

The School District of Palm Beach County

# Palm Beach Preparatory Charter Academy School



2023-24

Schoolwide Improvement Plan (SIP)

## Table of Contents

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>23</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>25</b>

# Palm Beach Preparatory Charter Academy

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## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/21/2023.

## 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.**

The mission of Palm Beach Preparatory Charter Academy is to educate, motivate, and graduate lifelong learners by coaching students academically and socially.

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

The vision of Palm Beach Preparatory Charter Academy is to provide quality education to all students regardless of their life circumstances, recognizing that at risk students have different needs, learn at different rates, and have diverse learning styles, which cause many of these at risk students to drop out of school.

### 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
Walker, Sharard	Principal	<p>Providing instructional leadership, contractual accountability, and day-to-day leadership of educational and operational activities of the school</p> <p>Recruiting, hiring, and retaining highly qualified school staff</p> <p>Leading all initiatives to ensure school meets defined instructional goals</p> <p>Collecting and analyzing school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement.</p> <p>Monitoring and evaluating staff performance systematically and regularly provide staff feedback and develop professional growth plans when necessary. Follow through with progressive discipline when expectations are not met.</p> <p>Leading staff to accomplish the defined accountability measures to include contractual obligations and federal, state, and district requirements.</p> <p>Fostering effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the individual stakeholder groups:</p> <ul style="list-style-type: none"> <li>● Staff</li> <li>● Student</li> <li>● Parents</li> <li>● School district personnel</li> <li>● Charter School Board of Directors</li> <li>● Referring schools</li> <li>● District representatives</li> <li>● Community partners</li> <li>● Local media</li> <li>● Other stakeholders as identified</li> </ul> <p>Facilitating a school climate that is conducive to student learning and implement research-based instructional practices.</p> <p>Complying with all federal, state, and district safety and security requirements to ensure a safe and secure environment for students and staff.</p>
Wilburn, Julian	Assistant Principal	<p>Ensuring all operational responsibilities are executed in a timely and high-quality manner. Ensuring revenue, enrollment and expense targets are met. Establishing and enforcing standard operational policies and procedures to ensure facility and operational services are safe and effective. Overseeing compliance to federal, state, local and contractual requirements. Identifying</p>

Name	Position Title	Job Duties and Responsibilities
		<p>effectively and managing resources to ensure the school meets its academic and financial goals. Leading the development and implementation of school culture and student behavior plan. Implementing school organizational structures including staffing and scheduling. Overseeing hiring of highly qualified staff who excel at meeting the academic and social-emotional needs of the students. Developing a model of distributed leadership, establishing leadership roles for all staff and students, and sharing leadership responsibilities. Developing and maintaining a positive community and parent relationships. Managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals. Assisting Principal in: and hiring highly qualified instructional staff, supervise and retain highly qualified instructional staff, ensuring instructional staff meets expectations for performance accountability, professional development initiatives, perform all other duties as deemed necessary, which are aligned in accordance with federal, state, and district policies and procedures, to ensure that student educational and behavioral goals and objectives are achieved.</p>

### 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.

Formal and informal partnerships with community agencies and postsecondary institutions are developed to enhance the services provided to all students. The Community and External Engagement Liaison secures affiliation agreements with community agencies and postsecondary institutions to bring university mental health and social work program interns on campus and enhance the overall social services provided. The Academic Advisor hosts College and Career Fairs, postsecondary presentations and workshops, and connects with community industry representatives for the purpose of connecting students to additional college and career representatives and resources. Some of the activities associated with community involvement are: open houses, periodic newsletters, partnership agreements, intern programs, creation and involvement of the school's SAC.

**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))

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by eSchoolware and instructional strategies are directly correlated to the adopted curriculum. eSchoolware courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. eSchoolware (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	92%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (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)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	2021-22: COMMENDABLE 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: MAINTAINING
<b>DJJ Accountability Rating History</b>	

**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*	6	52	50	14	55	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	0	38	38	2	42	38	0		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	0	68	64	6	43	40			
Social Studies Achievement*	23	67	66	10	53	48			
Middle School Acceleration					46	44			
Graduation Rate	55	90	89	11	65	61	6		
College and Career Acceleration	30	71	65	21	69	67	8		
ELP Progress		40	45						

*\* 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)	CSI
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	91
Graduation Rate	55

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	11
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	64
Total Components for the Federal Index	6
Percent Tested	79
Graduation Rate	11

#### 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	44			
ELL	11	Yes	4	4
AMI				
ASN				
BLK	27	Yes	4	4
HSP	22	Yes	4	4
MUL				
PAC				
WHT				
FRL	20	Yes	4	4

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	13	Yes	3	3
ELL	10	Yes	3	3
AMI				
ASN				
BLK	10	Yes	3	3
HSP	15	Yes	3	3
MUL				
PAC				
WHT	16	Yes	3	3
FRL	13	Yes	3	3

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	6			0			0	23		55	30	
SWD										4	2	
ELL	0										2	
AMI												
ASN												
BLK								9		16	3	
HSP	0			0				23		32	5	
MUL												
PAC												
WHT												
FRL	0			0				19		29	5	

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	14			2			6	10		11	21	
SWD										13		
ELL										10		
AMI												
ASN												
BLK				0				18		11		
HSP	17			8			7			11	31	
MUL												
PAC												
WHT										16		
FRL	19			4			10	13		11	22	

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				0						6	8	
SWD										5		
ELL										0		
AMI												
ASN												
BLK										12		
HSP										3		
MUL												
PAC												
WHT										5		
FRL										6	10	

### 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
10	2023 - Spring	6%	50%	-44%	50%	-44%
09	2023 - Spring	5%	48%	-43%	48%	-43%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	48%	-48%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	50%	-47%	48%	-45%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	63%	-58%	63%	-58%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	62%	-52%	63%	-53%

### 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.**

Florida has adopted and amended the new Florida Standards which provide focus on in-depth critical-thinking and problem solving skills. Our school ensures that the core instructional program provided by eSchoolware and instructional strategies are directly correlated to the adopted curriculum. eSchoolware courses serve as the school's primary curriculum and provides foundational, comprehensive, honors, and advanced placement courses. eSchoolware (accredited by the Commission on Schools of the Northwest Association of Accredited Schools) provides comprehensive online instructional content aligned to the Florida Standards.

At Palm Beach Preparatory Charter Academy, our students participate in a customized learning environment. We understand that not all students learn the same way. Our learning platform is designed to support students who are over-age for grade in middle school, or they do not have enough credits to graduate from high school on time.

ELA % Level 3, 4, & 5 by Demographic

FY22 - FSA FY23 - FAST (PM3 only)

LY - 0% LY - 0%

LF - None LF - 12.5%

SWD - 0% SWD - 0%

White - 12.5% White - 18%

Black - 0% Black - 0%

Hispanic - 7.1% Hispanic - 3.1%

Asian - None Asian - None

Am. Indian - 0% Am. Indian - 0%

Muli-Ethnic - 0% Multi-Ethnic - 50.0%

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

After-school tutoring for English Language Learner (ELL) students is an essential and impactful initiative to support their academic progress and language development. Recognizing the unique needs of ELL students, after-school tutoring programs provide targeted assistance tailored to their specific language challenges and academic goals.

These tutoring sessions offer a supportive and individualized learning environment where ELL students can receive focused attention from trained tutors who are experienced in working with English language learners. Tutors can provide additional explanations, clarify concepts, and offer language support to help ELL students comprehend and engage with the content more effectively.

**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.**

B.E.S.T Mathematics assessment (Algebra I and Geometry EOC) had the greatest gap when compared to the state average. The return to in-school from Covid-19 and the economic factors that affected the student(s) home prevented students from returning to school.

State average pass rate for Algebra 1 EOC 50%. Palm Beach Preparatory Academy average pass rate for Algebra 1 EOC was 0%.

The state average pass rate for Algebra 1 EOC was 50% higher than Palm Beach Preparatory Academy students.

State average pass rate for Geometry EOC 48%. Palm Beach Preparatory Academy's average pass rate for Geometry EOC was 2.13%The state average pass rate for Geometry EOC was 45.87% higher than Palm Beach Preparatory students.

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

ESE students had an increase of 10% in graduation rate due to an abundance of ESE Support facilitation.

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

ELL students and attendance rate.

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

Attendance rate, graduation rate, achievement improvement in subgroups: ESE and ELL.

**Area of Focus**

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

**#1. Graduation specifically relating to Graduation****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.

Graduation rate is currently at 54.7%. ESE and ESOL students are our lowest performing sub groups.

**Measurable Outcome:**

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

To increase the graduation rate from 54.7% to 57.7% by May 2024, increasing the graduation rate of ESE and ESOL students by 3%.

**Monitoring:**

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

Students will participate in self-progress monitoring on a daily basis per class and engage in learning conversations/data chats with teachers on a weekly basis to track progress towards graduation. In addition students will meet with guidance counselors to go over their IGP's (Individual Graduation Plan) quarterly.

**Person responsible for monitoring outcome:**

Julian Wilburn (julian.wilburn@pbcharterschools.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.)

Top Score, Study Island, Reading Plus, Small group targeted direct instruction, Saturday School

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students will participate in self-progress monitoring on a daily basis per class and engagement in learning conversations on a weekly basis to track progress towards graduation.

**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 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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.

Pulling and disaggregating benchmark and state assessment data.  
Assigning supplemental EBIs to Tier 2 and Tier 3 students.  
Individual graduation plan meeting on a quarterly basis.  
Pulling benchmark data overtime to compare results and identify learning gains.

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 10/03/2023

Promote Saturday school. Students will attend Saturday School for additional remediation and enrichment.

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 10/30/2023

Hire an additional reading teacher and ESOL Coordinator with the UNISIG grant to ensure our students have the best opportunity to pass the reading assessment. This teachers will support students with closing the achievement gaps in literacy.

**Person Responsible:** Sharard Walker (sharard.walker@pbcharterschools.org)

**By When:** 10/03/2023

**#2. 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.

Attendance was at 45%. Attendance is directly related to culture and environment and impacts student achievement.

**Measurable Outcome:**

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

Palm Beach Preparatory Charter Academy's goal is to improve attendance from 45% to 50% by May 2024, improving our ESE and ESOL student attendance by 5%.

**Monitoring:**

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

Assign the Parent Liaison to maintain communication with parents of students most at risk, including ESE and ESOL students, in an effort to impact attendance.

Parent Liaison will make daily phone calls, meetings and events to promote a positive environment and increase our attendance rate.

Use a Multi-Tiered System of Support to identify the patterns of students who are off-track and access resources at the school to re-engage those students.

Attendance is monitored on a regular basis. Average Daily Attendance is reported weekly at leadership meetings and compared on a YTD basis.

**Person responsible for monitoring outcome:**

Julian Wilburn (julian.wilburn@pbcharterschools.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.)

The evidence-based intervention being implemented for is a Schoolwide attendance plan.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

**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 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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.

Assign the Parent Liaison to maintain communication with parents of students most at risk in an effort to motivate attendance. Parent Liaison will make daily phone calls, meetings and events to promote a positive environment and an increase in our attendance rate.

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 10/03/2023

Use of incentives to promote attendance. Incentives will be given to students who attend school on a regular basis. Students with perfect attendance will be awarded.

Incentives include: Food/Snacks, Parties, Field Trips

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 09/30/2023

### #3. Instructional Practice specifically relating to ELA

#### 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.

ELA state assessment passing rate is currently 14%, impacting graduation for ESE and ESOL subgroups.

#### Measurable Outcome:

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

To increase ELA state assessment passing rate from 14% to 19%. This impacts Tier 2, Tier 3, ESE, and ESOL

subgroups by increasing the likelihood of graduation for these students. 3% increase of ELL students passing the Algebra EOC exam.

After instruction in Reading and Math and based on the school's 2022-23 goals, students in grades 9th through 12th grade - 20% of students will demonstrate readiness to enter the next grade level by scoring at or above proficiency on the Progress Monitoring assessments.

#### Monitoring:

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

Additional support for ELL students in areas of literacy and math.

This area of focus will be monitored by analyzing Study Island diagnostic data and Progress monitoring assessments to determine trends and deficiencies. Targeted intervention will occur based on patterns of deficiencies identified. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

Our monitoring strategies include:

Review of Lesson Plans, Study Island and Reading Plus Data Analysis, Classroom walkthroughs, Formal Observations and Professional Learning Communities attendance/participation.

#### Person responsible for monitoring outcome:

Sharard Walker (sharard.walker@pbcharterschools.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.)

All teachers will implement the new B.E.S.T standards and research-based teaching instruction, such as guided reading and small group differentiated instruction aligned with best practices for meeting the diverse needs of all students to increase ELA achievement and learning gains. Online resources, such as Study Island and Reading Plus will be used to further develop foundational reading skills in grades 9-12.

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

2. Afterschool tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will

support the development of teacher expertise and instructional strategy success and focus.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing Study Island data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the afterschool tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

#### **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 2 - Moderate Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

Yes

#### **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.

Small group instruction using guided reading aligned to student data  
 Fluency and comprehension instruction and progress monitoring including core reading instruction that adheres to the rigor of the B.E.S.T Standards  
 Impact and implementation will be monitored by comparing benchmark and statewide assessment results on a yearly basis.

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 8/30/2023

Modeling specific skills for students to master during core reading instruction, differentiated small group instruction, and core writing instruction through the use of Top Score Writing Workshop Curriculum

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 9/10/2023

Teacher and student data chats twice per quarter

**Person Responsible:** Sharard Walker (sharard.walker@pbcharterschools.org)

**By When:** 8/30/2023

Provide Saturday School Tutoring sessions for lowest 25%

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 09/30/2023

Appropriate use of technology to support instruction, including Reading Plus 9-12 and Study Island 9-12 lessons to remediate Tier II and Tier III skills daily

**Person Responsible:** Sharard Walker (sharard.walker@pbcharterschools.org)

**By When:** 10/30/2023

Teachers will analyze student data to determine strengths and weaknesses in content area

**Person Responsible:** Julian Wilburn (julian.wilburn@pbcharterschools.org)

**By When:** 08/30/2023

### 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)).

School resources and allocations are focused on hiring reading teachers and providing tutoring to allow for increased small group instruction opportunities due to lower staff to student ratios in the classroom, as well as ongoing professional development opportunities either on campus or in the area so the teachers can engage in focused planning that will strengthen their academic instruction and data collection/analysis. The leadership team supports and mentors teachers to ensure consistency with professional development for instructional staff and access and training regarding appropriate curriculums. School resources are also focused on curriculum resources themselves to increase student access and achievement of the Florida B.E.S.T standards, provide intensive reading interventions to students demonstrating deficiencies, and to have resources to support student social/emotional needs and growth.

### 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.

Website, Social Media, Hard Copies sent home, Remind Notices  
www.pbpcac.com

**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))

PBPCA is commitment to providing a nurturing and inclusive environment for our students. However, strengthening the partnership between the school, parents, and the community will further enrich the educational experience and support our student's holistic development.

Building positive relationships with parents is paramount to fostering a collaborative and supportive atmosphere. Implementing the following strategies to encourage parental engagement:

1. Parent-Teacher Conferences: Organize regular parent-teacher conferences to facilitate open communication and provide an opportunity for parents to discuss their child's progress, strengths, and areas for improvement. These conferences should be scheduled at convenient times to accommodate working parents.
2. Parent Education Workshops: Conduct workshops on relevant topics such as effective

communication, parenting skills, and supporting children's academic success. These workshops can be

led by teachers, guest speakers, or community professionals, providing parents with valuable insights and tools to support their child's education.

3. Parent Volunteer Program: Establish a structured volunteer program to encourage parents to actively participate in school activities. Parents can assist in classrooms, school events, and extracurricular activities, fostering stronger ties between the school and the community.

4. Parent Advisory Council: Create a Parent Advisory Council comprising a diverse group of parents who can serve as a liaison between the school administration and the parent community. This council can provide valuable feedback, suggestions, and ideas to improve school policies and programs.

**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))**

The rationale for implementing Saturday school as a means to improve student achievement at the School District of Palm Beach County (PBPCA) is based on several key factors.

1. Additional Learning Time: Saturday school provides students with additional learning opportunities beyond regular school hours. By extending the instructional time, students have more opportunities to engage with the curriculum, practice essential skills, and receive targeted support in areas where they may be struggling. The extra time allows for a more comprehensive and in-depth exploration of key concepts, leading to improved understanding and mastery of the material.

2. Targeted Intervention and Support: Saturday school can be specifically designed to address the needs

of students who require additional academic support. It allows for targeted interventions to be implemented, focusing on individualized instruction, small group work, and personalized feedback. This tailored approach helps to address learning gaps, reinforce foundational knowledge, and provide students with the tools they need to succeed.

3. Reduced Distractions and Increased Focus: By offering classes on Saturdays, students can benefit from

a more focused and distraction-free learning environment. With fewer disruptions and competing responsibilities, students can concentrate better on their studies and engage more deeply with the material. This enhanced focus can lead to improved retention of information and greater academic progress.

4. Flexibility and Enrichment Opportunities: Saturday school can also provide flexibility in scheduling, allowing students to participate in extracurricular activities or pursue other interests during the regular school week. By offering enrichment programs on Saturdays, students can explore various subjects, engage in hands-on learning experiences, and develop their talents in areas beyond the core curriculum. This holistic approach to education promotes well-roundedness and helps students discover and nurture their passions.

5. Academic Accountability and Supportive Community: Implementing Saturday school demonstrates a commitment to academic excellence and a culture of accountability. It sends a clear message to students, parents, and the community that education is a top priority, and that additional resources and support are available to help students succeed. Saturday school can foster a sense of community among students, teachers, and parents, as they come together to collaborate and work towards shared educational goals.

Overall, the implementation of Saturday school at PBPCA aims to provide students with extended learning opportunities, targeted interventions, reduced distractions, flexibility, enrichment, and a supportive academic community. By harnessing these benefits, we can enhance student achievement.

**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))**

All schools have developed formal and informal partnerships with community agencies and post-secondary institutions, and will continue to improve the secondary to postsecondary connection and transition for all students.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Palm Beach Preparatory Charter Academy implemented a career and technical education (CTE) barbering program for the 22-23 school year. On May 31, 2023, the CTE barbering program celebrated its first two graduates of the program. The barbering program currently continues with curricula, practice tests and industry certification exams with retakes are available to both students and staff.

Palm Beach Preparatory Charter Academy currently offers the Introduction to Information Technology course via ESW, and expects to include that as a career-themed course offered in conjunction with the career and technical education program. After the initial CTE program implementation phase, Palm Beach Preparatory Charter Academy will build career academies that include both state and online curricula, industry certification, and articulation agreements.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Graduation: Graduation				\$88,003.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG	1.0	\$53,362.00
			Notes: Classroom teacher to teach Reading for grades 9-12. This position will be on the master board and allow for smaller class sizes with focused target groups for reading instruction. 1.0 FTE x \$53,362 = \$53,362. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG		\$4,082.00
			Notes: Benefits for Reading Teacher: \$53,362 * 7.65% benefits = \$4,082. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG		\$546.00
			Notes: Instructional Supplies: Paper, pens, paper, markers and notepads. Total = \$546. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG	0.38	\$22,000.00

			Notes: Part-time In-System Tutorial: Saturday tutorial for ELA, Math and Social Studies for grades 9-12 starting in November of 2023. Salaries: 5 tutors x 1 day per week x 5 hours per day x 22 weeks x \$40 per hour = \$22,000. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG		\$1,683.00
			Notes: Benefits for Saturday Tutorial: \$22,000 * 7.65% benefits = \$1,683. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG	0.24	\$5,880.00
			Notes: Part-time In-System Tutorial: Afterschool ESOL Coordinator tutorial for ELA ELL students for grades 9-12 starting in September of 2023. Salaries: 1 tutor x 3 days per week x 2 hours per day x 28 weeks x \$35 per hour = \$5,880. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG		\$450.00
			Notes: Benefits for ELA/ELL Tutorial: \$5,880 * 7.65% benefits = \$450. SDPBC Code 397 - Charter School Reimbursement.			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$6,997.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG	0.18	\$4,500.00
			Notes: Part-time In-System Support by School Staff: Community Engagement Liaison to support parents and families in after-hour events such as parent trainings, college night, curriculum night, financial literacy, etc. Salaries: 1 staff x 1 hours x 5 events x 36 weeks x \$25 per hour = \$4,500.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG	0.08	\$2,000.00
			Notes: Part-time In-System Support by School Staff: Community Engagement Liaison to support parents and families throughout the summer. Salaries: 1 staff x 2.5 hours x 4 events x 8 weeks x \$25 per hour = \$2,000.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG		\$344.00
			Notes: Benefits for Parent Liaison During school year: \$4,500 * 7.65% benefits = \$344.			
	5100	390	3971 - Palm Beach Preparatory Charter Academy	UniSIG		\$153.00
			Notes: Benefits for Parent Liaison During Summer: \$2,000 * 7.65% benefits = \$153.			
3	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
Total:						\$95,000.00

## Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No