

Brevard Public Schools

# Palm Bay Academy Charter School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Palm Bay Academy Charter School

2112 PALM BAY RD NE, Palm Bay, FL 32905

<http://www.palmbayacademy.org>

## Demographics

**Principal: Madhu Longani A**

Start Date for this Principal: 7/24/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (44%) 2017-18: C (51%) 2016-17: B (57%) 2015-16: C (51%) 2014-15: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

N/A

### SIP Authority

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

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

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

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

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

### Purpose and Outline of the SIP

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

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>20</b>
<b>Budget to Support Goals</b>	<b>22</b>

## Palm Bay Academy Charter School

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<http://www.palmbayacademy.org>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	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	76%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

### School Board Approval

N/A

### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Palm Bay Academy is dedicated to serving the needs of its students by providing an opportunity for an enriched academic environment and to serve each student with excellence as the standard

#### Provide the school's vision statement.

Palm Bay Academy's vision is to continue its role as a pioneer in education by establishing community partnerships to enhance its resources so as to inspire and stimulate intellectual growth of its students

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Olivo, Vidal	Principal	Serves as the instructional leader at our middle school campuses. He is actively engaged in daily operations and decision-making process of Palm Bay Academy Middle School campus particularly overseeing academic instruction and delivery. Using 2018-19 FSA data to drive instruction and implement a strategic plan to improve academic outcomes.
Longani, Madhu	Principal	Serves as the Director of all campuses. Oversees the overall operations of the school and has the command responsibility over the students' population, school personnel and staff and physical facility.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	54	54	54	46	45	33	47	36	0	0	0	0	432
Attendance below 90 percent	4	3	4	6	1	3	1	4	3	0	0	0	0	29
One or more suspensions	0	0	0	0	0	1	2	8	2	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	3	12	25	12	17	11	0	0	0	0	80
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	4	3	2	7	4	0	0	0	0	22

**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	2	3	3	3	2	0	0	3	2	0	0	0	0	18	
Students retained two or more times	0	0	0	0	0	5	4	3	2	0	0	0	0	14	

**FTE units allocated to school (total number of teacher units)**

35

**Date this data was collected or last updated**

Monday 9/30/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
Students with two or more indicators															

**Prior Year - 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	3	33	29	27	13	19	11	19	20	0	0	0	0	174
One or more suspensions	2	1	7	4	4	7	8	14	0	0	0	0	0	47
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	11	24	13	17	13	0	0	0	0	81

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	4	6	9	4	13	13	11	11	0	0	0	0	71	



## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	65%	61%	47%	67%	57%
ELA Learning Gains	53%	58%	59%	49%	60%	57%
ELA Lowest 25th Percentile	51%	54%	54%	49%	53%	51%
Math Achievement	36%	67%	62%	59%	63%	58%
Math Learning Gains	41%	62%	59%	73%	60%	56%
Math Lowest 25th Percentile	47%	59%	52%	69%	55%	50%
Science Achievement	32%	62%	56%	36%	62%	53%
Social Studies Achievement	43%	80%	78%	72%	82%	75%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	63 (0)	54 (0)	54 (0)	54 (0)	46 (0)	45 (0)	33 (0)	47 (0)	36 (0)	432 (0)
Attendance below 90 percent	4 ( )	3 ( )	4 ( )	6 ( )	1 ( )	3 ( )	1 ( )	4 ( )	3 ( )	29 (0)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	2 (0)	8 (0)	2 (0)	13 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	3 (0)	12 (0)	25 (0)	12 (0)	17 (0)	11 (0)	80 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	64%	-9%	58%	-3%
	2018	48%	63%	-15%	57%	-9%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	31%	61%	-30%	58%	-27%
	2018	38%	57%	-19%	56%	-18%
Same Grade Comparison		-7%				
Cohort Comparison		-17%				
05	2019	43%	60%	-17%	56%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	54%	-12%	55%	-13%
Same Grade Comparison		1%				
Cohort Comparison		5%				
06	2019	36%	60%	-24%	54%	-18%
	2018	61%	63%	-2%	52%	9%
Same Grade Comparison		-25%				
Cohort Comparison		-6%				
07	2019	40%	58%	-18%	52%	-12%
	2018	32%	56%	-24%	51%	-19%
Same Grade Comparison		8%				
Cohort Comparison		-21%				
08	2019	50%	63%	-13%	56%	-6%
	2018	65%	65%	0%	58%	7%
Same Grade Comparison		-15%				
Cohort Comparison		18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	37%	61%	-24%	62%	-25%
	2018	47%	62%	-15%	62%	-15%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	21%	64%	-43%	64%	-43%
	2018	21%	59%	-38%	62%	-41%
Same Grade Comparison		0%				
Cohort Comparison		-26%				
05	2019	32%	60%	-28%	60%	-28%
	2018	56%	58%	-2%	61%	-5%
Same Grade Comparison		-24%				
Cohort Comparison		11%				
06	2019	40%	67%	-27%	55%	-15%
	2018	52%	68%	-16%	52%	0%
Same Grade Comparison		-12%				
Cohort Comparison		-16%				
07	2019	33%	62%	-29%	54%	-21%
	2018	58%	62%	-4%	54%	4%
Same Grade Comparison		-25%				
Cohort Comparison		-19%				
08	2019	39%	43%	-4%	46%	-7%
	2018	72%	41%	31%	45%	27%
Same Grade Comparison		-33%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	29%	56%	-27%	53%	-24%
	2018	40%	57%	-17%	55%	-15%
Same Grade Comparison		-11%				
Cohort Comparison						
08	2019	36%	53%	-17%	48%	-12%
	2018	50%	55%	-5%	50%	0%
Same Grade Comparison		-14%				
Cohort Comparison		-4%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	74%	-25%	71%	-22%
2018	62%	73%	-11%	71%	-9%
Compare		-13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	61%	15%	61%	15%
2018	93%	62%	31%	62%	31%
Compare		-17%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	60%	-60%	56%	-56%

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	33	41	17	48	47	11				
ELL	34	44		30	43		20				
BLK	29	47	44	23	36	43	23	24			
HSP	47	54		35	46		25				
MUL	59	53		44	29						
WHT	59	66	70	58	52		47	91			
FRL	42	53	51	36	41	48	32	45	55		
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
SWD	19	36	47	9	33	35	20	45			
ELL	32	53	60	45	65						
BLK	39	42	37	40	55	59	39	48	33		
HSP	57	57		54	57		67				
MUL	33	47		57	56						
WHT	59	55		64	65	20	54	75	43		
FRL	48	49	44	51	59	53	48	63	41		
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
SWD	14	33	38	14	48	57					
ELL	26	46		42	62						
ASN	50			80							
BLK	38	44	46	54	75	72	19	71	50		
HSP	55	54	73	53	60		39				
MUL	30	47		52	71		40				
WHT	64	58		72	77		75	67			
FRL	47	49	49	59	73	69	36	72	56		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Using school level data, the components with the lowest performance were Science Achievement (32%) followed by Math Achievement (36%). In reality, the two subjects are interrelated. The school's emphasis on increasing ELA scores may have had a negative affect on the scores of other subject areas. In addition, data will show that the school, population had changed. Almost half of the students in 2018-19 were either ESE, MTSS, ESL, 504, or in the pipeline.

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

The data components showing the greatest decline from the prior year was Social Studies (-20%) followed by Math Learning Gains (18%).. Factors playing in Social Studies decline was having to hire a teacher without much experience or familiarity with the FSA Social Studies assessment to replace an instructor with an ongoing proven track record. (who has returned for the 2019-20 school year). Factor playing a role in the Math score decline was school's emphasis on ELA/Reading. In addition, almost half of the students in 2018-19 were either ESE, MTSS, ESL, 504, or in the pipeline.

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

The data components with the greatest gaps were Social Studies (35% - since replaced 2018-19 instructor with one with an excellent track record, Science (-20%- teacher since replaced with an experienced Science teacher), and Math Learning Gains (-18% - the fact that there was a school wide emphasis in the area of ELA/Reading.

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

ELA Lowest 25%.. Hiring of full time Reading Coach, great emphasis place on subject area in last year's SIP, introduction of the following key programs: Leader in Me, I Station, Acheive 3000 dedicated time allotted for Reading/Math.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Two potential areas of concern in EWS would be Attendance rate and students scoring Level 1 on FSA ELA and Math. There is a correlation between students who are chronically truant and scores on FSA that are below grade level standards.

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

1. An increase in achievement level % in Math - all subgroups
2. An increase in % Math Learning gains -all subgroups
3. An increase in Achievement level % ELA- all subgroups
4. An increase in Achievement level % in Science- all subgroups

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Increase ELA pass rate of subgroups
<b>Rationale</b>	PBA will increase student proficiency and learning gains targeting the areas of reading and writing to ensure our students demonstrate academic achievement. The focus will be to improve learning outcomes among all the subgroups.
<b>State the measurable outcome the school plans to achieve</b>	The goal is to have our subgroups demonstrate a two percent to three percent increase in ELA. Currently, the 2018-2019 FSA subgroups data consist of 47 %, 54 % and 33 %. Therefore, the targeted goal for 2019-20 FSA ELA reading and writing strands are 50%, 57% and 35% among the subgroups.
<b>Person responsible for monitoring outcome</b>	Marilyn Kinsel (kinselm@palmbayacademy.org)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>- Utilizing differentiated instruction in an equitable learning environment, PBA strives to train and equip staff capacity to identify critical content areas of the FL/CPALMS standards in alignment with district resources.</li> <li>- Multi-Tiered System of Support (MTSS) enables PBA to facilitate and provide support to students low-performing academically by addressing identifying areas of weakness.</li> <li>- Supporting staff to utilize data to drive instruction, teach students organizational skills as they interact with content in manners which differentiates and scaffolds instruction to meet the needs of each student.</li> <li>- Bolster staff practices to utilize open-ended questions to help all students elaborate on content.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	Teachers will receive ongoing instructional support with differentiated instruction, collaborative planning, and student engagement. Due to dynamic classroom environment it is paramount for teachers and administrators to look for creative teaching and modeling opportunities whereby diverse learning strategies are taught and demonstrated for a variety of learning profiles. This model proposes a rethinking of the structure, management and content of the classroom, inviting participants within the learning context to become engaged in the process, to the benefit of all. MTSS has been implemented to supplement gen-ed instruction and focuses on specific skills which students have demonstrated deficiencies with in content area. The evidence-based data collected serves as guide to support their learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will receive ongoing instructional support with differentiated instruction. collaborative planning, and student engagement.</li> <li>2. Teachers will become familiar with facilitative instructional practices to enable a two percent to three percent increase in ELA (reading and writing ) among all subgroups.</li> <li>4. Ongoing data progress-monitoring for those identified to partake in the MTSS process by providing support to all subgroups demonstrating deficiencies in ELA.</li> <li>5. Collect, analyze, and interpret data from 2019-20 FSA ELA scores in reading and writing to determine if learning gains were achieve among the subgroups.</li> </ol>
<b>Person Responsible</b>	Marilyn Kinsel (kinselm@palmbayacademy.org)



#2	
<b>Title</b>	Increase Math pass rates and scores among the subgroups
<b>Rationale</b>	Based on the 2018-19 FSA scores the combined average of the subgroups was 43.3 percent (36, 46, 48). Among the lowest 25 percentile learning gain only two of three subgroups were represented (43, N/A, 47).
<b>State the measurable outcome the school plans to achieve</b>	The goal is to have our subgroups demonstrate a two percent increase in Math. Currently, the 2018-2019 FSA subgroups LG data consist of 36%, 46% and 48 %. Therefore, the targeted goal for 2019-20 FSA Math reading and writing strands are 43%, N/A, and 48% among the subgroups. Among L25% LG only two of three subgroups had data represented. The goal is to increase from 43% to 45% and 47% to 49% and have the subgroup not represented obtain identifiable data.
<b>Person responsible for monitoring outcome</b>	Marilyn Kinsel (kinselm@palmbayacademy.org)
<b>Evidence-based Strategy</b>	<p>Utilizing differentiated instruction (e.g. Zone of Proximal Development) and IXL in an equitable learning environment, PBA strives to train and equip staff capacity to identify critical math content areas of the FL/CPALMS standards in alignment with district resources.</p> <ul style="list-style-type: none"> <li>- Multi-Tiered System of Support (MTSS) enables PBA to facilitate and provide support to subgroup students demonstrating deficiencies in FSA Math reporting categories.</li> <li>-Delivering explicit and systematic instruction is PBA's goal therefore equipping the subgroups with "think alouds" whereby the teacher verbalizes his/her thought process during demonstration of the math concept. This allows opportunities to practice scaffolded instruction sequence, guided practice gradually solving more of the problem leading to independent practice or in small groups to solve problems.</li> <li>- Supporting staff to utilize data to drive instruction, teach students organizational skills as they interact with content in manners which differentiates and scaffolds instruction to meet the needs of subgroup.</li> </ul> <p>Teachers will receive ongoing instructional support with differentiated instruction (e.g. Zone of Proximal Development), collaborative planning, and student engagement.</p> <ul style="list-style-type: none"> <li>-Creative teaching and modeling opportunities of math strategies for diverse learning profiles.</li> <li>-This model proposes a rethinking of the structure, management and content of the classroom, inviting participants within the learning context to become engaged in the process, to the benefit of all.</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>-Cognitively Guided Instruction (CGI) provides mathematics instruction by focusing on what students know about mathematics, building upon this knowledge.</li> <li>-Explicit and systematic instruction equips the subgroups to "think alouds" and verbalizes his/her thought process thus demonstrating of the math concept.</li> <li>-Practice of scaffolded instruction sequence, guided practice leads to independent practice or small groups problem solving.</li> </ul> <p>MTSS focuses on specific skills which subgroup students have demonstrated deficiencies with math content area.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will receive ongoing instructional support with differentiated instruction (e.g. Zone of Proximal Development), CGI, collaborative planning, and generating greater student engagement particularly FSA math.</li> <li>2. Teachers will become familiar with facilitative instructional practices to enable a two</li> </ol>

percent to three percent increase in FSA Math among all subgroups.

4. Ongoing data progress-monitoring for those identified and scheduled for MTSS by providing support to all subgroups demonstrating deficiencies in Math.

5. Collect, analyze, and interpret data from 2019-20 FSA Math scores to determine if learning gains were achieved among the subgroups.

**Person Responsible** Marilyn Kinsel (kinselm@palmbayacademy.org)

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#3	
<b>Title</b>	Increase Science Achievement among all subgroups
<b>Rationale</b>	FSA scores for 2018-19 for the subgroups was 23%, 25%, 11%, 32%, 20%. PBA's goal is to increase each subgroup by three to five percent.
<b>State the measurable outcome the school plans to achieve</b>	PBA's goal is to increase each subgroup by five percent. PBA's goal is to increase from 23% to 28%, 25% to 30%, 11% to 16%, 32% to 37%, and 20% to 25% among all the subgroups.
<b>Person responsible for monitoring outcome</b>	Vidal Olivo (volivo@palmbayacademy.org)
<b>Evidence-based Strategy</b>	<p>Utilizing differentiated instruction to ensure all the subgroup tested on FSA Science have an equitable learning environment.</p> <p>-PBA strives to equip staff with evidence-based strategies (EBS) specific to FSA Science content areas outlined in FL/CPALMS standards in alignment with district resources.</p> <p>-PBA instructional staff will demonstrate clear goals, demonstrate FSA Science concepts by sharing information or knowledge with your students and by modelling the scientific method, comp checks, providing graphic images to support the concepts being taught, and the ability to work both independently and in groups.</p> <p>- Multi-Tiered System of Support (MTSS) enables PBA to facilitate and provide support to subgroup students demonstrating deficiencies in FSA Science reporting categories.</p> <p>-Delivering explicit and systematic instruction is PBA's goal to equip the subgroups with the opportunity to "think alouds" and share their thought process. This allows opportunities to practice scaffolded instruction sequence, guided practice gradually solving more of the problem leading to independent practice or in small groups to solve problems.</p> <p>- Supporting staff to utilize data to drive instruction, teach students organizational skills as they interact with content in manners which differentiates and scaffolds instruction to meet the needs of subgroup.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>By providing teachers with instructional support to deliver differentiated instruction, facilitate collaborative planning, and student engagement PBA anticipates achieving our goal to improve our FSA Science scores among the subgroups.</p> <p>-By implementing creative and interactive lessons focusing science concepts will culminate in higher achievement among all subgroups and diverse learning profiles.</p> <p>-Explicit and systematic instruction will enrich the subgroups experience in science with the goals of increasing the subgroups FSA Science performance outcomes.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will receive ongoing instructional support targeting differentiated instruction.</li> <li>2. Teachers will have opportunities to plan collaboratively.</li> <li>2. Teachers will become familiar with facilitative instructional practices as we strive to increase performance by five percent among all subgroups tested on FSA Science.</li> <li>4. Ongoing data progress-monitoring for those identified and scheduled for MTSS by providing support to all subgroups demonstrating deficiencies in Science.</li> <li>5. Collect, analyze, and interpret data from 2019-20 FSA Science scores to determine if learning gains were achieved among the subgroups.</li> </ol>

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Reduce suspensions and referrals and increase positive behavior supports. PBA will achieve this by utilizing the Leader in Me program to encourage positive behavior in and out of school. PBA will employ a full time behaviorist to help implement positive behavior in the school culture. Title One will offer a class for parents called Parent Panther Leaders which will help parents discover techniques to improve parenting skills through the Leader in Me program

## 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 Schoolwide Improvement Plan 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.**

PBA has put forth an incredible effort to reach out to our families and try and bring them into the school. We have created well written exit slips that are specific to issues that may need improvement at our school. We are asking for parents to give PBA their honest and true opinions about things that we could do to improve our school. To better reach our parents, we have stepped up our Family Engagement events and include performances by the students. We have found that attendance at Events has nearly doubled since the previous years because parents love to see their children perform and then discover that our events are meaningful and worthwhile. We have also increased the number of survey's that we have distributed to families. PBA purchased Survey Monkey to do the Annual Survey and we are now using it as a tool to ask our families specific questions and using that information to improve our school. Another improvement that will lead to more input is the addition of the Parent Panther Leaders group/class (PPL). This group meets monthly to learn ways to improve their home lives through the seven habits of Leader in Me and then we work together as a committee to brainstorm ideas to increase our schools potential. The parents who attend the PPL class are a strong group of parents and have been successfully charged with bringing another family to the event. We also reached out to community members with both Survey Monkey and hand-delivered informative packets which included questionnaires.

### 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.**

PBA works to provide as many services to families as possible to assist with counseling, uniforms, food, supplies, laundry, transportation, childcare and tutoring. One of the best things that we have done to help with these barriers is to offer a meal or snacks at each event paid for by fundraising. We have found that providing food services and holding our events during dinner time eases both the time and financial

burden from poverty stricken families. Parents and families also indicated that time and childcare are significant barriers to their participation in school engagement events. To this end, we schedule all events at the times that are most preferable to families according to parent feedback and parent surveys. Another barrier we have found is general lack of “want” to participate in events simply because parents and family member do not know how engaging these events can be. To help with this, we have a different class host each event and their students do a “Leader in me” performance at the beginning of each event. Teachers encourage their students to come and reward them for their participation. We have found that this technique has increased participation dramatically and when families realize how fun and meaningful our events are, the return for the next one – even if their child is not involved. During each family engagement event, we provide take-home materials related to that event. These take home materials ensure that parents have everything that they might need to work with their children at home. We hope that working hard to bring families in to our school will provide a systemic change in the culture of our school and we are seeing evidence of this change.

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

\*All area daycares and VPK’s are invited to the Seuss-a-bration. During the Seuss-a-bration, VPK families are given the opportunity to join in in one of our most popular Family Events, get to participate in the bookfair, and are given a tour of the school and their future Kindergarten classrooms.

\*Students from PBA are invited to the PBA Middle School to experience a day in the life of a Middle School student. Students meet the Middle School teachers, staff and administration and learn more about the PBA program.

\*Area high schools are invited to the PBA Middle School campus for an informational gathering about each school. Tables will be set up where students can visit representatives from different area high schools and make more informed decisions about their High School future.

**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.**

\*Title II- Professional Development: The K-12 Parent Involvement Resource Teacher, The Title 1 Family Involvement Resource Teacher, and the Office of Educational Leadership and Professional Development staff work in partnership with PBA educators through district wide workshops/trainings to provide school staff members with professional development in working directly with our parents. PBA is also a Leader in Me School and all of our staff has been trained in this program and is implementing it in their classrooms. PBA strives to develop their faculty’s skills in differentiated teaching in every classroom along with methodologies of teaching. PBA leadership worked in conjunction with the Columbia Teachers College to support professional development in literacy thus enabling teachers to support development of literacy across grade levels and student needs,

\*Title III-ESOL: Per Title III, the district resource teacher for Title 1 Family Engagement works collaboratively with the district resource teacher for ESOL to address the needs of the English Language Learners and families for language instruction in our Title 1 schools.

\*Title IV-Well-Rounded Education/School Safety/Educational Technology: PBA teachers and the District Office of Technology work together to address the needs of students and families. We collaborate implement appropriate programs, service, and training opportunities for school staff and families.

\*Title IX-Homeless : PBA educators and staff members work collaboratively with the Office of Title 1 and the district Homeless Liaison to meet the varying needs of our homeless students and families. Students identified as homeless are eligible for additional instructional support outside of regular classroom hours.

\*FDLRS/ESE services: FDLRS provides diagnostic and instructional support services to staff members and to families with exceptionalities. FDLRS and the district Title1 office work to implement and parent

and family engagement initiatives and training opportunities.

\*Preschool Programs (Head Start/VPK): PBA provides parents with Voluntary Pre-Kindergarten through our private preschool.

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

We are planning on adding a program called vocational tools to our PBA middle school which helps students learn from a variety of experts in several different vocational fields as well as professionals with degrees. We hope this hands on program helps students begin to develop their future potential. This year, we are working to expand our community base and have already added a number of local business interested in joining the PBA community. PBA has also gained insight from the SRO officers that have joined our school and have enjoyed our students and their community.

## Part V: Budget

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

1	III.A.	Areas of Focus: Increase ELA pass rate of subgroups				\$36,050.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	6501 - Palm Bay Academy Charter School	Title, I Part A		\$5,700.00
			Notes: IStation Grades K-8 Subscription			
	5100	510-Supplies	6501 - Palm Bay Academy Charter School	Title, I Part A		\$1,350.00
			Notes: IXEL Site License Grades 4-8			
	5100	510-Supplies	6501 - Palm Bay Academy Charter School	Title, I Part A		\$14,000.00
			Notes: Achieve 3000 site license Grades 6-8			
	6400	310-Professional and Technical Services	6501 - Palm Bay Academy Charter School	Title II		\$15,000.00
			Notes: Columbia Teachers College Training- ELA and differentiation Grades K-8			
2	III.A.	Areas of Focus: Increase Math pass rates and scores among the subgroups				\$0.00
3	III.A.	Areas of Focus: Increase Science Achievement among all subgroups				\$0.00
Total:						\$50,050.00