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Performance Based Preparatory Academy

2909 DELAWARE AVE, Fort Pierce, FL 34947

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

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.

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

Provide the school's vision statement.

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

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

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 previous years data with regards to the SIP will be shared initially amongst the Leadership Team, Teachers and School Staff. The group will create a "draft" plan of ideas and research-based strategies and practices to be used in closing the achievement gap(s) of those students targeted. The draft will be shared with the other stakeholders (students, families and community leaders) for their input to enhance the plan. A final draft will be created, reviewed and voted on for acceptance by all stakeholders.

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 PBPA SIP will be reviewed and discussed monthly during leadership meetings and SAC meetings. Revisions/enhancements will be made based on discussions, ideas and advice to ensure continuous student achievement, with an emphasis on those students with the greatest achievement gap.

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)	High School PK, 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	81%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	

	2017-18: COMMENDABLE 2016-17: MAINTAINING
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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0

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

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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	56
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	70

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6

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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

The number of students identified retained:

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

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*		43	50		46	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		22	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		61	64		29	40			
Social Studies Achievement*		60	66		43	48			
Middle School Acceleration					46	44			
Graduation Rate	58	91	89	61	58	61	48		
College and Career Acceleration	17	70	65	27	60	67	14		
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	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	75
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	58

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	88
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	61

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	37	Yes	1	
ELL	38	Yes	1	
AMI				
ASN				
BLK	41			
HSP	25	Yes	4	1
MUL				
PAC				
WHT	45			

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%
FRL	36	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	75			
ELL	57			
AMI				
ASN				
BLK	47			
HSP	33	Yes	3	
MUL				
PAC				
WHT	45			
FRL	42			

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										58	17	
SWD										0	2	
ELL											1	
AMI												
ASN												
BLK										19	2	
HSP										6	2	
MUL												

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
PAC												
WHT										23	2	
FRL										17	2	

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										61	27	
SWD										75		
ELL										57		
AMI												
ASN												
BLK										71	22	
HSP										53	13	
MUL												
PAC												
WHT										55	35	
FRL										60	23	

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										48	14	
SWD												
ELL										63	8	
AMI												
ASN												
BLK										53	12	
HSP										45	5	
MUL												
PAC												
WHT										40	14	
FRL										45	8	

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	*	48%	*	50%	*
09	2023 - Spring	*	42%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	34%	-31%	50%	-47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	39%	-35%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	61%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	59%	-41%	63%	-45%

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.

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

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

From 2021 to 2022 our ELL students (which include our Hispanic students) showed the greatest decline in graduation rate going from 63% to 57%. All other subgroups increased during that same timeframe. We attribute that decline to not having staff nor the master schedule built to service these students directly. Now we've hired staff to communicate and service the targeted students with small group instruction focusing on improving on reading, comprehension and writing.

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.

At PBPA our documented data noted from 2019 states that our English proficiency showed the greatest gap in comparison to the school district and state averages. The factors that contribute to this gap are student absenteeism over the years leading to gaps in content knowledge specifically reading, comprehension and vocabulary. This transcends all grade levels (9-12) and each subgroup (Black, White, Hispanic, ELL & ED).

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

From the 2021-2022 our Black students showed the greatest improvement in graduation rate going from 53% to 71%. The school hired staff and added Intensive Reading on the master schedule to service the targeted students with small group instruction focusing on improving on reading, comprehension and writing.

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

N/A

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

Highest Priorities for Improvement:
Student Attendance.
Students Passing State/National Assessments towards earning their diploma.
Student improvement of G.P.A.'s
Graduation Rate.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Hispanic

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.

Currently, 81% of our active Hispanic students have not shown the level of proficiency on their state assessment in reading, while 75% have not shown the level of proficiency on their state assessment in math.

Measurable Outcome:

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

Our Hispanic students will increase achievement to meet minimum of 42% on the Federal Index.

Monitoring:

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

- 1) classroom instruction
- 2) time on task
- 3) course completion
- 4) course grades - progress checks
- 5) student meetings with leadership team about individual academic progress

Person responsible for monitoring outcome:

Arthur Jamison (arthur.jamison@stlucieschools.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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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 4 - Demonstrates a Rationale

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.

Hispanic students will be scheduled within a "test prep" class with English teacher.

Test prep assessments will be administered.

Data will be tracked on student progress.

Reteach based on deficient standards.

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

By When: This will process will be ongoing throughout the year as the students take multiple assessments towards earning the minimum score the denotes proficiency for earning their diploma.

#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.

At PBPA our ongoing target to help improve our student attendance is based on improving our school culture and environment. We want to make our school inviting whereas students will want to come to the school on a regular basis not only for academics but also a place of comfort and support. We will work with the student and parent to create a path for life after high school. Once we find out the student's interest/goal, we will work with all stakeholders to prepare the student to follow their path towards success.

Measurable Outcome:

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

In the previous school year our overall yearly attendance improved 12.41% from 46.5% to 59%. Our goal is to average "at least" 65% for our overall yearly attendance for the 2023-2024 school year.

Monitoring:

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

At PBPA we have implemented monthly Attendance Meetings to aid in tracking our student's attendance rates. We believe that it aided in improving our yearly attendance rate by more than 12%. This year will be conducting weekly attendance meetings. From these meetings, data will be shared, and assignments will be given to reach those not attending. Additionally, PBIS prizes will be given as rewards for those that attend regularly.

Person responsible for monitoring outcome:

Arthur Jamison (arthur.jamison@stlucieschools.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.)

At PBPA we will be implementing a 5-step approach to improving attendance and creating a positive school environment.

- 1) Monitoring Attendance Rates weekly.
- 2) Engaging those identified students and parents.
- 3) Work collaboratively with parent to create a personalized plan to aid student(s).
- 4) Provide ongoing personalized attention to those identified students.
- 5) Acknowledge those students identified for good and improved attendance.

In searching for ways to improve our student attendance rate, we found research conducted by the Attendance Works Organization on addressing attendance issues in schools. What we found was that our previous strategies were leading us in the right direction, but the study helped us to fine tune our strategies for this upcoming school year.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At PBPA one main reason why students attend our institution is because of absenteeism over the previous years at the comprehensive schools. This absenteeism has led to academic struggles leading to failure. Once a student arrives, it is our job to build them up. We want each student to make incremental improvements towards the ultimate goal of earning their diploma. The Attendance Works Organization states, "chronic absence can be reduced when schools work with families and communities to debunk common myths about attendance, build a culture of going to school every day" and address barriers of completing and passing coursework.

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?

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.

Student (Future) plans noted.

Weekly attendance meetings for tracking.

Assign leadership staff to address concerns.

Work with stakeholders to set student up on future goals.

Acknowledge those students identified for good and improved attendance.

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

By When: We will provide our students the opportunity to explore their future. This will be through field trips, guest speakers, and job shadowing. Furthermore, each student will be aided in the process of completing any documentation that is needed to catapult the student towards positive success after high school. This will process will be ongoing throughout the year and will aid in increasing our school's attendance.

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).

The Performance Base Preparatory Academy (PBPA) leadership team will take a four-step approach in ensuring resources are allocated based on the needs of the school and directly related to the targeted group(s).

*PBPA will partner with the Federal and Special Programs Manager over Title 1 to plan our yearly budget initially ensuring that the needs of the school are addressed as noted in the SIP.

*Working in conjunction with the Coordinator for Title 1, the PBPA team will plan parent involvement events and provide resources to aid in supporting academic achievement in the homes.

* The school's leadership team will meet with the SAC monthly to review the progress of the school specifically addressing targeted groups or areas of improvement.

* Throughout the school year PBPA will collaborate with the District Administrator on Special Assignment overseeing grants to review our progress in utilizing allocated funds to address school needs identified in the SIP.

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

Na

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

NA

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

Na

Grades 3-5 Measurable Outcomes

NA

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.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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

N/A

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.

Once the PBPA SIP has been vetted and approved, it will be published on the school's website. In addition, the SIP will be emailed out to all stakeholders. Furthermore, as stated earlier, the SIP will be referenced monthly at faculty/staff meetings, SAC meetings and through email focusing on progress in relation to the SIP. Finally, hard copies will be displayed in the front lobby area of the school for all to have access and quarterly data will be projected on the lobby area monitor denoting grad rate based on sub-groups.

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))

PBPA plans to build positive relationships with parents, families and other community stakeholders through these points:

1. Being consistent in sharing school information with all stakeholders through social media platforms.
2. Making a concerted effort to increase parent participation in the school's SAC.
3. Hosting more academic school events on the calendar that will give stakeholders more opportunities to witness and keep parents informed of 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)

At PBPA we have hired an instructor solely for working with all of our students who need to meet their state assessment graduation requirement. A Critical Thinking class has been created on the master schedule to have our students work on math skills, reading skills and test taking strategies. Additionally, we will be offering our extended day program once again, where students are urged to stay after school and get academic assistance in their classes or assessment preparation.

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))

N/A

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))

At PBPA the school is afforded a school counselor (on a regular basis) and part-time mental health counselor and social worker. These three individuals meet weekly to work collaboratively in sharing student information to provide support services in aiding our students' academic success. Resources are shared with the student's family. Additionally, the students is monitored weekly by the assigned staff regression or improvement of said concern.

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))

PBPA is assigned a Drop-Out Prevention Specialist. This person works collaboratively with our school counselor to provide opportunities for our students to be exposed to post-secondary options. This includes but not limited to, technical school, military, and university options through field trips, job shadowing and guest visits.

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).

At PBPA we are able to get to know each and every student due to our small student population. Because of this, we are able to address behavior issues at early stages. Our teachers are tasked with utilizing their homeroom SEL timeframe to reach students in a more intimate setting. Whole group discussions focusing on student data and student well-being aids the school leadership in working with our social worker and/or mental health counselor to minimize and behavior issue(s).

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))

We at PBPA have partnered with the school district's Office of Teaching and Learning to receive yearly professional learning focusing on our "at-risk" population. The professional learning known as "Tough Kids" gives our total staff strategies to help inspire, encourage, and motivate our students towards academic success. We believe that improved academic student success will lead to recruiting and retaining effective teachers.

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))

N/A

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: ESSA Subgroup: Hispanic				\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$32,099.55
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0162 - Performance Based Preparatory Academy	UniSIG		\$1,499.55
			<i>Notes: Supplies for tracking student progress and student engagement</i>			
	7800	390	0162 - Performance Based Preparatory Academy	UniSIG		\$12,100.00
			<i>Notes: Transportation for field trips: (2) - 1 day trips to tour the campus of a University of Central Florida to cultivate a campus of acceleration to college. (2) trips to Disney Imagination Campus experiences.</i>			
	5100	310	0162 - Performance Based Preparatory Academy	UniSIG		\$14,100.00
			<i>Notes: Entry fee for Disney Imagination Campus experiences: 1 - Arts and Humanities - 50 students x \$141 = \$7050 1 - Science and Tech - 50 students x \$141 = \$7050</i>			
	5100	642	0162 - Performance Based Preparatory Academy	UniSIG		\$4,400.00
			<i>Notes: Student Supplies- TI-84 calculators for students to use during math instruction for Algebra and Geometry \$110 x 40 = \$3300</i>			
					Total:	\$32,099.55

Budget Approval

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

Yes