

Brevard Public Schools

Palm Bay Academy Charter School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	0

Palm Bay Academy Charter School

2112 PALM BAY RD NE, Palm Bay, FL 32905

<http://www.palmbayacademy.org>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Longani, Madhu	Principal	Serves as the Director of all campuses. Oversees the overall operations of the school and has the command responsibility over the students' population, school personnel and staff and physical facility. Serves as the instructional leader at both campuses. She is actively engaged in daily operations and decision-making process of Palm Bay Academy particularly overseeing academic instruction and delivery. Using current data from edmentum to drive instruction and implement a strategic plan to improve academic outcomes.
Kinsel, Marilyn	Other	Provides guidance and data for all assessments administered to students in grades K-5. These assessments include STAR, FAST. Supports the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction.
Rockhill, Henry	Assistant Principal	Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction. Conduct classroom observations to provide teachers with continuous feedback on instructional practices. Supports the MTSS team and equips teachers with tools they need to disaggregate student performance data. Participate in parent conferences, refers students and parents to appropriate resources, oversees the utilization of district curriculum.
Harrison, John	Assistant Principal	Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions.
Scott, Daniel	Teacher, ESE	Participate in school leadership team as well as a member of problem solving team. He is responsible for finding services to meet family and community needs. He is the contact for Students in Transition and Suicide Risk Injury. He oversees two teachers in the ESE Department.
Williams, Karen	Reading Coach	Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Supports teachers with tools to

Name	Position Title	Job Duties and Responsibilities
		develop and implement Tier II and III interventions to meet the needs of at risk students. Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.
Vasquez, Joanne	Teacher, K-12	Serves as Title I Coordinator to oversee interventions, family and stakeholder engagement, maintains budget and Title I compliance. Supports MTSS team and equips teachers with the tools they need to disaggregate student performance data. Participates in parent conferences and refers students and parents to appropriate resources.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Leadership Team reviewed the following information when developing the SIP: Parent Survey, FAST Data, I-Ready Data, IXL data and PM (1,2,3). We gathered input from staff, students, and families through these surveys.

The draft was submitted to stakeholders for input and feedback. Revisions were made and then distributed to stakeholders for review prior to the final plan being submitted.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored in weekly leadership team meetings, during monthly faculty meetings, and parent teacher organization meetings. The leadership team will also collect and analyze data, review SIP goals, targets, and review the progress of action steps with teachers during Professional Learning Community (PLC) Meetings and grade level meetings.

The leadership team will create and conduct a walkthrough schedule for both reading and math instruction, where the focus of the observation cycles is to inspect the progress of SIP goals and action steps and provide instructional support and professional development opportunities to teachers. The leadership team will consistently review data collected from these walkthroughs with the reading and math coach to determine next steps and make any necessary changes to action steps to successfully accomplish their SIP goals.

Data analysis will occur weekly in grade level meetings and MTSS meetings to ensure that there is strong Tier

1 instruction, targeted small group instruction, and research-based interventions to close learning gaps. All teachers will participate in data analysis and provide input or suggestions for continuous improvement. During these meetings, subgroup data will be broken down and analyzed, so teachers can target and support all students towards reaching their academic goals.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	6	9	11	11	1	5	11	8	4	66
One or more suspensions	0	2	2	2	4	1	9	9	13	42
Course failure in English Language Arts (ELA)	0	0	0	3	0	0	1	4	5	13
Course failure in Math	0	0	0	2	0	0	0	7	22	31
Level 1 on statewide ELA assessment	0	0	0	5	9	6	17	12	21	70
Level 1 on statewide Math assessment	0	0	0	0	1	7	17	19	12	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	4	18	19	41

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	4	3	2	13	14	23	60

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	14	5	8	7	6	5	8	5	58
One or more suspensions	0	0	0	0	0	0	3	3	3	9
Course failure in ELA	0	0	0	2	0	6	0	2	1	11
Course failure in Math	0	0	0	3	1	7	0	2	1	14
Level 1 on statewide ELA assessment	0	0	0	8	8	3	7	17	12	55
Level 1 on statewide Math assessment	0	0	0	14	8	2	9	16	5	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	16	12	14	8	5	9	8	5	92

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	1	1	1	6	7	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	5	0	4	0	2	0	2	1	20
Students retained two or more times	0	0	0	0	0	0	3	0	4	7

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	14	5	8	7	6	5	8	5	58	
One or more suspensions	0	0	0	0	0	0	3	3	3	9	
Course failure in ELA	0	0	0	2	0	6	0	2	1	11	
Course failure in Math	0	0	0	3	1	7	0	2	1	14	
Level 1 on statewide ELA assessment	0	0	0	8	8	3	7	17	12	55	
Level 1 on statewide Math assessment	0	0	0	14	8	2	9	16	5	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	15	16	12	14	8	5	9	8	5	92	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	1	1	1	1	6	7	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	5	0	4	0	2	0	2	1	20
Students retained two or more times	0	0	0	0	0	0	3	0	4	7

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	58	53	43	63	55	39		
ELA Learning Gains				49			41		
ELA Lowest 25th Percentile				37			46		
Math Achievement*	41	62	55	43	40	42	34		
Math Learning Gains				66			38		
Math Lowest 25th Percentile				71			46		
Science Achievement*	19	61	52	48	64	54	26		
Social Studies Achievement*	48	72	68	39	61	59	62		
Middle School Acceleration	0	70	70	57	51	51	38		
Graduation Rate		87	74		62	50			
College and Career Acceleration		75	53		76	70			
ELP Progress	68	47	55	80	68	70	46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	243
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	4	4
ELL	40	Yes	1	
AMI				
ASN				
BLK	26	Yes	1	1
HSP	42			
MUL	39	Yes	1	
PAC				
WHT	54			
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	54			
AMI				
ASN				
BLK	46			
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	51			
PAC				
WHT	59			
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			41			19	48	0			68
SWD	11			28			14				3	
ELL	21			48			23				4	68
AMI												
ASN												
BLK	24			30			14	40			5	
HSP	36			46			9	45			5	73
MUL	47			31							2	
PAC												
WHT	54			61			45	54			4	
FRL	32			37			20	46			6	64

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	49	37	43	66	71	48	39	57			80
SWD	17	24	18	46	50							
ELL	18	53		39	79							80
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	36	50	39	34	66	60	47	36				
HSP	37	50	40	41	64		31	38				80
MUL	47	38		50	67							
PAC												
WHT	60	50		60	66		59					
FRL	43	49	37	43	66	71	48	39	57			80

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	41	46	34	38	46	26	62	38			46
SWD	22	39		29	50							
ELL	35	57	80	42	61		9					46
AMI												
ASN												
BLK	28	37	42	23	31	31	24	40	50			
HSP	39	45		43	47							44
MUL	45	38		36	54							
PAC												
WHT	57	48		43	33		40					
FRL	38	41	50	31	36	39	24	29	27			43

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	59%	-31%	54%	-26%
07	2023 - Spring	35%	53%	-18%	47%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	52%	-32%	47%	-27%
04	2023 - Spring	47%	61%	-14%	58%	-11%
06	2023 - Spring	68%	61%	7%	47%	21%
03	2023 - Spring	27%	56%	-29%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	67%	7%	54%	20%
07	2023 - Spring	38%	58%	-20%	48%	-10%
03	2023 - Spring	32%	60%	-28%	59%	-27%
04	2023 - Spring	37%	61%	-24%	61%	-24%
08	2023 - Spring	69%	38%	31%	55%	14%
05	2023 - Spring	13%	55%	-42%	55%	-42%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	17%	48%	-31%	44%	-27%
05	2023 - Spring	21%	57%	-36%	51%	-30%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	69%	-23%	66%	-20%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Students with Disabilities showed the lowest performance. This has been consistent throughout the past 3 years. There is a significant difference between District and School scores in ELA scores for our Middle School students, specifically Grade 8. We know that our COVID years impacted their learning

greatly and we lacked staffing to provide additional interventions that would support significantly deficient readers. We have placed our ESE Coordinator on our leadership team specifically to help implement strategies to raise the achievement level of our SWD students.

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

The schools overall ELA scores for the Lowest 25% has shown the greatest decline over previous years. It is safe to say that this encompasses a majority of our SWD students. Usually our L25 group will make significant learning gains but this did not prove to be the case. The fact that our students in this category were impacted by COVID and the lack of additional support impacted this score. The leadership team has implemented strategies with our new interventionists to provide additional instructional time for these identified students. There was also a significant decline in Civics scores. This is a reflection of low reading scores across the 7th grade as a whole.

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

The greatest gap when compared to the state average was Civics. The 7th grade score of 39% proficiency compared to the state score of 72% showed a gap of 33%. Factors that contributed to this deficiency would be low reading scores-35% and attendance due to suspensions(9) and students with two or more indicators (14).

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

Data that indicated the most improvement was Grade 8 Math- 69% proficiency compared to District at 38%. This number is contributed to the utilization of our IXL program that was implemented and assigning only one teacher for Grade 8. This produced consistency with a Highly Effective instructor.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The EWS indicates two potential areas of concern: The data indicates that absenteeism in the primary grades K-5 is significant. There were 37 students who were absent 10% or more. Another area of concern is the fact that middle school students(grades 6-8) had a significantly higher number of students(50) who were categorized as having 2 or more indicators. This specific number represent 44% of the middle school population.

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

1. ELA for SWD and BLK
2. Math for ELL and BLK
3. Civics all Grade 7 students

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although PBA students demonstrate tremendous gains in Math, one of our biggest areas of concern continues to be Math. Comparison of cohort data between PBA and the District illustrates that PBA students fall below the district average by an overall average of 25.8% in Math. PBA feels that it would be beneficial to place a strong focus on this academic area.

Measurable Outcome:

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

Twenty-five percent of PBA students who are below grade level on the PM1 will score a Level 3 or above on the PM3.

Monitoring:

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

PBA will monitor progress using the following tools:

iReady Diagnostic Math - grades K-8

IXL Math Diagnostic - grades 6-8

STAR testing - grades K-2

FAST Testing - grades -3-8

Person responsible for monitoring outcome:

Marilyn Kinsel (kinselm@palmbayacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math performance will improve through implementation of the following strategies:

- Grade level teams will meet weekly to plan and reflect on quality instruction.
- The Assistant Principal will work both individually and with groups of teachers to ensure quality instruction is taking place in all classrooms and teachers are held accountable for student learning.
- MTSS teams will create math groups and work to accelerate math learning.
- The iReady math program has been integrated to the curriculum as the core curriculum for instruction and performance.
- After School Tutoring for math has been designed to pinpoint the lowest twenty-five percent and accelerate their learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Improve education outcomes for children, especially those with disabilities, through the use of effective evidence-based practices and interventions with a standards-based curriculum. An effective way to teach concepts and procedures in math is to implement evidence-based practices. Utilizing the iReady and IXL Math programs will produce an increase in student proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

- Employ one full time intervention teacher and two part time instructional aides to work with small groups of students who are struggling with math skills in MTSS Tier 2 and Tier 3 intervention groups
- Utilize biweekly Grade Level Team Meetings facilitated by Title 1 Teacher to monitor the progress of all students towards benchmark goals and discuss ways to modify practice when necessary to achieve best results
- Utilize biweekly PLC's facilitated by DoO to improve teacher practice through observation, feedback, modeling, and coaching
- Train teachers in iReady Math Curriculum during preplanning in order to support students with the full use of all instructional and assessment tools – Karen Williams
- Identify lowest math students and begin after school tutoring classes November 1 – Marilyn Kinsel
- Identify the lowest 25% in math and instruct students through MTSS Tier 2 and Tier 3 intervention groups
- Utilize iReady math program to assess and provide individualized instruction and practice
- Utilize Comodo computer protection services to ensure the safety of students and their data online

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

By When: End of the Year

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD subgroup is at 31%, which is below the 41% threshold. A lot of progress has been made, but this subgroup is still not above the expectation.

Measurable Outcome:

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

Students with disabilities will increase achievement by 5% in ELA domains on FAST end of year assessments.

Monitoring:

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

PBA will monitor progress using the following tools:

iReady Diagnostic ELA - grades K-8

STAR testing - grades K-2

FAST Testing - grades -3-8

Person responsible for monitoring outcome:

Daniel Scott (dscott@palmbayacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Overall Tier 1 ELA performance will improve through implementation of the following strategies:

The school will utilize the adopted and approved Reading Curriculum, Benchmark Assessment (K-8)

The school will utilize the Dibels and IReady programs in order to assess students and analyze gaps and resources to create personalized programs through MTSS/IReddy as well as focused intervention groups.

Small group instruction by ESE teacher will focus on individualized remediation utilizing the LLI and Guided Reading curriculums.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Benchmark Assessment curriculum provides direct instruction aligned with the new BEST Standards.

Dibels combined with IReady can pinpoint students' gaps and provides resources for classroom and resource teachers s to utilize when working with students in small groups.

Student paths are programmed based on diagnostic testing results and are personalized to students' needs.

The LLI and Guided Reading programs are research-based materials that support remediation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review data for students with disabilities with ESE Coordinator/Resource Teachers/General Education Teachers

Person Responsible: Daniel Scott (dscott@palmbayacademy.org)

By When: Monthly (on-going)

Review mid year diagnostic to assess student growth and needs for additional supports.

Person Responsible: Daniel Scott (dscott@palmbayacademy.org)

By When: February 2024

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus to address is Parent and Community Involvement. PBA has worked to increase this communication with parents by hosting quarterly Title 1 events that meaningful and worthwhile. PBA also has hosted Parent Panther Leaders monthly to help parents learn the Seven Habits of Leader in Me. This has been a success with our elementary campus, but the middle school campus has not been as successful.

Measurable Outcome:

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

The goal is to increase parent participation at title 1 events by increasing the amount of electronic and printed materials that will go to the parents for information thus increasing participation. We would like to see an increase of middle school parent participation of 10%.

Monitoring:

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

The Title 1 coordinator will work with administration, teachers and our communications director, to increase the amount of communiques that will be sent and to incentivize students to invite parents to the events. Exit slips will be collected to calculate the number of middle school parents who attend the Title 1 events. With the increase in parent involvement student academics should increase and indicators on the EWS should decline.

Person responsible for monitoring outcome:

Joanne Vasquez (jvasquez@palmbayacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Having family engagement be at the forefront of our family partnership and is grounded in the notion that schools can thrive when families and teachers work together as genuine partners to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-school communication and collaboration. Based on feedback from families, the information and resources shared during Title 1 events will continue.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By including parents in school activities and decision making, students will benefit because they take ownership of their learning. By capitalizing on the time students are at home by empowering families through data and actionable at-home practice, we can increase student proficiency faster.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Title 1 coordinator will work with middle school administrators and teachers to increase interest in attending Title 1 events.

Person Responsible: Joanne Vasquez (jvasquez@palmbayacademy.org)

By When: Throughout year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Surveys are conducted throughout the year to gather data and review strategies. A Comprehensive Needs Assessment was conducted over the summer that included school leadership, teachers and support staff to review data and develop strategies. Based on these strategies goals were set and funds were allocated to the necessary resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Students will receive direct instruction in phonics, not limited to but including single letter sounds, blends, open syllables, closed syllables, rhyming and word families. Students will also receive direct instruction learning how to sound out words. Fluency will be demonstrated daily by the teacher. Afterwards, students will practice their fluency. Once students have mastered the phonemes and are able to connect them to the correct letter or letter combinations, decoding words will become easier. This will naturally increase a student's fluency. Reading Comprehension instructional practice, students will be taught how to construct meaning from text by both building vocabulary and chunking the information. Combining vocabulary growth and chunking will allow the student to understand the text. Students will receive direct instruction in all of these foundational skills.

1. Phonics and Phonemic Awareness: Emphasize the importance of phonics instruction to help students develop their understanding of letter-sound relationships. Incorporate activities that promote phonemic awareness, such as rhyming, segmenting, and blending sounds.
 2. Sight Words: Introduce high-frequency sight words to help students develop automaticity in reading. Use flashcards, word walls, and interactive games to reinforce sight word recognition.
 3. Shared Reading: Engage students in shared reading experiences where the teacher models fluent reading and comprehension strategies. Use big books, poems, and predictable texts to encourage active participation and discussion.
 4. Guided Reading: Implement small-group guided reading sessions where students read leveled texts appropriate to their reading abilities. Provide targeted instruction and support to develop reading fluency, comprehension, and decoding skills.
 5. Literacy Centers: Set up literacy centers with various activities that promote reading and language development. Include centers for independent reading, word work, writing, listening, and speaking to provide a well-rounded literacy experience.
 6. Read-Alouds: Read aloud to students regularly, exposing them to a variety of genres and authors. Use read-alouds to model comprehension strategies, introduce new vocabulary, and spark discussions.
 7. Writing and Language Development: Integrate writing activities into the curriculum, allowing students to practice their emerging literacy skills. Encourage students to express their thoughts, ideas, and experiences through drawing, labeling, and writing simple sentences.
 8. Differentiation: Differentiate instruction based on students' individual needs and abilities. Provide additional support for struggling readers through targeted interventions and offer enrichment opportunities for advanced readers.
- By implementing these instructional practices, educators can support the development of foundational reading and language skills in grades K-2, setting students on a path towards becoming proficient readers and lifelong learners.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Students will receive explicit instruction vocabulary including: multiple opportunities for using words within and across subjects and word selection is essential to understanding the main idea and repeated usage across domains will deepen the understanding of words. The decoding of multisyllabic words will be directly taught as well. All students will receive direct instruction of Greek and Latin roots. All of this will help increase the students' abilities.

Introduce one word at a time

Essential Words Routine

Fruyer Model

Semantic Mapping

Vocabulary Review Activities

Morphemic Analysis Routine

Syntax will be directly taught. Syntax includes Teach Sentence Structure, Sentence Types, and How to Build Sentences. Developing syntax can involve examining how sentences are built, learning to expand sentences, and learning to combine short, choppy sentences into longer, grammatically correct sentences.

Teaching students the function of words

Parts of speech are the building blocks of sentences.

Breaking down sentences into parts of speech.

asking students about the function of various words will help improve both comprehension and writing
 Grammar instruction will be embedded within the writing and reading instruction.
 Discuss the fundamental components of a grammatical concept
 Show students examples from literature of that concept.
 Talk with students about why the grammatical concept is important to the piece of literature.
 Work with students as they apply the concept to their own writing.
 Ask students to reflect on the concept's impact.
 Reading Comprehension
 Informational text.
 Students will be taught to use text features to help them comprehend text. They will be taught how to chunk and monitor their own comprehension by asking questions and checking for understanding.
 Teachers will model
 Questioning using Bloom's Taxonomy.
 Answering questions
 Asking question
 Metacognition- Thinking and wondering as they read.
 Identify where the difficulty occurs
 Identify what the difficulty is
 Restate the difficult sentence or passage in their own words
 Look back through the text
 Look forward in the text for information that might help them to resolve the difficulty
 3.Graphic and Semantic organizers.
 Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams.
 Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters
 Venn-Diagrams
 Storyboard/Chain of Events
 Story Map
 Cause/Effect
 Sequencing

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

PM2 Star increase by 10 %

I-ready Second diagnostic
 Phonological Awareness (PA) 15%
 Phonics (PH) 15%
 High-Frequency Words (HFW) 10%
 Vocabulary (VOC)15%

Comprehension: Overall (COMP) 10%
Literature (LIT)15%

Grades 3-5 Measurable Outcomes

FAST test PM2 scores will increase:
Reading prose and poetry by 10%
Reading Informational text by 7%
Reading Across Genre 5%
Vocabulary 10%
I-ready scores
Vocabulary (VOC)15%
Comprehension: Overall (COMP) 10%
Literature (LIT)15%
Informational Text (INFO) 8%

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Scores from weekly assessment will be graphed. Results of PM2 will be compared to PM1. Results of PM3 will be compared to PM2. Use I- ready lessons to verify growth.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Williams, Karen, kwilliams@palmbayacademy.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The practices for teaching
Phonological Awareness
Phonics
Vocabulary
Comprehension
Literature
Informational Text

Questioning

Syntax

Grammar

Are all strong evidence-based practices/programs meet Florida's definition of evidence-based.

Are all evidence-based practices/programs meet Florida's definition of evidence-based.

All are evidence-based practices/programs that align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Yes, the evidence-based practices/programs address the identified need. Yes, the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>The literacy Coach will meet with the teachers and review the plan. During grade levels meeting we will go over the data and determine which strategies will be best. Tier 3 groups will be created by MTSS for the lowest 25%. Form 7's will be used to track their progress. The groups will start with the foundational skills that the students are missing.</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>
<p>The teachers will create tier two groups and work with them using higher level questions to promote higher level thinking skills. This will occur across all subject areas. The literacy Coach will supply materials to be used in the classroom</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>
<p>The literacy Coach will model the best practices in the classroom for both small and whole groups. The literacy coach will demonstrate how to scaffold the lesson to reach every student by using thinking maps, FRAME routine, CRISS, and Bloom's taxonomy while Afterwards meet with the teacher to discuss the modeled lesson. Together they will work on implementing strategies that help all students grasp the material regardless of reading or math levels. Also train the teachers on how to use the curriculum to get the children to master the standards.</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>
<p>The literacy Coach will observe the teacher for the following: Alignment with state standards. Rigor of the lesson. Strategies used. Student engagement. Level of mastery achieved by the students. Summary of material Formative assessment during lesson to check for understanding. Summative assessment Reteaching if necessary.</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>
<p>The literacy Coach will review testing data with teachers. Data will be reviewed during grade level and MTSS meetings, Groups will be adjusted as needed. Success will be celebrated. Failure to master topics will be discussed. New strategies will be used. Peer tutoring will be used to assist the teach become knowledgeable with alternate strategies that may help the student to grasp and eventually master the concepts being taught.</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>
<p>The literacy Coach will model how to conduct student conferences and provide documents that support the reasons for the conferences. Students will be given critical information that will help them understand where they are academically and how they can move forward to master grade level standards. Students will be given the opportunity to share their opinion on how they can help themselves and how the teacher and coach can facilitate their growth.</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>
<p>The literacy Coach will meet with the staff to encourage and increase the child's academic ability. The literacy coach will conduct meetings to: Review the data. Offer alternate strategies. Celebrate teacher successes. Allow teachers to ask questions. Provide resources to teachers.</p>	<p>Williams, Karen, kwilliams@palmbayacademy.org</p>

Action Step	Person Responsible for Monitoring
Administrative staff will monitor the progress of the lowest 25% and compare the data to the SIP goals and will adjust SIP goals either when goals are met or expectations need to change	Williams, Karen, kwilliams@palmbayacademy.org
The administrative staff, coaches, teachers, and support will work together to move our students to grade level mastery.	Williams, Karen, kwilliams@palmbayacademy.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

There are several effective ways we communicate a school improvement plan with parents. Here are some common methods:

Parent Meetings: We organize dedicated meetings where parents can gather to discuss the school improvement plan. This can be done at the beginning of the school year or at specific intervals to provide updates on progress and address any concerns or questions.

Newsletters: We regularly send out newsletters to parents that highlight the school improvement plan and its objectives. Include updates on initiatives, achievements, and upcoming events related to the plan. Newsletters can be distributed electronically via FOCUS or in print.

School Website: We have dedicated a section on the school's website to provide information about the improvement plan. Include details about the goals, strategies, and progress made. Regularly update this section to keep parents informed. In addition we like to use our social media platform to provide more informative information.

Parent-Teacher Conferences: We like to utilize parent-teacher conferences as an opportunity to discuss the school improvement plan. Teachers can provide updates on how the plan is being implemented in the classroom and address any questions or concerns raised by parents.

Surveys and Feedback: We also conduct surveys or solicit feedback from parents to gauge their opinions and suggestions regarding the school improvement plan. This can help ensure that their voices are heard and that the plan is responsive to their needs and concerns.

Parent Advisory Committees: Lastly, we have a PTO to actively involve parents in the school improvement process. This committee provides valuable input, review progress, and serves as a bridge between the school administration and parents.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Palm Bay Academy recognizes the importance of building positive relationships with parents, families, and other community stakeholders to fulfill its mission, support the needs of students, and keep parents informed of their child's progress. To achieve this, we have implemented several strategies:

Open Communication Channels: PBA maintains open lines of communication with parents, families, and community stakeholders through various channels such as email, phone calls, newsletters, and social media platforms. This allows for regular updates, sharing of important information, and addressing any concerns or queries.

Parent-Teacher Conferences: PBA organizes regular parent-teacher conferences to provide an opportunity for parents to meet with teachers and discuss their child's progress, strengths, and areas for improvement. These conferences foster a collaborative approach between parents and teachers in supporting the child's educational journey.

Parent Involvement Programs: PBA actively encourages and facilitates parent involvement in school activities and events. This may include volunteering opportunities, parent workshops, and parent-teacher association meetings (PTO). By involving parents in the school community, the school aims to create a sense of belonging and shared responsibility for the students' success.

Community Engagement: PBA actively engages with the broader community by organizing events, workshops, and partnerships with local organizations. This collaboration helps create a supportive network for students and strengthens the school's ties with the community.

By implementing these strategies, our school aims to foster positive relationships with parents, families, and community stakeholders. This collaborative approach ensures that the school's mission is fulfilled, the needs of students are met, and parents are well-informed about their child's progress.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We plan to strengthen the academic program in the school in various ways. By practicing these methods we are sure to increase the amount of quality in learning time to help provide an enriched and accelerated curriculum.

Curriculum Enhancement: We will review and update our curriculum to align it with educational standards and incorporate research-based practices. This may involve integrating new subjects, revising existing courses, or introducing interdisciplinary approaches to foster critical thinking and problem-solving skills.

Extended Learning Opportunities: These additional learning opportunities can include academic support, tutoring, clubs, or extracurricular activities that promote intellectual growth and skill development.

Differentiated Instruction: We will implement strategies to cater to our diverse student needs and abilities. This may involve grouping students based on their skill levels, providing individualized learning plans, or offering advanced courses for high-achieving students.

Enrichment Programs: We will offer specialized programs or partnerships with external organizations to provide students with unique learning experiences. This can include opportunities for research, internships, mentorships, or participation in competitions and academic events.

Professional Development: We will prioritize ongoing professional development for teachers. Which includes workshops, conferences, or training sessions focused on instructional strategies, assessment techniques, and incorporating innovative teaching methods. Well-trained teachers can effectively implement an enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This collaboration ensures the alignment of resources and programs to support the academic goals of our school. Here are some ways in which coordination and integration occurs at Palm Bay Academy:

We use a food and nutrition program that provides weekend lunches to our students in need. We work with local churches to offer additional resources for our students. In addition, we collaborate with different organizations as well as utilize our title I funds for additional and supplemental support.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

To ensure the well-being and holistic development of students, we implement various strategies to support their mental health, provide specialized support services, and improve skills outside academic subject areas. These strategies include:

School-Based Mental Health Services: We collaborate with mental health professionals or agencies and offer on-site mental health services. This can include assessments, therapy sessions, and referrals for students who require specialized support beyond what the school can provide.

Specialized Support Services: We have specialized support teams, such as speech therapists, occupational therapists, or behavior specialists. These professionals work with students who have specific learning needs or disabilities, providing individualized support and interventions.

Mentoring Services: We are establishing a mentoring program where students are paired with caring adults or older students who provide guidance, support, and positive role modeling. Mentors help students develop life skills, set goals, and navigate challenges both inside and outside of school.

Lastly we offer extracurricular activities, clubs, sports teams, community service opportunities, or partnerships with external organizations. These activities provide students with opportunities to develop leadership skills, teamwork, creativity, and other important life skills.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Implementing a schoolwide tiered model to prevent and address problem behavior involves a systematic approach that supports all students while providing targeted interventions for those who require additional support. This model aligns with the principles of early intervening services and coordination under the Individuals with Disabilities Education Act (IDEA). Here's an overview of how our model is implemented at PBA:

Multi-Tiered System of Support (MTSS): The schoolwide tiered model follows an MTSS framework. It consists of three tiers: universal, targeted, and intensive. Each tier provides varying levels of support based on students' needs.

Universal Tier: At the universal tier, we establish a positive and inclusive school climate that promotes positive behavior for all students. This includes implementing evidence-based practices such as social-emotional learning programs, behavior expectations, and schoolwide positive behavior interventions and supports (PBIS).

Targeted Tier: Students who require additional support beyond the universal tier are identified through data-driven assessments and progress monitoring. Targeted interventions are then provided to address their specific needs. These interventions may include small group interventions, check-in/check-out systems, or social skills training.

Intensive Tier: Students who continue to struggle despite targeted interventions may require more intensive support. This tier involves individualized interventions, such as functional behavior assessments, behavior intervention plans.

Ongoing Monitoring and Evaluation: Regular data collection and analysis are essential to monitor the effectiveness of the tiered model and make necessary adjustments. This includes tracking student progress, evaluating the impact of interventions, and making data-informed decisions to improve the overall system.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

To improve instruction and the use of data from academic assessments, PBA provide various professional learning and activities for teachers, teacher assistants, and other school personnel. These initiatives can also aim to recruit and retain effective teachers, particularly in high-need subjects. Here are some of our common strategies:

Professional Development Programs: We offer professional development opportunities that focus on instructional strategies, data analysis, and assessment techniques. These programs may include workshops, seminars, conferences, or online courses to enhance teachers' knowledge and skills in using data effectively to inform instruction.

Data Analysis Training: We provide training on how to collect, analyze, and interpret data from academic assessments. This can help teachers identify students' strengths and weaknesses, tailor instruction to individual needs, and make data-informed instructional decisions.

Collaboration and Peer Learning: Encouraging collaboration among teachers and creating opportunities for peer learning can be beneficial. This can include professional learning communities, mentoring programs, or collaborative planning sessions where educators can share best practices, discuss data analysis techniques, and learn from one another.

Recruitment and Incentive Programs: We implement recruitment programs to attract effective teachers, especially in high-need subjects. These programs can include targeted advertising, partnerships with universities, or offering incentives such as signing bonuses or loan forgiveness programs.

Retention Strategies: We develop strategies to retain effective teachers, such as providing ongoing professional development opportunities, creating a positive and supportive work environment, offering competitive salaries and benefits, and recognizing and rewarding teachers' achievements.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We provide some general strategies that may employ to assist preschool children in transitioning to our elementary school programs:

Orientation Programs: We organize orientation programs to familiarize preschool children and their families with the elementary school environment. These programs can include tours, meetings with teachers, and opportunities to explore classrooms and facilities.

Collaboration with Early Childhood Programs: We partnerships with local early childhood education programs to ensure a smooth transition. This may involve sharing information about curriculum, teaching methods, and student progress to create continuity in learning.

Parent Involvement: Schools can actively involve parents in the transition process by providing information, resources, and opportunities for engagement. Workshops, meetings, and open houses can help parents understand the expectations of elementary school and support their child's transition.