

Brevard Public Schools

Palm Bay Academy Charter School



2021-22 Schoolwide Improvement Plan

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Palm Bay Academy Charter School

2112 PALM BAY RD NE, Palm Bay, FL 32905

<http://www.palmbayacademy.org>

Demographics

Principal: Madhu Longani A

Start Date for this Principal: 10/10/2000

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	<p>Black/African American Students</p> <p>Economically Disadvantaged Students</p> <p>English Language Learners</p> <p>Hispanic Students</p> <p>Multiracial Students</p> <p>Students With Disabilities</p> <p>White Students</p>
School Grades History	<p>2018-19: C (44%)</p> <p>2017-18: C (51%)</p> <p>2016-17: B (57%)</p> <p>2015-16: C (51%)</p>
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part 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

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Allred, Michelle	Assistant Principal	Mrs. Allred is the Assistant Principal and the Title 1 Coordinator for PBA. Her responsibilities include teacher observations and walkthroughs as well as student discipline and positive support. Mrs. Allred also does small group instruction with our lowest 25% groups as well as all facets of the Title 1 program 1) Parent Engagement 2) Inventory 2) Data collection and analysis.
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.
Scott, Kim	Principal	
Kinsel, Marilyn	Other	Director of Operations Mrs. Kinsel's is responsible for the daily operations at the school such as staffing, scheduling, and completion of required documents and reports that are necessary.
Orellana, Kristina	Teacher, K-12	MTSS Coordinator - Facilitator/teacher of academic intervention groups and Individual Problem Solving Team composed of district and school staff and families; evaluator of student and family needs and link to services, mental health and behavior intervention coordinator.
Gilchrist, Christina	Instructional Coach	Ms. Gilchrist is the Reading/ELA Coach for PBA. Her responsibilities include coordinating content area curriculum, maintaining PBA's digital platforms for progress monitoring, collecting and analyzing the schools reading and writing data, and gifted and talented education teacher for both the elementary and middle school campuses.
Dobbs, Bill	Teacher, K-12	Mr. Dobbs is fifth grade math teacher and Math Coach for PBA. His responsibilities as math coach are to support best practices in using data, provide analysis of grade level trends in instruction, and make recommendations about potential next steps to

Name	Title	Job Duties and Responsibilities
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address
areas of need.

Demographic Information

Principal start date

Tuesday 10/10/2000, Madhu Longani A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

366

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	44	34	41	34	29	36	49	42	0	0	0	0	363
Attendance below 90 percent	0	11	5	8	4	7	2	10	5	0	0	0	0	52
One or more suspensions	0	0	1	0	3	0	0	4	3	0	0	0	0	11
Course failure in ELA	0	0	0	0	6	0	3	13	10	0	0	0	0	32
Course failure in Math	0	0	0	0	6	2	5	17	16	0	0	0	0	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	4	14	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	8	18	0	0	0	0	29
Number of students with a substantial reading deficiency	15	16	6	4	3	2	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	0	4	2	3	0	0	0	0	0	0	14

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	5	1	0	1	2	2	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	3	0	4	0	0	0	0	7

Date this data was collected or last updated

Monday 7/12/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	45	38	45	31	35	34	34	37	0	0	0	0	345
Attendance below 90 percent	9	9	14	7	3	3	11	4	16	0	0	0	0	76
One or more suspensions	0	0	1	1	2	1	3	0	3	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	14	3	10	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	8	18	9	8	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	4	1	1	1	5	4	10	0	0	0	0	32

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	45	38	45	31	35	34	34	37	0	0	0	0	345
Attendance below 90 percent	9	9	14	7	3	3	11	4	16	0	0	0	0	76
One or more suspensions	0	0	1	1	2	1	3	0	3	0	0	0	0	11
Course failure in ELA	0	0	0	5	1	3	13	9	11	0	0	0	0	42
Course failure in Math	0	0	0	6	2	5	17	12	17	0	0	0	0	59
Level 1 on 2019 statewide ELA assessment	0	0	0	0	2	4	14	3	10	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	8	18	9	8	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	3	4	1	1	1	5	4	10	0	0	0	0	32

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%			42%	65%	61%	48%	68%	60%
ELA Learning Gains	41%			53%	58%	59%	49%	59%	57%
ELA Lowest 25th Percentile	46%			51%	54%	54%	44%	54%	52%
Math Achievement	34%			36%	67%	62%	51%	67%	61%
Math Learning Gains	38%			41%	62%	59%	59%	61%	58%
Math Lowest 25th Percentile	46%			47%	59%	52%	53%	56%	52%
Science Achievement	26%			32%	62%	56%	48%	63%	57%
Social Studies Achievement	62%			43%	80%	78%	63%	81%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	64%	-9%	58%	-3%
Cohort Comparison						
04	2021					
	2019	31%	61%	-30%	58%	-27%
Cohort Comparison		-55%				
05	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-31%				
06	2021					
	2019	36%	60%	-24%	54%	-18%
Cohort Comparison		-43%				
07	2021					
	2019	40%	58%	-18%	52%	-12%
Cohort Comparison		-36%				
08	2021					
	2019	50%	63%	-13%	56%	-6%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	61%	-24%	62%	-25%
Cohort Comparison						
04	2021					
	2019	21%	64%	-43%	64%	-43%
Cohort Comparison		-37%				
05	2021					
	2019	32%	60%	-28%	60%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-21%				
06	2021					
	2019	40%	67%	-27%	55%	-15%
Cohort Comparison		-32%				
07	2021					
	2019	33%	62%	-29%	54%	-21%
Cohort Comparison		-40%				
08	2021					
	2019	39%	43%	-4%	46%	-7%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	56%	-27%	53%	-24%
Cohort Comparison						
08	2021					
	2019	36%	53%	-17%	48%	-12%
Cohort Comparison		-29%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	74%	-25%	71%	-22%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	61%	15%	61%	15%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Exact Path was the data collection tool used for 1st -5th grade ELA and Math

The BOK was the collection tool for Elementary Science

IXL was the collection tool for 6th-8th grade Math

The data for ELA, Civics, and Science from Middle School was unable to be retrieved.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		8%	17%	22%
	Economically Disadvantaged		8%	17%	22%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	32%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		4%	4%	28%
	Economically Disadvantaged		4%	4%	28%
	Students With Disabilities		0%	0%	0%
	English Language Learners		0%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2%	8%	37%
	Economically Disadvantaged	2%	8%	37%
	Students With Disabilities	0%	0%	0%
	English Language Learners	20%	40%	40%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	13%	24%
	Economically Disadvantaged	5%	13%	24%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	20%	60%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	22%	31%
	Economically Disadvantaged	11%	22%	31%
	Students With Disabilities	0%	37%	37%
	English Language Learners	0%	0%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2%	11%	27%
	Economically Disadvantaged	2%	11%	27%
	Students With Disabilities	0%	12%	25%
	English Language Learners	0%	0%	0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12%	32%	51%
	Economically Disadvantaged	12%	32%	51%
	Students With Disabilities	0%	0%	40%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	6%	12%
	Economically Disadvantaged	6%	6%	12%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23%	20%	29%
	Economically Disadvantaged	23%	20%	29%
	Students With Disabilities	20%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	8%	11%
	Economically Disadvantaged	8%	8%	11%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	16%	25%	43%
	Economically Disadvantaged	16%	25%	43%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	14%	22%
	Economically Disadvantaged	12%	16%	51%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	16%	30%
	Economically Disadvantaged	13%	16%	30%
	Students With Disabilities	0%	2%	8%
	English Language Learners	0%	0%	12%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	17%	32%
	Economically Disadvantaged	16%	17%	32%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	5%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	NA	NA	NA
	Economically Disadvantaged	NA	NA	NA
	Students With Disabilities	NA	NA	NA
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	39		29	50						
ELL	35	57	80	42	61		9				
BLK	28	37	42	23	31	31	24	40	50		
HSP	39	45		43	47						
MUL	45	38		36	54						
WHT	57	48		43	33		40				
FRL	38	41	50	31	36	39	24	29	27		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	33	41	17	48	47	11				
ELL	34	44		30	43		20				
BLK	29	47	44	23	36	43	23	24			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	47	54		35	46		25				
MUL	59	53		44	29						
WHT	59	66	70	58	52		47	91			
FRL	42	53	51	36	41	48	32	45	55		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	36	47	9	33	35	20	45			
ELL	32	53	60	45	65						
BLK	39	42	37	40	55	59	39	48	33		
HSP	57	57		54	57		67				
MUL	33	47		57	56						
WHT	59	55		64	65	20	54	75	43		
FRL	48	49	44	51	59	53	48	63	41		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	416
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	44
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Palm Bay Academy students continue to struggle significantly in ELA and Math across all grade levels and all subgroups. Evidenced by a significant decline in FSA scores including an eighty-six point drop over the past two years. 61% of Palm Bay Academy students received a level one or two on the FSA ELA. The FSA math scores are even more alarming with 69% of PBA students achieving a level one or two. 76% of PBA students scored a level one or two on the 2020-2021 FCAT Science test and students show a lack of scientific vocabulary.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data shows that PBA's FSA ELA scores dropped 1% since the last testing period. FSA Math scores decrease 5% and FCAT Science scores dropped 6%. Palm Bay Academy's scores in all three areas are distressing with Science and Math making the largest declines.

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

Palm Bay Academy believes that the largest contributing factor to the decline in academic performance was COVID-19. Many students were online since March of 2020. This was challenging for any school with a substantial percentage of low socioeconomic families. PBA discovered that students lacked the technology needed. PBA provided all families with computers and internet to families in need. PBA families struggled with computer-based learning. Some students had parents that did their work for them while other students had no academic support at all. The rigor and nuances of school were lost. The teachers at PBA are excited to have the students back in their classrooms and are working hard to accelerate student learning and growth in all academic areas. Our Reading Coach and MTSS teams will work to help all students improve in ELA through acceleration practices. Teachers will receive training from Columbia Teachers College on methods to engage learners by bringing authentic texts and experiences to students. PBA will also incorporate Flocabulary to our toolbox allowing increased vocabulary skills which will enhance student knowledge across all subjects. PBA's fifth grade teacher is working on the math program and supplemental math programs to push our students forward. Teachers will attend Math PD's and analyze where our students need additional support. Lastly, the Assistant Principal is diving into our STEM Scopes program by modeling the program for the teachers and working to accelerate small groups of students who exhibit the greatest need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component with the most improvement is the lowest 25% in ELA. This is a direct reflection of the work and resources dedicated to working with the lowest 25% and an overall school focus on ELA. We were highly focused on our professional development in writing, supporting teachers in ELA instruction through modeling and planning, and the inclusion of a school-wide goal to improve ELA performance.

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

Our major areas of concern to this year include increasing student scores in the areas of Math, Science, and ELA.

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

The acceleration of learning can be implemented in a number of ways. Research has shown that two factors – relevant background knowledge and vocabulary – largely determine how well students understand what they read. We can bolster students' comprehension of grade-level text by building knowledge and vocabulary in a variety of ways, including immersion in multimedia resources that focus a single topic. Integrating more Science and Social Studies vocabulary into other subjects would strongly bolster student knowledge in these areas.

We will also practice scaffolding intentionally to increase all skills. One of the easiest ways to accelerate is to determine the taxonomy of a lesson's standard and learning target, and then begin instruction at a lower taxonomy level, building understanding and confidence as you gradually ramp up the rigor. Similarly, starting a lesson with less complex text to establish a solid foundation of understanding before transitioning to more complex text allows students to be successful with text that may have been inaccessible without that support. Finally, combining skills rather than focusing on isolated skills provides opportunities for students to use familiar, mastered skills in conjunction with newly acquired ones to achieve new levels of understanding.

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

Columbia Teachers College works very closely with our school and provides many phenomenal professional development opportunities to our school. This group of experts will bring PD's on how to integrate vocabulary across the curriculum, expanding our students knowledge and helping our teachers grow. Columbia has also worked with us in the past teaching our teachers how to use intentional scaffolding, we will ask Columbia to integrate this technique into our future PD's

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

We have already begun the implementation of two research based SEL curriculums to provide targeted instruction to help ease the impact of COVID19's emotional hardships. Palm Bay Academy has been a Leader in Me School for three years and have seen great improvement in student and family perception data received each year. In addition, we are implementing Harmony SEL to our classroom morning meetings. Harmony SEL provides rich materials with content to be delivered by our classroom teachers each day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	SY 20-21 FSA data shows 39% of students performing at proficiency (3+) compared to the state average of 46% and the district average of 50%.
Measureable Outcome:	Math proficiency for the lowest 25% subgroup will increase as measured by FSA Math assessments from 31%-34% in both Elementary and Middle Schools The following ongoing monitoring through the following measures:
Monitoring:	iReady Diagnostic Math (3x yearly) grades K-8 Sadlier Diagnostic and Benchmark tests (3x a year) grades K-8
Person responsible for monitoring outcome:	Bill Dobbs (bdobbs@palmbayacademy.org)
Evidence-based Strategy:	Math performance will improve through implementation of the following strategies: <ul style="list-style-type: none"> • Grade level teams will meet weekly to plan and reflect on quality instruction. • The fifth-grade math teacher/coach 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. • The fifth-grade math teacher/coach will do a three part math workshop on conceptual math. • MTSS teams will create math groups for all tier levels and work to accelerate math learning. • The Sadlier math program has been integrated to the curriculum as a supplemental resource to further instruction and performance. • Grade level teams will meetings helps keep the teachers on track and demonstrates the need for improvement. • Working both individually and with groups of teachers will ensure quality instruction is taking place in all classrooms and teachers are held accountable for student learning.
Rationale for Evidence-based Strategy:	<ul style="list-style-type: none"> • The math workshop focus was chosen because of the extensive successful research that has been completed that supports conceptual math and helps prepare teachers for the new BEST standards. • MTSS teams will create math groups for all tier levels and work to accelerate math learning ensuring that the needs of all students are met. • The Sadlier math program will further instruction and performance.

Action Steps to Implement

- Grade level team meetings have been placed on the calendar.
- Math coach has mapped out a plan to reach all teachers individually and in groups.
- The math workshop has been developed and series one has already been implemented. MTSS teams have designed their first math interventions and will carry this on through the year. The Sadlier Math program has been rolled out and the first diagnostic test has been completed.
- Planned and focused pacing guides aligned with the BEST standards with embedded unit plans to

include day by day lessons which are designed by collaborating grade level members with strategies and resources

Person Responsible Bill Dobbs (bdobbs@palmbayacademy.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: SY 20-21 FSA ELA data shows 39% of students performing at proficiency (3+) compared to the state average of 52% and the district average of 56%.

Measureable Outcome: ELA proficiency for the lowest 25% will increase as measured by FSA ELA assessments from 39% to 42% in both Elementary and Middle Schools

The following ongoing monitoring through the following measures:

- Monitoring:**
- iReady Diagnostic (3x yearly)
 - Monthly assessment through iReady.
 - A baseline will be collected in August and progress will be tracked each month using the Dibels tests (DAZE/DORF/MAZE/ORF/PSI and Running Records tests).

Person responsible for monitoring outcome: Christina Gilchrist (cgilchrist@palmbayacademy.org)

Evidence-based Strategy: We will be implementing a structured ELA/Writing block where teachers are required to address the five pillars of literacy. During the 90-minute reading block, teachers will address comprehension, fluency, word study, grammar, and phonics/phonemic awareness. Each segment of the reading block will have a focus lesson to not only provide direct-instruction but also provide an opportunity for engagement and setting the purpose for learning. During the dedicated writing block, teachers will utilize the I do, we do, you do methodology to provide instruction, guidance, and practice of the complete writing process.

Rationale for Evidence-based Strategy: The segmented balance literacy focus during the 90-minute reading block was chosen because of our work with Columbia University's Teacher College and the research conducted using Jahn Hattie's Visible Learning. The strategies are proven to not only be effective but also are high-yield learning strategies (classroom management and quality of teaching are both high-yield strategies with an effect size of 0.40+).

Action Steps to Implement

The following action steps will be taken :

- Specific pacing guides with unit plans completed up to the day-by-day portion of the plan, helping teachers understand the material and reach their goals.
- Participation and implementation of the Literacy Unbound - Reimagining Reading Professional Development conducted with our partnership with Columbia University's Teacher College. Literacy unbound is predicated on a belief in the power of play in the classroom, Literacy Unbound seeks to unbind traditional approaches to the teaching of reading and writing, troubling the divide between critical and creative thinking, demonstrating that intellectual rigor requires both. This approach brings teachers and students together as creative collaborators to re-imagine challenging, classic texts through multiple modalities. Reinvigorate classroom communities using arts-infused, project-based, collaborative curricula developed around a shared text, increasing student engagement and building community in the process.
- Grade-level meetings will be held (at minimum) bi-weekly to discuss planning, data analysis, and next steps, keeping teachers in the loop and on top of the data for their students.

Person Responsible Christina Gilchrist (cgilchrist@palmbayacademy.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Based on 2020-21 FCAT assessment data and coach observations, attention needs to be given to Science instruction across all grades. The focus will be on the structure of the science block and how to expand science time through the use of the reading block. All too often science is not a priority in non-FCAT Science grades and teachers are using resources and materials from other resources other than our school-provided STEMscopes. This impacts student learning because there is a lack of focus and purpose for learning during this dedicated science time and no real learning gaps are being addressed.

Measureable Outcome: Science proficiency for the lowest 25% subgroup will increase as measured by FCAT assessments from 24% to 27% in both Elementary and Middle Schools

Monitoring: PBA will monitor science progress through a variety of assessments and observations. We will monitor quarterly assessment data collected. There will also be weekly check-ins at grade-level meetings.

Person responsible for monitoring outcome: Michelle Allred (mallred@palmbayacademy.org)

Evidence-based Strategy: We will be implementing a structured science block where teachers are required to use the STEMscopes materials and observations will be made by the leadership team. There will be a focus lesson to not only provide direct instruction but also provide an opportunity for engagement and setting the purpose for learning. During the reading block, students will be provided the reading material for the science lesson that will be addressed during the dedicated science block. Teachers will utilize the 5 E Model (engage, explore, explain, elaborate, and evaluate) to provide instruction, guidance, and practice with the grade-level specific science standards.

Rationale for Evidence-based Strategy: The 5 E model was chosen because of our work at the Florida STEMposium and its close connection to the reading and writing processes we already have in place.

Action Steps to Implement

Model and observe the use of STEMscopes materials. Model and observe the use of the 5 E model for effective Science instruction. Plan 5 E lessons with the instructional coach during grade-level meetings and implement those plans during the science block. Observe teachers implementing the 5 E STEMscopes lessons.

Person Responsible: Christina Gilchrist (cgilchrist@palmbayacademy.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the SafeSchoolsforAlex.org dashboard, ranked 200 out of 313 for combination schools statewide. This was an exceedingly high ranking and PBA worked hard to improve our school culture and help students with their social emotional needs. PBA implemented the Leader in Me Program in 2018/19 and we are seeing the results. This program helps students become Leaders and learn better pathways for behavior. We have found remarkable success and will continue to implement this program. Additionally, we have added Harmony SEL to our teacher's morning work. The addition of this program helps start the day off on the right foot and pairs nicely with Leader in ME allowing for additional tools for our students as they grow. Many of the incidents were found at the Middle School. To prevent additional incidents, all Middle School teachers were given a SEL PD and additional tools to help them in their classrooms. PBA has also reached out to the Brevard County Sheriff's office, and we are planning to have Sherriff Ivy do a special program geared towards middle school students which demonstrates the need to make good choices in life.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Palm Bay Academy (PBA) has put forth an incredible effort to reach out to our families and bring them into the school. Prior to COVID, attendance at our school events more than doubled from previous years due to a strong focus on family engagement and staff dedication to our families. PBA included students in performances at every event which drew families and stakeholders to the school who then discovered that our family engagement events weremeaningful and worthwhile. The Covid-19 pandemic has been a challenge for keeping school involvement growing but it is a challenge that we were able to overcome with great success. PBA created monthly virtual events that truly engaged the families and the students were excited to show off their school, virtually, to their families. Our virtual events are modeled after our in-person events and include the students as the stars of the show leading families to click the link and watch their children fully engaged in their school environment. While the parents are discovering their student's school virtually, they are exposed to a plethora of learning activities designed to help them practice the skills needed to become better at home teachers for their child. Parents will also find a link to well designed exit slips specific to issues that may need to be addressed at the school. We are asking for parents to give PBA their honest and true opinions about things that we could do to improve the school. We have also increased the number of surveys that we have distributed to families with

the purchase of Survey Monkey. PBA used Survey Monkey to create the Annual Survey and continues to use it throughout the year as a tool to ask all stakeholders specific questions designed to gather information for improvement. The addition of the Parent Panther Leaders (PPL) group/class has been beneficial to the school culture. PPL is designed to help parents learn the Seven Habits of the Leader in Me program which is vital to our school culture. The parents who attend the PPL class are a strong group of parents who have been successfully charged with inviting other friends and families from the school to join them for each event. Although we have become technologically savvy in our adjustment to Covid-19 and the demands of today's society, we still ensure that all parents receive a paper copy if needed and all information is properly translated to Spanish and Haitian Creole, regardless of the format of delivery. This year, we hope to bring families back into the school but, as COVID continues to dictate our lives, we are ready to bring our families into the school regardless of the circumstances.

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

Palm Bay Academy plans to continue building positive relationships with parents and families through hosting various family nights such as our "Reader's of the Caribbean" event and Parent Panther Leaders (PPL) Meetings. These meetings give parents a chance to get to know their children's teachers and other parents in our school community. PPL meetings allow parents a unique opportunity to work through the seven habits of Leader in Me and apply them to their homelife. Both types of family events provide specific materials to use at home with their child(ren). We build positive relationships with community stakeholders through mentoring programs and inviting community business and resources to our events. Both parents/families and community stakeholders are welcome to give input into our School Improvement Plan, Compact and Parent Family Engagement Plan through face to face meetings and surveys throughout the year. To build a positive culture for our staff and build leadership capacity, we funded a summer cohort through Title 1 to review our school data, identify areas of concern school-wide, and create solutions. All staff was encouraged to attend to provide insight and ideas. Once the areas of concern were identified, staff separated into separate cohorts to focus on one area to problem-solve. Teachers continue to meet and discuss data and pathways to improvement during their grade level meetings. Overall, this has created a strong sense of ownership to the school's mission and vision, and the staff has shown more fidelity in the implementation thus far than in previous years.