Performance Based Preparatory Academy

2022-23 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: 9/16/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	81%
2021-22 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 was approved by the St. Lucie County School Board on 10/11/2022.

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.

Performance Based Preparatory Academy services a unique population of students in St. Lucie County. The majority of students enrolled (approx. 90%) are those who are not on track to graduate and/or have not obtained a passing score on state or national assessments.

Additionally, the program services 3-5% of students registered in the Lucie Adolescent Parenting Program (LAPP). The final 3-5% are students that have an interest in graduating early.

Due to COVID we now see many students having difficulty adjusting to the day-to-day rigors of large on campus education environment. This has led to an increase in anxiety cases. We at PBPA are fortunate to have a Mental Health Counselor, Social Worker and Teen Parent and Truancy Prevention Specialist at our disposal. These three individuals assist the faculty/staff in building relationships with specific students and their families for the benefit of their education.

Finally, as a faculty, we pride ourselves in creating a positive and inviting environment, where all students can succeed. Improvement in all student deficient categories (attendance, completion of credits, passing of standardized assessments, etc.) are celebrated regularly.

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
Jamison, Arthur	Principal	Scope of position includes: staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; program initiatives; team building; shared decision making; promotion of school values, advisory council coordination; and creation of a safe, respectful and fair working environment.
Alicea-Barrow, Michelle	Dropout Prevention Coordinator	Scope of position includes: oversees intakes and orientation of new students; conducts progress monitoring of students; assist with administrative tasks as directed by Principal; Connects student to career exploration opportunities through campus business presentations.
Nemo, Kayleigh	School Counselor	Scope of position: Creates student schedules, conducts progress monitoring of students, and aids students in career goal planning.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Friday 9/16/2022, Arthur Jamison

Total number of students enrolled at the school.
102

Total number of teacher positions allocated to the school.
8

Number of teachers with professional teaching certificates?
8

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
4

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

2022-23

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	2	3	24	112	141
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	3	23	103	130
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	7	9
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	3	7	46	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	10	41	53
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	3	14	52	70

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	22	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	5	5	6

Date this data was collected or last updated

Wednesday 8/17/2022

2021-22 - 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	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	9	7	14	30
Level 1 on 2019 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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		46%	51%					51%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								36%	42%
Math Achievement		37%	38%					40%	51%
Math Learning Gains								41%	48%
Math Lowest 25th Percentile								38%	45%
Science Achievement		29%	40%					71%	68%
Social Studies Achievement		43%	48%					68%	73%

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**

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**
2022					
2019	22%	71%	-49%	67%	-45%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	35%	68%	-33%	70%	-35%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	4%	51%	-47%	61%	-57%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	6%	55%	-49%	57%	-51%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD										75	
ELL										57	
BLK										71	22
HSP										53	13
WHT										55	35
FRL										60	23

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

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	88
Total Components for the Federal Index	2
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	75

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 related to the Areas of Focus?

1. Students were grouped based on past assessment results and instructor recommendation for tutoring sessions.
2. Graduation Coach met weekly with students providing resources such as online and paper based tutorials and tests.
3. Progress monitoring was conducted collaboratively by the Graduation Coach, At-Risk Specialist and Counselor.

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

The data component that showed the most improvement was the ELL sub-group. The students were grouped into an intensive class period(s), where they worked with a reading interventionist focusing on vocabulary building, foundational reading and comprehension of text.

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?

Improvement for our Hispanic students is our greatest need for this school year. Most notably vocabulary building to aid in reading and comprehension and acquiring/improving foundational math skills. This is based on the results of their school district, state and national assessments.

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

Throughout all grade levels in all sub groups 90% of the students score at a level 1 or 2 on the Florida Statewide Assessment (FSA) for ELA. As for Math, 95% of our students scored a level 1 on the Algebra End of Course (EOC) Assessment, needed to graduate.

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

1. A second English teacher in place to conduct small group instruction.
2. A second math teacher in place that gives us the ability to conduct small group instruction.
3.Within our assigned Math and Reading test prep sessions, the instructors will work on specific deficient skill area as noted on the results from formal assessments.

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

PD conducted/ongoing on Edgenuity for all levels of instructors.
PD will be provided on blended learning.
PD conducted/ongoing on Single School Culture to address discipline in the classroom.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Currently, 74% of our active Hispanic students have not shown the level of proficiency on their state assessment in math, while 87% have not shown the level of proficiency on their state assessment in reading.

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

50% of Hispanic students will pass state math and reading assessments towards graduation during their cohort year. Additionally, there will be an increase in Access scores (of those identified) for 100% of the Hispanic students in reading, writing, speaking and listening.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

1. Hispanic students are scheduled into specific periods focusing on assessment preparation.
2. Students in periods of assessment preparation, are monitored for improvement in deficient standards on practice assessments.
3. Students given goal sheets to track progress on deficient standards.

Person responsible for monitoring outcome:

Arthur Jamison (arthur.jamison@stlucieschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Small group instruction focusing on vocabulary building including reading/comprehension and writing to aid students in improving their English proficiency along with developing test taking strategies.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By identifying specific areas of focus based on the students' assessments results, will allow the instructor to focus on specific instructional strategies to address their deficiencies.

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.

Hispanic students will be scheduled for small group instruction with English teacher.
Test prep assessments will be administered.
Data will be tracked on student progress.

Person Responsible

Arthur Jamison (arthur.jamison@stlucieschools.org)

Building of teacher capacity:

PD for teachers to be avble to monitor

Person Responsible

[no one identified]

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.

#2. Other specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Yearly one of SLPS's focus is to maintain/increase it's overall graduation rate. The focus of the school is to help students that are behind in credits, get on track to graduate in time with their cohort. This aids in the school district's overall graduation rate.

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

50% or more of the current cohort of senior students will graduate on time.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring the graduation measures that are provided by the district:
Edgenuity - to monitor the overall progress of each student in their online coursework.
Skyward - to monitor student attendance rates, grad requirements, and g.p.a.
Performance Matters - to monitor state assessment score requirements.

Person responsible for monitoring outcome:

Arthur Jamison (arthur.jamison@stlucieschools.org)

Assessment Preparation - Math and Communication target specific small group sessions built into the master schedule for remediation/review of the standards/concepts in preparation for assessments.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Extended Day Program - Extra hours added after school for students to complete to coursework, or receive one-on-one individualized instruction.

PBIS Initiative - Continued focus on providing an educationally rich environment
where students feel accepted and wanted, thus increasing attendance, leading to increased student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students transfer to PBPA because they are not successful academically in the comprehensive high school setting. 90% arrive at Performance Based needing their Communication and Math assessment requirement and credits to complete in a timely manner towards earning their diploma. The smaller school/group environment gives the students the opportunity to receive personalized instruction, and remediation, thus creating a platform for each student to be successful.

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.

Collaborating with the Office of Teaching and Learning we will provide professional development throughout the year on content specific courses/curriculum for our teachers.

Person Responsible Arthur Jamison (arthur.jamison@stlucieschools.org)

On going professional development will be provided for our teachers (especially our new teachers) on the Edgenuity program by the Imagine Learning company, through the Office of Teaching and Learning of our school district.

Person Responsible   Arthur Jamison (arthur.jamison@stlucieschools.org)

In collaboration with the Office of Student Services of our school district, professional development will be provided throughout the year on PBIS strategies and initiatives geared towards improving student attendance, and participation towards course completion.

Person Responsible   Michelle Alicea-Barrow (michelle.alicea-barrow@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.

The area of focus is related to the ESSA subgroup.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

At PBPA our focus this school year will be Single School Culture and PBIS. This was noted on the end of the year survey. Single School Culture will focus on all staff members presenting a united front to the students. PBIS will follow, where we celebrate the students that attend school regularly, follow the school rules, and stay on task working diligently and efficiently. This is to enhance what is already in place from the previous year.

Attendance data is collected weekly. Progress monitoring is conducted by the teachers and students during their SEL timeframe. Discipline is tracked by the principal.

All targeted data will be shared during our weekly leadership meetings. Decisions are made at that point to implement PBIS incentives and celebrations for success.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

1. Staff - All data and action steps will be communicated "at least" monthly during monthly staff/faculty meetings.
2. Students - Pertinent data is shared with each student "at least" quarterly, during one-on-one meetings

between the student and counselor. The Grad Coach will follow-up.
3. Parents - The Counselor and Grad will collaborate in conducting PST meetings to keep the family knowledgeable of their students progress.
4. SAC - The SAC will be kept informed through our monthly SAC meetings.
5. During quarterly academic celebrations (i.e. - attendance, GPA, assessments passed, student of the month).

Describe how implementation will be progress monitored.

As stated above the leadership team will oversee our PBIS initiative. The various targets will be tracked comparing last year to this year and improvement over the year, from quarter to quarter. Student Attendance will be tracked utilizing Skyward. Academic Progress Monitoring will be tracked using Edgenuity, and Discipline will be tracked utilizing PowerBi and teacher notes.
From these results, students will be celebrated for improvement. Those not making improvement, PST meetings will be conducted.

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.

Action Step	Person Responsible for Monitoring
Attendance - constant monitoring of students through Skyward and Edgenuity. Administration will use all resources (calls, parent/student/admin conferences, home visits) to get students to attend. Students will be celebrated (ceremony) quarterly for attendance/improvement - rubric will be created 70%, 80%, 90% or higher.	Jamison, Arthur, arthur.jamison@stlucieschools.org
Progress Monitoring - This will be a team effort between the Counselor, Grad Coach and At-Risk Specialist. The students' Edgenuity progress will be regularly monitored. A plan of action is in place for daily meetings with students to discuss their progress and action moving forward. Additionally, the students are tasked to complete their own tracking sheet during their SEL time for each course that they are taking. Students will be celebrated weekly (announcements) for activity completions and quarterly (ceremony) for course completions.	Alicea-Barrow, Michelle, michelle.alicea-barrow@stlucieschools.org
Discipline - The principal will monitor the students for discipline issues relating to time off task. This will be tracked through Skyward, and teacher verbal referrals. Conversations with each student will be noted in guidance notes. Students will be celebrated quarterly for follow school rules and/or showing improvement.	Jamison, Arthur, arthur.jamison@stlucieschools.org