Performance Based Preparatory Academy

2021-22 Ungraded Schoolwide Improvement Plan

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Performance Based Preparatory Academy

2909 DELAWARE AVE, Fort Pierce, FL 34947

http://schools.stlucie.k12.fl.us/pbpa/

Demographics

Principal: Arthur Jamison   Start Date for this Principal: 6/10/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2020-21 ESSA Subgroups Represented (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* White Students Economically Disadvantaged Students*
School Improvement Rating History	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: Commendable 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

• Prevention and Intervention: 0%-50%

• Nonsecure Programs: 0%-59%

• Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide students with a safe, positive and nontraditional learning environment where they can graduate with a standard high school diploma.

Provide the school's vision statement.

Performance Based Preparatory Academy (PBPA) is at the forefront of education. We provide computer based instruction blended with teacher facilitated learning. our students work at an individualized pace to earn a standard diploma with the option to receive college credit. We are preparing our students to be successful, life long learners in the twenty first century.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

90% of our population is composed of students who are not on track to graduate due to missing credits and/or low GPA. As well, most have not demonstrated mastery on state or national tests.
4-7% of our students are registered in LAPP (Lucie Adolescent Parenting Program)
The remaining approximately 3-6% of students are students who want to finish high school early.
For the past two years, we have also seen an increase in students with generalized anxiety.
We have a Mental Health Counselor on our campus to support all students, and the Teen Parent and Truancy Prevention Specialist supports the students.
We share a Social Worker with other sites. He makes home visits as needed and liaises between the families and the school. He is also bilingual, so he is able to accurately convey the importance of attendance to parents.
Our faculty has a focus to create positive relationships with students. We celebrate all positive growth with students; increase in attendance, completion of credits, mastery of state tests, and positive character traits.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Seal, Susan	Principal	Susan PrincipalOversee all aspects of the school, including setting goals for personnel,coordinating faculty training, and strategic planning to ensure student success.
Alicea-Barrow, Michelle	Administrative Support	Program specialist; completes intakes for new students, reviews progress with students; assists with administrative tasks as directed by Principal. Creates opportunities for students to connect with businesses outside of the school campus.
Nemo, Kayleigh	School Counselor	Creates schedules for students; reviews progress; assists students en determining goals following graduation.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Edgenuity

Demographic Information

Principal start date
Sunday 6/10/2018, Arthur Jamison

Number of teachers with professional teaching certificates?
9

Number of teachers with temporary teaching certificates?
1

Total number of teacher positions allocated to the school.
12

Total number of students enrolled at the school.
77

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	1	5	14	55	75
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	6	35	85	129
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	3	3	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	9	7	14	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	3	10	11	24
Number of students with a substantial reading deficiency	0	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	0	0	0	0	0	0	1	2	3	16	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	0	0	0	0	0	0	0	0	0	0	0	0	17	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	1	3	9	15

Date this data was collected or last updated

Monday 8/9/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	2	2	17	71	92
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	2	15	57	77
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	5	10	18
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	6	18	26
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	4	14	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	1	6	29	38
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	1	3	35	41

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	0	0	0	0	0	0	3	2	11	45	61

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	0	0	0	0	0	0	0	0	0	0	0	0	41	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	3	26	31

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					51%	56%		50%	56%
ELA Learning Gains					48%	51%		52%	53%
ELA Lowest 25th Percentile					36%	42%		43%	44%
Math Achievement					40%	51%		40%	51%
Math Learning Gains					41%	48%		47%	48%
Math Lowest 25th Percentile					38%	45%		41%	45%
Science Achievement					71%	68%		68%	67%
Social Studies Achievement					68%	73%		62%	71%

Grade Level Data Review - State Assessments
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
09	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison						
10	2021					
	2019	0%	51%	-51%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	22%	71%	-49%	67%	-45%	

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	68%	-33%	70%	-35%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	51%	-47%	61%	-57%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	55%	-49%	57%	-51%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL										63	8
BLK										53	12
HSP										45	5
WHT										40	14
FRL										45	8

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**
BLK										33	7
HSP										39	18
WHT										26	
FRL										34	12
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**

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	62
Total Components for the Federal Index	2
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
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	33
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	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

> **Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?**

1. Students were grouped for tutoring based on results from past tests, classwork and teacher recommendation. 2. The testing coach met weekly with the students providing online and paper based tutorials.
3. Progress was reviewed and monitored by Program Specialist and Guidance Counselor.

> **Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?**

Last year we focused on Hispanic students as they make up approximately 30% of our population. We increased individual tutoring with students based on previous data. We also grouped for tutoring based on identified skills, and provided mentors and social worker to address attendance and course completion. Additionally, core teachers supplemented additional material to support increase in identified areas. With implementation of these strategies, 15 of our 20 Hispanic students graduated on time.

> **What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The greatest need for improvement is reading skills for ELL students. Specifically, comprehension and vocabulary are particularly challenging for these students. The basis for this conclusion is based on past test data, including national, state and district assessments, as well as the amount of support students need in the classroom to successfully complete their credits.

> **What trends emerge across grade levels, subgroups and core content areas?**

Across grades 9-12, and each subgroup, 95% of our student population in all subgroups, (Black, Hispanic, White and ED) have scored level one on FSA within the past three years. Additionally, 95% of our students score a level one on their first attempt at passing the Alg EOC.

> **What strategies need to be implemented in order to accelerate learning?**

1. Math and reading intervention
2. Appropriate tutoring for skill deficient areas as indicated through formal assessments and daily standard curriculum.
3. Goal setting and progress monitoring in all tested areas.

> **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

1. PD provided through the district office and at school site to address pedagogy for core curriculum support and intervention.
2.PD provided pre school for tools used to monitor student progress (Edgenuity, Performance Matters, curriculum supports via Sharepoint and Canvas)
3. PD provided for classroom strategies to embed within the classroom setting, tied to curriculum

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Currently, 100% of ELL students active on our campus scored a level one on previous state assessment in reading, and 95% scored a level one on their last state math assessment. As well, students scored from entering (Level 1) to developing (Level 3) on ACCESS. No students scored at expanding, bridging, or reaching (Level 4-6) levels.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	65% of ELL students will pass state reading and math assessments before the end of their cohort year for graduation and 100% of students will increase ACCESS scores in listening, speaking, reading and writing.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Students scheduled into intervention periods. 2. Intervention periods monitored for increase in state standards in tested areas. 3. Student goal sheets used to track progress on individual standards.
Person responsible for monitoring outcome:	Susan Seal (susan.seal@stlucieschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide sheltered instruction practices while teaching explicit comprehension strategies to assist students in accessing content while they are developing English proficiency.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Specific instruction to address deficiencies will allow students to progress through core curriculum while increasing progress toward proficiency, by identifying specific areas of focus based on each student's ACCESS scores.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Schedule ESL students with interventionist-

Person Responsible	[no one identified]

Review data from Imagine Learning and other programs to determine skill acquisition.

Person Responsible	Susan Seal (susan.seal@stlucieschools.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

PBPA has a 20 minute SEL period built into the master schedule. Relationship building, goal setting, and social skills are taught during this period. Although the same lesson plan is not used schoolwide, the topics covered are the same. Students complete Panorama and other surveys to indicate areas of interest and need. Since the majority of our students have already not been successful on a comprehensive high school campus, creating an atmosphere where all are accepted and appreciated is a key component of what we do. The 20 minute daily SEL focuses on a small group of students (12 or less), where students are comfortable and supported. Creating an atmosphere of trust and equal respect is vital for our students to choose to come to our school and complete their work.

We have an extended day program where students can continue to earn credits, receive tutoring, and explore post graduation options.

Our SAC is active in supporting our students, with community members and opportunities.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our teachers are key in building relationships with our students and promoting a positive supportive culture.
Our students participate in our positive culture by being a part of Student Council, welcoming new students and providing a voice in schoolwide decisions.
We encourage our families of students support our students by knowing their goals and taking an active role in helping them reach their goals.
volunteers, and
Our Mental Health Counselor supports our students as many of them are expressing anxiety at returning to school and other stressors.
Our LAPP coordinator provides our teen moms and pregnant girls support through parenting skills, and serves as a liaison when students are experiencing difficulty.
Our Social Worker is instrumental in completing home visits, and being an active member of our PST team. He also focuses on finding creative ways to get in touch with students who are not regularly attending school.
The local college, IRSC, provides informational sessions for our students including career exploration and navigating FASFA