

The School District of Palm Beach County

University Preparatory Academy Palm Beach



2022-23 Schoolwide Improvement Plan

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University Preparatory Academy Palm Beach

2101 N. AUSTRALIAN AVE, West Palm Beach, FL 33407

upaflorida.org

Demographics

Principal: Michael Hill

Start Date for this Principal: 7/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: C (50%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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.

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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upaflorida.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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<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 mission of University Preparatory Academy-Palm Beach is to provide students with the academic, leadership and social skills that will enable them to attend and graduate from an institution of higher education.

Provide the school's vision statement.

The vision of University Preparatory Academy is to provide historically underserved communities with access to a college preparatory experience at the K-8 level.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hill, Michael	Principal	<p>Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. Monitors the implementation of effective instruction to meet the needs of all students. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. Provides a clean, safe and nurturing school environment. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. Hires and retains highly qualified and effective employees. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. Uses data to inform decisions and instruction, professional learning, performance, and student learning. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p>
Stokes, Lashay	Instructional Coach	<p>Facilitate the intellectual and professional development of teachers. Communicate and demonstrate research-based instructional practices that result in increased student performance and improved classroom environment. Encourage professional growth and provide organized, individual and/or group learning opportunities for teachers. Assist teachers with designing instructional decisions based on assessment data and culturally responsive practices. Assist teachers in creating materials that are in alignment with curriculum. Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies. Provide support in analyzing student assessment data.</p>

Name	Position Title	Job Duties and Responsibilities
		Support, implement and assess various instructional programs and program effects on student achievement. Participates in goal/plan setting and evaluation.
		The ESE Staffing Coordinator is responsible for scheduling and conducting change of placements, eligibility staffing's, and Individual Education Plan (IEP) meetings.
Diaz, Nicole	Teacher, ESE	<ul style="list-style-type: none"> * Interpreting programs and placements to parents. * Assisting with the District, State and Federal record reviews. * Monitoring the District's compliance with rules and regulations.

Demographic Information

Principal start date

Monday 7/20/2020, Michael Hill

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

302

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

4

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

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	39	24	46	43	36	47	36	18	10	0	0	0	0	299
Attendance below 90 percent	1	0	0	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	0	0	1	0	1	2	0	0	0	0	0	4
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	2	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	11	30	15	4	5	0	0	0	0	91
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	13	35	25	7	2	0	0	0	0	100
Number of students with a substantial reading deficiency	0	0	5	27	13	9	29	19	20	0	0	0	0	122

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	3	0	10	20	14	8	0	0	0	0	59

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	7	4	3	7	10	5	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 8/27/2022

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	42	25	54	50	35	56	39	17	12	0	0	0	0	330
Attendance below 90 percent	0	3	0	4	1	2	3	7	1	0	0	0	0	21
One or more suspensions	0	2	1	2	0	0	2	2	0	0	0	0	0	9
Course failure in ELA	0	3	1	6	2	3	2	0	0	0	0	0	0	17
Course failure in Math	0	3	1	6	2	3	2	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	8	24	18	4	4	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	4	3	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	1	14	7	17	23	6	3	0	0	0	0	71
FY21 ELA Diagnostic Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Diagnostic Levels 1 & 2	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	4	1	6	1	3	3	2	0	0	0	0	0	20

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	42	25	54	50	35	56	39	17	12	0	0	0	0	330
Attendance below 90 percent	0	3	0	4	1	2	3	7	1	0	0	0	0	21
One or more suspensions	0	2	1	2	0	0	2	2	0	0	0	0	0	9
Course failure in ELA	0	3	1	6	2	3	2	0	0	0	0	0	0	17
Course failure in Math	0	3	1	6	2	3	2	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	8	24	18	4	4	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	4	3	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	1	14	7	17	23	6	3	0	0	0	0	71
FY21 ELA Diagnostic Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Diagnostic Levels 1 & 2	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	4	1	6	1	3	3	2	0	0	0	0	0	20

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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	28%	52%	55%				29%	56%	61%
ELA Learning Gains	47%						50%	58%	59%
ELA Lowest 25th Percentile	58%						57%	55%	54%
Math Achievement	29%	45%	42%				54%	53%	62%
Math Learning Gains	49%						71%	55%	59%
Math Lowest 25th Percentile	52%						71%	52%	52%
Science Achievement	15%	48%	54%				19%	45%	56%
Social Studies Achievement	29%	57%	59%					75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	54%	-23%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	29%	62%	-33%	58%	-29%
Cohort Comparison		-31%				
05	2022					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-29%				
06	2022					
	2019					
Cohort Comparison		-23%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	65%	-15%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	54%	67%	-13%	64%	-10%
Cohort Comparison		-50%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-54%				
06	2022					
	2019					
Cohort Comparison		-53%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	19%	51%	-32%	53%	-34%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-19%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	9	31		18	38						
BLK	27	47	59	29	49	46	16	29			
FRL	28	47	59	30	50	53	15	29			
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
SWD	16			20							
BLK	24	38	47	25	9	6	5	62			
FRL	23	38	47	24	10	6	6	62			
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				17							
BLK	30	51	58	55	70	69	18				
FRL	27	51	57	52	71	71	17				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	307
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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	
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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	
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Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

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

FY22 Winter Diag. vs. FSA22 Results Show:

ELA: -8.5 in 3rd Grade; +22.3 in 4th Grade; -19.9 in 5th Grade; -20.6 in 6th Grade; -0.8 in 7th Grade;

Math: +4.1 in 3rd Grade; +18.5 in 4th Grade; -15.9 in 5th Grade; -14 in 6th Grade; -6.8 in 7th Grade; +10 8th Grade

Science: -28.9 in 5th Grade; -28.5 in 8th Grade

Civics: -5.2 in 7th Grade

End of year adaptive technology data showed the following percentages on grade level in Reading:

KG: 46%

Grade 3: 35%

Grade 4: 43%

Grade 5: 18%

Grade 6: 14%

Grade 7: 17%

Grade 8: 34%

End of year adaptive technology data showed the following percentages on grade level in Math:

Grade 3: 39%
Grade 4: 60%
Grade 5: 16%
Grade 6: 9%
Grade 7: 37%
Grade 8: 17%

Based on the above data our school's focus will be to improve student course performance and increase learning gains and proficiency. Data trends indicate an need to focus on improving the quality of grade level content, intervention strategies, and teacher support across reading, math, science, and civics. We will focus on targeted support utilizing various research-based strategies, modes of instruction, instructional technology, small group instruction, tutors, data chats, and ongoing monitoring of staff, student, and school goals.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students receiving Tier 2 and Tier 3 interventions need additional, focused support in math, reading, science, and civics. By providing focused support in these areas we will support all learners including students with disabilities and other ESSA identified subgroups.

In addition to the abovementioned data components, the school also will be focusing very closely on student attendance. During the 21-22 school year, 164 students missed 10 or more school days over the course of the school year. The school has already taken steps to strengthen its SBT team by providing training on SBT protocols and expectations for SBT coordinator and school leadership. By influencing student attendance, it is expected that regular attendance among students will support learning gains, achievement, and allow the school to implement support interventions with fidelity.

Furthermore, the school recognizes the need to improve classroom behavior. During the 21-22 school year, teachers and administrators reported a total of 604 disciplinary incidents involving 135 students, which represented approximately 44% of the student population. School leadership has already taken steps to mitigate student behavior in a positive manner as the school recognizes the need to build, promote, and sustain a positive school culture.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to above mentioned data components and trends include: teacher and leader efficacy, student deficiencies prior to enrollment (pre-existing learning loss), staff shortages, classroom behavior, student attendance, parent/family support.

The school recognizes and is focused on the need to improve the quality of classroom instruction and supporting teachers in mastering grade-level content, understanding MTSSs, and coaching/professional development in content areas. As such the school has added an additional instructional coach to provide direct and ongoing support for teachers; professional development in MTSSs; gathering, analyzing, and using data; and streamlining instructional resources to support implementation with fidelity. Additionally, the school is providing support for instructional coaches as well by partnering with a vendor to schedule 7 one-on-one coaching sessions with the instructional coaches to ensure their professional development needs are met as well.

To address pre-existing learning gaps, the school has already scheduled to diagnose students as early as possible in the school year so students needing the most support or able to receive it as long as possible. Based on needs, students will be connected with tutors, resource teachers, ESE teacher, or

instructional technology to ensure their needed interventions are provided and monitored closely over the course of the year.

The school has begun implementing Leader In Me to address behavior and family engagement and hired a Dean of Discipline/Behavior Analyst to help proactively support and maintain a positive school environment.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

4th Grade FSA ELA data showed growth of 22.3 over SY22 winter district diagnostic exams. 4th Grade math showed improvement of 18.5 over SY22 winter district diagnostic exams . These were also classes that had consistent teachers throughout the school year, were teachers that returned from SY21 and had excellent classroom management skills.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 4th grade teachers were familiar with school policies, procedures, expectations as they were returning teachers from previous years and had received direct professional development support. These teachers also demonstrated strong classroom management skills, positive relationships with students, consistent communication with parents, and both had good staff attendance records.

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

Science - School will begin implementation of Project Lead the Way to provide additional hands-on support in science and technology for K-5 in order to build a strong foundation for science and technology throughout the school. Project Lead the Way provides students, especially SWD and other ESSA identified subgroups, with on-ramps to learning at high levels through solving real-world problems in a hands-on manner.

ELA and Math - School PLCs will focus on strengthening the gathering, analysis, and usage of student data and using it to adjust instruction in ways that support the individualized learning needs of students including those who are ready to move on with instruction. Staff will also optimize the use of additional coaching, balanced literacy, small group instruction, and differentiated learning.

School Culture - The school has adopted a model for school culture based on principals in the Leader In Me model. This paradigm will provide teachers, staff, students, and parents with the framework necessary to provide relevant guidance toward improving school culture. As such it is expected that an improved, positive school environment that is conducive for learning and where all feel respected and encourage will have a positive impact on accelerating school culture by reducing suspensions and absences while improving staff morale and student pride in the school.

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.

Teachers will receive training on the implementation of Project Lead the Way in September of SY23. This training will improve teacher efficacy will implementation by providing details on the purpose of Project Lead the Way and answer specific implementation questions.

Teachers have already begun receiving training for Leader In Me through direct whole group training and will also receive addition training from certified Leader In Me coaches throughout the school year.

Teachers will receive training for classroom management in October of SY23 and training for accelerating learning in February of SY23.

Internally, teachers will continue to receive support from instructional coaches on optimizing the use of PLCs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School has restructured its leadership team in order shift funding to provide more direct support of students and classroom teachers by hiring an additional instructional coach that can lessen the support load of the existing instructional coach. Having two instructional coaches allows for more teachers to receive timely and effective feedback on their instruction and student performance. It also allows teachers to receive more efficient help by facilitating professional collaboration and collegiality among the staff.

The school also hired a Dean of Discipline/Behavior Analyst to help promote and maintain a positive school environment. Having the Dean of Discipline allows the principal and instructional coaches to maintain more focus on the academics and operations of the school to ensure academic goals are being met and the school operations flow smoothly. The Dean of Discipline also has a proactive role in promoting a positive school culture by building relationships with students and mitigating lead measure to discipline problems before they become more serious issues.

Furthermore, the school has strengthened its SBT support by providing training for its coordinator and the school leadership team. The SBT is critical to ensuring student support is provided in key areas of academics, behavior, and attendance. By providing direct and ongoing support for this team it will help create school procedures that enhance instruction and student achievement.

Finally, available funding has been set aside to ensure funded projects can continue to be provided.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Leadership Development

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

Based on school FSA Reading data: 83% of 3rd graders; 54% of 4th graders; 82% of 5th graders; 76% of 6th graders; and 53% of 7th graders failed to meet proficiency during the 21-22 school year. Additionally, iReady data showed that 54% of kindergarteners; 89% of 1st Graders; and 81% of 2nd graders were one or more grade levels behind in Reading at the end of the 21-22 school year.

Based on school FSA Math data: 63% of 3rd graders; 50% of 4th graders; 91% of 5th graders; 87% of 6th graders; 59% of 7th graders; and 60% of 8th graders failed to meet proficiency during the 21-22 school year. Additionally, iReady data: 50% of kindergarteners; 94% of 1st graders; and 81% of 2nd graders were one or more grade levels behind at the end of the 21-22 school year.

Based on review of data combined with school administrative observations and teacher feedback it became evident that additional teacher support was needed at the school level. Over the course of several classroom observations per teacher, interactions with students and parents, and reviewing school challenges that were being addressed by school administration alongside school data it was apparent teachers were in need of additional support.

An example of this is from analyzing 5th Grade FSA data. Students showed negative growth from Math and Reading Winter Diagnostics to Spring FSA. This was also a grade that had multiple behavior issues, teachers in need of the most critical support, and multiple teacher changes throughout the year.

By focusing on transformational leadership, the school will better position itself to provide additional, targeted, and effective support for classroom teachers specifically in the areas of reading and math. The school has historically had challenges recruiting teachers and coaching provides a means to support and retain teachers.

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

For the 22-23 school year, the school will strive to achieve the following student outcomes:

At least 50% or more students per grade level will demonstrate learning gains in reading by the Spring 2023 based on iReady, District Diagnostic, or F.A.S.T assessment data.

At least 50% or more students per grade level will demonstrate learning gains in math by the Spring of 2023 based on iReady, District Diagnostic, or F.A.S.T assessment data.

For the 22-23 school year, the school will strive to achieve the following coaching/teaching outcomes:

Our coaches and the leadership team will observe teachers to determine their knowledge and implementation of high impact teaching strategies (HITS). We will then tier the support that will be provided with Tier 1 designated for teachers needing least support and Tier 3 for teachers needing the most support. Desired goal is 75% of teachers will be designated Tier 1 by May 2023.

**Monitoring:
Describe how this
Area of Focus will**

For student/learning outcomes: the school will monitor iReady, district diagnostic, or F.A.S.T data on a trimester basis depending on which data source is most pertinent at the time. This is to allow additional time to learn how the new Florida assessments

be monitored for the desired outcome. will be implemented at the school level. Additionally, students will create leadership portfolios that will identify individual student goals that utilizes "lead measures" for the students. Teachers will monitor student progress on these goals on no less than a bi-monthly basis.

For coaching/teaching outcomes: the school will monitor "lead" indicators (Number of HITS strategies observed) on a weekly basis to determine if current coaching efforts are impacting the use of HITS strategies in the classroom. Additionally, school principal will conduct formal evaluations to provide additional feedback on progress.

Person responsible for monitoring outcome:

Michael Hill (michael.hill@pbcharterschools.org)

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

Professional Development and PLCs - professional development will be provided over the course of the school year to include 2 half-day workshops for both teachers and instructional coaches and 6 coaching days that will allow certified coaches to provide individual support for both teachers and coaches. Teachers will be provided with in-depth feedback and individualized training based on school goals and improvement plan. Coaches will be provided with one-on-one support on strategies for coaching for high impact strategies.

During PLCs teachers will be able to collaborate with leadership and peers to enhance the usage of data and identify best practices for instruction.

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

Professional development and PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

Leadership collaboration to select needed PLCs.

Person Responsible

Lashay Stokes (lstokes@upaflorida.org)

Leadership collaboration to select, schedule, and identify vendor for professional development.

Person Responsible

Michael Hill (michael.hill@pbcharterschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

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

Based on school FSA Reading data: 83% of 3rd graders; 54% of 4th graders; 82% of 5th graders; 76% of 6th graders; and 53% of 7th graders failed to meet proficiency during the 21-22 school year. Additionally, iReady data showed that 54% of kindergarteners; 89% of 1st Graders; and 81% of 2nd graders were one or more grade levels behind in Reading at the end of the 21-22 school year.

Based on school FSA Math data: 63% of 3rd graders; 50% of 4th graders; 91% of 5th graders; 87% of 6th graders; 59% of 7th graders; and 60% of 8th graders failed to meet proficiency during the 21-22 school year. Additionally, iReady data: 50% of kindergarteners; 94% of 1st graders; and 81% of 2nd graders were one or more grade levels behind at the end of the 21-22 school year.

Based on school FSA Science data: 91% of 5th graders and 60% of 8th graders failed to meet proficiency in Science.

Based on school FSA Civics data: 67% of 7th grade students failed to meet proficiency in Civics.

Based on the above data it was determined that teachers and students can improve instruction and learning respectively by: providing an additional middle school math teacher, additional reading and math tutors; supplementary science resources for hands-on instruction; the use of additional technology instruction via virtual reality equipment.

For the 22-23 school year, the school will strive to achieve the following outcomes:

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

At least 50% or more students per grade level will demonstrate learning gains in reading by the Spring 2023 based on iReady, District Diagnostic, or F.A.S.T assessment data.

At least 50% or more students per grade level will demonstrate learning gains in math by the Spring of 2023 based on iReady, District Diagnostic, or F.A.S.T assessment data.

At least 50% or more students per grade level will demonstrate learning gains in science by the Spring of 2023 based on iReady, District Diagnostic, or F.A.S.T assessment data.

At least 50% or more students will demonstrate learning gains in Civics by Spring of 2023 based on District Diagnostics.

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

School leadership and coaches will observe lead measures occurring in the classroom and tutoring sessions, and intermediate student achievement data.

Person responsible for monitoring outcome:

Lashay Stokes (lstokes@upaflorida.org)

Evidence-based Strategy:
Describe the evidence-

An additional math teacher in middle school can allow the current middle school math teacher to do one of 6 co-teaching models: one teaching, one observing; one teaching, one assisting; parallel teaching; station teaching;

alternative teaching; and team teaching.

Tutoring programs are designed to allow small group learning for targeted students needing additional resources and support to meet their learning goals.

based strategy being implemented for this Area of Focus.

Additional books for classroom libraries will provide teachers and students with supplementary resources to aid reading instruction.

Virtual reality equipment is used to enhance student engagement by providing an interactive means to explore learning concepts in a more in-depth manner.

Hands-on science resources that contribute to exploratory learning and problem solving will help teachers in science and technology courses to provide instruction in ways that will enrich student learning and retention of concepts based on the state standards.

An additional math/math co-teacher will reduce classroom size and allow for additional small group or individualized instruction. An additional teacher allows for more intensive instruction throughout the school year. Small group instruction has been shown to have a positive impact on student learning.

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

Students who participate in tutoring have demonstrated an increase in student achievement.

Acquiring additional classroom library books were chosen as reading is fundamental to student learning and development. Since the school currently has a need for additional classroom libraries, getting additional books was chosen so students can be encourage to read and teachers will have more resources for reading instruction.

VR equipment has been shown by research to have nearly a 30% impact on student learning and confidence.

Teacher and student feedback along with SY22 FSA scores indicated a need for additional science resources especially for conducting project-based learning and hands-on labs.

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.

Recruit a qualified middle school math teacher.

Person Responsible Michael Hill (michael.hill@pbcharterschools.org)

Develop selection process and students for tutoring.

Person Responsible Lashay Stokes (lstokes@upaflorida.org)

Source and procure additional classroom library books.

Person Responsible Michael Hill (michael.hill@pbcharterschools.org)

Source and procure virtual reality equipment.

Person Responsible Michael Hill (michael.hill@pbcharterschools.org)

Source and procure hands-on science resources for labs and project-based learning.

Person Responsible Michael Hill (michael.hill@pbcharterschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The school recently began implementing Leader In Me (LiM) as its operating paradigm for school culture, academics, and leadership. This program aligned with the school's three major pillars of: academics, character, and leadership. LiM bases its principals on what is known as the 7 Habits of Highly effective people and the Four Disciplines of Execution. The 7 habits are taught intensively during the First 8 Days of school and followed by at least one hour per week of instruction in the LiM curriculum for all grades during their homeroom time. The habits are also taught organically as teaching opportunities are observed. All staff have been trained on the 7 Habits and school leadership uses them to drive the culture of the school. The school is divided into an Adult Lighthouse team that is responsible for ensuring that all adults in the school are engaged with the school's mission, vision, and improvement goals. The Student Lighthouse team is a team of student leaders who meet regularly with school leadership and are primarily responsible for making sure that 100% of students are engaged with the schools mission, vision, and improvement goals. The student leadership team also heads student leadership activities throughout the school year.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42.

Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09

Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to be taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated

curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

Principal: Oversee school staff, students, program, operations and community partnerships. Responsible for creating and sustaining a positive environment at the school by ensuring all school members are safe, respected, and valued. Encourages collaboration among various school stakeholders.

Dean of Discipline: Dean of Discipline/Behavior Analyst that proactively support's a positive environment at the school by monitoring student behavior, supporting positive classroom environments, and leading the school's PBIS initiatives. The Dean of Discipline/Behavior Analyst also ensures students are aware of the student code of conduct and oversees behavior interventions when students are out of compliance with the code of conduct. Students may also be assigned to the "Opportunity Room" by the Dean of Discipline in order to give them a place to clam down and rethink behavior when necessary.

School Social Worker: A licensed clinical social worker is on campus and provides support for students needing behavior, mental health, and social support.

Teacher: Teachers provide a safe and positive classroom environment where learning is conducive and respect are held for all.

School-Based Team (SBT): Team of faculty, staff, and school leaders that collaborate on student needs related to behavior, academics, attendance and homelessness. They are responsible for ensuring student needs are met with fidelity and in a manner that provides the most constructive support toward removing barriers to learning, acceptable behavior, attendance and homelessness.