Glover, Gillard	Other

Duties

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

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	2	1	0	2	0	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	2	2	3	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	2	0	1	1	1	0	0	0	0	0	0	0	0	5

Date this data was collected
Wednesday 9/19/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	1	2	2	3	2	0	0	0	0	0	0	14
One or more suspensions	0	0	0	1	0	1	2	0	0	0	0	0	0	4
Course failure in ELA or Math	0	3	2	5	3	5	3	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	4	2	4	2	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	4	2	4	2	0	0	0	0	0	0	15

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	1	2	2	3	2	0	0	0	0	0	0	14
One or more suspensions	0	0	0	1	0	1	2	0	0	0	0	0	0	4
Course failure in ELA or Math	0	3	2	5	3	5	3	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	4	2	4	2	0	0	0	0	0	0	12

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	1	4	2	4	2	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Palm Harbor Academy received an school grade of an "I" for the 2017-2018 school year, but math achievement has been the lowest achieving area.

Which data component showed the greatest decline from prior year?

Palm Harbor Academy received an school grade of an "I" for the 2017-2018 school year.

Which data component had the biggest gap when compared to the state average?

Palm Harbor Academy received an school grade of an "I" for the 2017-2018 school year, but math was the largest gap.

Which data component showed the most improvement? Is this a trend?

Palm Harbor Academy received an school grade of an "I" for the 2017-2018 school year.

Describe the actions or changes that led to the improvement in this area.

Palm Harbor Academy received an school grade of an "I" for the 2017-2018 school year.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	58%	56%	52%	60%	52%
ELA Learning Gains	44%	54%	55%	44%	53%	52%
ELA Lowest 25th Percentile	0%	43%	48%	0%	44%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	22%	65%	62%	22%	60%	58%
Math Learning Gains	29%	59%	59%	6%	55%	58%
Math Lowest 25th Percentile	0%	48%	47%	0%	47%	46%
Science Achievement	0%	56%	55%	0%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1 (2)	2 (2)	1 (1)	0 (2)	2 (2)	0 (3)	6 (12)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	1 (0)	1 (1)	2 (2)
Course failure in ELA or Math	0 (0)	0 (3)	2 (2)	2 (5)	3 (3)	1 (5)	8 (18)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (4)	1 (2)	1 (4)	2 (10)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	62%	-15%	57%	-10%
	2017	0%	69%	-69%	58%	-58%
Same Grade Comparison		47%				
Cohort Comparison						
04	2018	0%	58%	-58%	56%	-56%
	2017	0%	59%	-59%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	54%	-54%	55%	-55%
	2017	0%	53%	-53%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	69%	-36%	62%	-29%
	2017	27%	69%	-42%	62%	-35%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	0%	63%	-63%	62%	-62%
	2017	20%	68%	-48%	64%	-44%
Same Grade Comparison		-20%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-27%					
05	2018	0%	59%	-59%	61%	-61%
	2017	20%	58%	-38%	57%	-37%
Same Grade Comparison		-20%					
Cohort Comparison		-20%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	54%	-54%	55%	-55%
	2017					
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	13	36			18						
FRL	29	46		10	25						
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	23	40		23	40						
FRL	25	31		21	44						

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Positive Behavior Support
Rationale	We have a high number of discipline incidents and a lack of parent involvement.
Intended Outcome	To decrease discipline referrals and increase parent involvement.
Point Person	Taylor Croot (croott@pharockets.com)

Action Step	
Description	Implement school-wide PBIS system using class dojo. With the assistance of teachers encourage parents to sign up for the dojo system. Create school-wide and classroom incentives for students.
Person Responsible	Taylor Croot (croott@pharockets.com)

Plan to Monitor Effectiveness	
Description	Look at data monthly from class dojo and referrals.
Person Responsible	Taylor Croot (croott@pharockets.com)

Activity #2	
Title	Reading and Mathematics Student Achievement.
Rationale	Our school has been a lowest 300 school and has low math and reading achievement scores. Our scores are below the district and state averages.
Intended Outcome	Increase FSA scores, classroom summatives, i-Ready Progress Monitoring, and i-Ready Diagnostic scores in reading and mathematics for all students and sub-groups.
Point Person	Stephanie Muench (muenchs@pharockets.com)

Action Step	
Description	Analyze data to determine students in need of intervention. Create intervention groups in each grade level. Provide push in interventions daily in reading and mathematics with students.
Person Responsible	Stephanie Muench (muenchs@pharockets.com)

Plan to Monitor Effectiveness	
Description	Analyze data from classroom summatives, i-Ready Progress Monitoring, and i-Ready Diagnostic scores for students receiving interventions on a monthly basis. Have data chats with teachers on a monthly basis regarding all of their students.
Person Responsible	Stephanie Muench (muenchs@pharockets.com)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Palm Harbor Academy now has approximately 20% parental involvement. We would like to see at least an increase of an additional 10%

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

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 Harbor Academy has a "Ben Carson Scholars" Mentoring Program where volunteer mentors come in once a week to meet with students to read to students, discuss relevant topics in their academic lives, and personal lives.The program was developed based on a needs assessment that indicated that many of our students come from households consisting of single mothers who are working multiple jobs. In addition, students in need of short/long term counseling are referred to a third party provider that services students during the school day. Character education is a component built into our daily curriculum. Our parents partner with us in our character education initiative by using school provided discussion stems to encourage conversations about the monthly character trait.

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

Incoming kindergarten students are given the FLKRS test within the first thirty (30) days of school. This test determines if they are ready for kindergarten or in need of more social or readiness skills. The first thirty days is also used to get the students ready for the Kindergarten curriculum which is based on Florida Standards. Ongoing conferences with parents are necessary to get students transitioned from preschool to kindergarten. Students in Grades 1 - Grade 6 receive will continue to receive daily instruction emphasizing best practices and ongoing assessments will determine if they are progressing or have mastered the Florida Standards for their prospective grade. When students graduate from Palm Harbor Academy they attend and orientation at their future middle school.

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 leadership team will engage in a collaborative, problem solving process of examining and assessing the school's current capacity for improving student learning. The bi-monthly meetings will be organized to have candid, efficient dialogues on how the school will move forward academically based on a comprehensive review of all current resources such as financial, programs, personnel, curricular, parental involvement, external partners, and supplementary funds.
A careful assessment of student test results from last year, and current diagnostic and test data will be conducted in order to identify and align the school resources needed to bring about improvements in student achievement. The Instructional Coach will present an analysis of the MTSS progress monitoring

and the effectiveness of Tier 2 and 3 interventions. In addition, an appraisal of the teaching staff's capacity to deliver effective instruction to students, especially struggling students will be completed. The team will then develop an overall strategic plan consisting of vital action steps to effectively leverage all existing and potential resources in an organized effort to apply and reallocate resources for the highest impact on student achievement.

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

N/A

Part V: Budget

Total:	**$15,900.00**