

Brevard Public Schools

PALM BAY ACADEMY CHARTER SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Latanya Hairiston

Position Title

Assistant Principal

Job Duties and Responsibilities

Provides instructional leadership by providing teachers with up-to-date, research based, effective practices that improve student achievement. Models effective instructional practices and supports teacher growth through observation and feedback. Identifies and develops school leaders to enhance the impact of high quality instructional practices. Encourages a culture of collaboration, self reflection and growth through participation in collaborative planning sessions.

Leadership Team Member #2

Employee's Name

Madhu Longani

Position Title

Director of Schools

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Marilyn Kinsel

Position Title

Director of Operations

Job Duties and Responsibilities

Provides guidance and data for all assessments administered to students in grades K-5. These assessments include STAR, FAST. Supports the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction

Leadership Team Member #4

Employee's Name

Joanne Vasquez

Position Title

Title 1 Coordinator

Job Duties and Responsibilities

Serves as Title I Coordinator to oversee interventions, family and stakeholder engagement, maintains budget and Title I compliance. Supports MTSS team and equips teachers with the tools they need to disaggregate student performance data. Participates in parent conferences and refers students and parents to appropriate resources

Leadership Team Member #5

Employee's Name

Daniel Scott

Position Title

Exceptional Student Coordinator

Job Duties and Responsibilities

Participate in school leadership team as well as a member of problem solving team. He is responsible for finding services to meet family and community needs. He is the contact for Students in Transition and Suicide Risk Injury. He oversees two teachers in the ESE Department

Leadership Team Member #6

Employee's Name

TBD

Position Title

Literacy Coach

Job Duties and Responsibilities

Supports the successful implementation of school wide ELA goals by providing high quality professional development, leveraging resources and participating in coaching cycles. Serves as an instructional leader by sharing with teachers, high quality instructional practices and modeling lessons. Supports teachers with tools to develop and implement Tier II and III interventions to meet the needs of at risk students. Monitors the effective implementation of ELA curriculum by conducting data analysis meetings with grade level teachers and determining adjustments to practice as needed.

Leadership Team Member #7

Employee's Name

Tara Pearce

Position Title

Teacher on Assignment

Job Duties and Responsibilities

Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure

allstudents have equitable and equal access to effective standards-based instruction. Conduct classroomobservations to provide teachers with continuous feedback on instructional practices. Supports the MTSS team and equips teachers with tools they need to disaggregate student performance data. Participate in parent conferences, refers students and parents to appropriate resources, oversees the utilization of district curriculum

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The Leadership Team reviewed the following information when developing the SIP: Parent Survey, FAST Data, I-Ready Data, IXL data and PM (1,2,3). We gathered input from staff, students, and families through these surveys. The draft was submitted to stakeholders for input and feedback. Revisions were made and then distributed to stakeholders for review prior to the final plan being submitted.

SIP Monitoring

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

The SIP will be regularly monitored in weekly leadership team meetings, during monthly faculty meetings, and parent teacher organization meetings. The leadership team will also collect and analyze data, review SIP goals, targets, and review the progress of action steps with teachers during Professional Learning Community (PLC) Meetings and grade level meetings. The leadership team will create and conduct a walkthrough schedule for both reading and math instruction, where the focus of the observation cycles is to inspect the progress of SIP goals and action steps and provide instructional support and professional development opportunities to teachers. The leadership team will consistently review data collected from these walkthroughs with the reading and math coach to determine next steps and make any necessary changes to action steps to successfully accomplish their SIP goals. Data analysis will occur weekly in grade level meetings and MTSS meetings to ensure that there is strong Tier1 instruction, targeted small group instruction, and research-based interventions to close learning gaps. All teachers will participate in data analysis and provide input or suggestions for continuous improvement. During these meetings, subgroup data will be broken down and analyzed, so teachers can target and support all students towards reaching their academic goals.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION KG-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	73.3%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	TSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: D* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	4	8	3	8	8	1	5	8	6	51
One or more suspensions	1	2	0	1	0	2	3	16	20	45
Course failure in English Language Arts (ELA)	0	0	0	1	1	5	3	5	6	21
Course failure in Math	0	0	0	1	0	2	4	8	11	26
Level 1 on statewide ELA assessment				10	9	6	9	8	17	59
Level 1 on statewide Math assessment				10	12	9	12	11	12	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	6	4	7						25
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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	3	8	2	5	5	3	5	13	19	63

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	4	1	2	1	2	0	1	0	13
Students retained two or more times	0	0	0	0	1	0	0	0	2	3

Prior Year (2023-24) As Last 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 school days	6	9	11	11	1	5	11	8	4	66
One or more suspensions		2	2	2	4	1	9	9	13	42
Course failure in ELA				3			1	4	5	13
Course failure in Math				2				7	22	31
Level 1 on statewide ELA assessment				5	9	6	17	12	21	70
Level 1 on statewide Math assessment					1	7	17	19	12	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										41

Prior Year (2023-24) As Last Reported (pre-populated)

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			1	4	3	2	13	14	23	60

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	1		1				3		8
Students retained two or more times			2	2			1	3	4	12

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	37	63	58	36	58	53	43	63	55
ELA Grade 3 Achievement **	37	66	59	31	63	56			
ELA Learning Gains	55	57	59				49		
ELA Learning Gains Lowest 25%	56	51	54				37		
Math Achievement *	35	64	59	41	62	55	43	40	42
Math Learning Gains	60	59	61				66		
Math Learning Gains Lowest 25%	82	54	56				71		
Science Achievement *	26	61	54	19	61	52	48	64	54
Social Studies Achievement *	53	76	72	48	72	68	39	61	59
Graduation Rate		89	71		87	74		62	50
Middle School Acceleration	37	71	71	0	70	70	57	51	51
College and Career Readiness		75	54		75	53		76	70
ELP Progress	76	58	59	40	47	55	80	68	70

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	554
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	35%	53%	42%		46%	50%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	28%	Yes	5	5
English Language Learners	51%	No		
Black/African American Students	39%	Yes	2	
Hispanic Students	51%	No		
Multiracial Students	42%	No		
White Students	69%	No	2	
Economically Disadvantaged Students	50%	No		

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%
Students With Disabilities	18%	Yes	4	4
English Language Learners	40%	Yes	1	
Black/African American Students	26%	Yes	1	1
Hispanic Students	42%	No		
Multiracial Students	39%	Yes	1	
White Students	54%	No		
Economically Disadvantaged Students	37%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	3	3

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%
English Language Learners	54%	No		
Native American Students				
Asian Students				
Black/African American Students	46%	No		
Hispanic Students	48%	No		
Multiracial Students	51%	No		
Pacific Islander Students				
White Students	59%	No		
Economically Disadvantaged Students	53%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	37%	55%	56%	35%	60%	82%	26%	53%	37%			76%
Students With Disabilities	15%		32%		19%	45%							
English Language Learners	30%		44%	55%	40%	62%	80%	20%					76%
Black/African American Students	18%	13%	51%	63%	16%	52%	83%	14%	38%				
Hispanic Students	37%	50%	41%	50%	44%	67%	82%	17%					71%
Multiracial Students	50%				33%								
White Students	66%	58%	78%		61%	71%		64%	82%				
Economically Disadvantaged Students	37%	37%	55%	56%	35%	60%	82%	26%	53%	37%			76%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	36%	31%			41%			19%	48%	0%			40%
Students With Disabilities	11%				28%			14%					
English Language Learners	21%				48%			23%					68%
Black/African American Students	24%	22%			30%			14%	40%				
Hispanic Students	36%				46%			9%	45%				73%
Multiracial Students	47%				31%								
White Students	54%				61%			45%	54%				
Economically Disadvantaged Students	32%	25%			37%			20%	46%				64%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	43%		49%	37%	43%	66%	71%	48%	39%	57%			80%
Students With Disabilities	17%		24%	18%	46%	50%							
English Language Learners	18%		53%		39%	79%							80%
Native American Students													
Asian Students													
Black/African American Students	36%		50%	39%	34%	66%	60%	47%	36%				
Hispanic Students	37%		50%	40%	41%	64%		31%	38%				80%
Multiracial Students	47%		38%		50%	67%							
Pacific Islander Students													
White Students	60%		50%		60%	66%		59%					
Economically Disadvantaged Students	43%		49%	37%	43%	66%	71%	48%	39%	57%			80%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	39%	59%	-20%	55%	-16%
Ela	4	45%	57%	-12%	53%	-8%
Ela	5	45%	57%	-12%	55%	-10%
Ela	6	32%	67%	-35%	54%	-22%
Ela	7	30%	58%	-28%	50%	-20%
Ela	8	33%	55%	-22%	51%	-18%
Math	3	33%	59%	-26%	60%	-27%
Math	4	25%	60%	-35%	58%	-33%
Math	5	20%	56%	-36%	56%	-36%
Math	6	29%	66%	-37%	56%	-27%
Math	7	38%	60%	-22%	47%	-9%
Math	8	32%	34%	-2%	54%	-22%
Science	5	20%	58%	-38%	53%	-33%
Science	8	26%	47%	-21%	45%	-19%
Civics		50%	71%	-21%	67%	-17%
Algebra		53%	47%	6%	50%	3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The greatest gains were in the lowest 25% of students in math with a gain of 82%. During this school year, we implemented a trial run of a math fluency program called Reflex for 20 students who needed the most assistance in basic math foundational skills.

Lowest Performance

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

Our lowest performance is in our students with disabilities subgroup, with a score of 28%. Our population is very mobile in enrollment, and we receive students with significant foundational gaps. This has been an ongoing deficit for five years.

Greatest Decline

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

The most significant decline in overall math gains is in grades 3 through 6. A lack of foundational skills from second grade onward contributes to future math deficits.

Greatest Gap

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

The greatest gap to the state averages was in 5th grade science. Time was split between social studies and science, and less time was given to hands-on science experimentation.

EWS Areas of Concern

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

Early warning signs are elevated in Level 1 ELA and Level Math scores. Total learning gains throughout the year need to be addressed schoolwide.

Highest Priorities

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

SWD overall performance, mainly ELA
Math proficiency in grades 2 to 6
5th grade Science

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our SWD has been underperforming in ELA for multiple years;

In 2021-22, 31% of our SWD reached ELA proficiency.

In 2022-23, 18% of our SWD reached ELA proficiency.

In 2023-24, 28% of our SWD reached ELA proficiency.

If we provide differentiation and remediation to our students with disabilities, student growth and proficiency will increase to 42%. According to ESSA, our students with disabilities subgroup was 28%, which is below the threshold of 41%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By February 2024, our students with disabilities will achieve 35% proficiency in ELA overall, as demonstrated by FAST progress monitoring 2.

By May 2024, our students with disabilities will increase ELA achievement and learning gains demonstrated by FAST progress monitoring 3, which will compile to a Federal Points Index above 41%

Specifically, our students with disabilities will achieve 42% proficiency in ELA overall, as demonstrated by FAST progress monitoring 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is a very important step toward student achievement and school improvement. Data will be analyzed and discussed during individual teacher data meetings and PLCs that target ELA achievement and learning gains. Subgroup data will also be analyzed to ensure that students with disabilities are making adequate progress. Classroom walk-throughs will ensure that implementation

of standards-based instruction and differentiated instruction is occurring with fidelity.

Person responsible for monitoring outcome

Daniel Scott - ESE Coordinator

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

To effectively use the i-Ready program to increase the percentage of students with disabilities (SWD) from 28% to 42%, provide five 30-minute weekly sessions of i-Ready Targeted Instruction lessons and Personalized Learning Paths to enhance foundational skills, and bring students to grade-level proficiency.

Rationale:

K-5: Daily interventions of a minimum of 30 minutes of targeted instruction will assist students in filling foundational gaps and working toward more grade-appropriate work. 6-8: Weekly sessions of targeted instruction will assist in bridging student foundational gaps. More sessions will be determined by students' current needs/levels.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement i-Ready targeted instruction in a K-5 setting

Person Monitoring:

Daniel Scott/Carole Beth Davis

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will join the computer lab after breakfast in the morning to complete targeted i-Ready lessons. Progress will be monitored through timed/planned diagnostics through i-Ready.

Action Step #2

Implement i-Ready targeted instruction in a 6-8 setting

Person Monitoring:

Laura Marshall

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be scheduled time to log in to i-Ready, depending upon their deficits. Progress will be

monitored through timed/planned diagnostics through i_ready.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our students have been underperforming in math and showing a downward trend:

In 2021-22, 43% of our students reached Math proficiency.

In 2022-23, 41% of our students reached Math proficiency.

In 2023-24, 35% of our students reached Math proficiency.

If we provide differentiation and remediation to our students, student growth and proficiency will increase to 42%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By February 2024, our 2-6 students will achieve 35% proficiency in Math overall, as demonstrated by FAST progress monitoring 2.

By May 2024, our 2-6 students will increase ELA achievement and learning gains demonstrated by FAST progress monitoring 3, which will compile to a Federal Points Index above 41%

Specifically, our 2-6 students will achieve 42% proficiency in Math overall, as demonstrated by FAST progress monitoring 3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring is a very important step toward student achievement and school improvement. Data will be analyzed and discussed during individual teacher data meetings and PLCs that target Math achievement and learning gains. Classroom walk-throughs will ensure that the implementation of Reflex-based interventions is occurring with fidelity. Weekly Reflex reports will be presented via schoolwide announcements, with merits and accomplishments awarded.

Person responsible for monitoring outcome

Daniel Scott

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Using Reflex Math in the classroom can be an effective way to promote fact fluency among students. Reflex Math is an adaptive online program designed to help students practice and master math facts in a fun and engaging environment.

Rationale:

This program will benefit students in 2nd through 6th grades and those with fluency deficits in higher grades. Reflex is an evidence-based math program that improves student learning through multiple studies that meet the Every Student Succeeds Act (ESSA) Tier 2 and Tier 3 evidence ratings. It is a research-based program that uses game-based learning to help students master math facts. The program is designed to help students develop math fluency, a key predictor of student performance on standardized tests, math concept problems, and more.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement a time for 2nd through 6th grades to utilize Reflex with fidelity.

Person Monitoring:

Daniel Scott

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly classroom reports show class participation with a goal of a minimum of 4 days per week, with more than half of the students getting a green light.

Action Step #2

Reflex Awards

Person Monitoring:

Daniel Scott

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who attain 100% fact fluency will receive a certificate of accomplishment and an award. If available, they will progress to more challenging math fluency.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The greatest gap to the state averages was in 5th grade science. Time was split between social studies and science, and less time was given to hands-on science experimentation. The 2023-24 score was 20%, 38% below the state average of 58%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students in 2023-24 scored a proficiency score of 20%. Students in 5th grade will score a minimum of 32% proficiency by May 2024.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Continually adapting based on feedback and assessment can significantly enhance 5th-grade science performance and achieve the desired increase in state scores. Monitoring will be based on classroom assessments, with instruction being driven by the results.

Person responsible for monitoring outcome

Marilyn Kinsel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

A set classroom time of twice per week is based in a science lab, with weekly hands-on experiments that correlate with/enhance classroom instruction.

Rationale:

Hands-on Science is engaging and can produce more results than classroom experience alone. A teacher with a degree in Science leading these classes will enhance the student's understanding of the concepts. Hands-on science labs in an educational setting often fall under Tier 1 or Tier 2 educational frameworks emphasizing active learning and engagement. In these tiers, students are

provided with direct, experiential learning opportunities that enhance their understanding of scientific concepts through practical application.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Lab Instruction

Person Monitoring:

Marilyn Kinsel

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will join the Science lab for 2 hours weekly to engage in hands-on activities.

Action Step #2

Collaboration between General Education and Science Lab Teacher

Person Monitoring:

Marilyn Kinsel

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The general education teacher will involve the science teacher in topic coverage every week.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Early Warning Indicators show an unacceptable number of student referrals and one or more suspensions, with 45 students affected in K-8th grade, with the most being in 7th-8th grades. This is up from 42 the prior year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

In 2023-24, suspensions peaked at 45 students with one or more suspensions. Fewer suspensions allow for more in-class time and the ability to work toward grade progression. Implementing a PBIS character trait reward system can achieve a goal of less than 30 students with out-of-school suspensions.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

A monthly referral to suspension report will be created to track discipline measures. Any peaks in suspensions will be investigated to determine any trends.

Person responsible for monitoring outcome

Marilyn Kinsel

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

We will continue implementing positive behavioral support strategies in teaching and recognizing students who exhibit characteristics that represent high-quality citizens. We will also continue to recognize and support the school store for the token economy (Panther Bucks) for students, in which dollars are earned for exhibiting positive characteristics.

Rationale:

Students exhibiting positive behaviors and characteristics must often be recognized to model the expectations and rewards for positively representing the school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Create a reward system, such as when to award students for demonstrating certain traits.

Person Monitoring:

Daniel Scott

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Student of the Week, Reflex awards, Good Citizen awards, etc, will be implemented using the ROAR school-wide motto of citizen and school expectations.

Action Step #2

Create and run a school store for spending school bucks

Person Monitoring:

Daniel Scott

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school store will be open a day per week to allow students to spend earned rewards.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

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

The Schoolwide Improvement Plan will be shared with all stakeholders through various methods. All staff members will attend faculty meetings where this information will be shared and discussed. The information will also be shared on the parent Zoom or in-person meeting as well as uploaded on our school webpage. Furthermore, communication will be sent out via FOCUS communication (email and text), schoolwide newsletter as well as the school Facebook page alerting families that they can access the SIP information via the school webpage or by coming to the front office and requesting to see the Title I binder.

www.palmbayacademy.org

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

To build positive relationships with parents, families, and other community stakeholders Palm Bay Academy will communicate frequently using many different platforms including FOCUS(emails, texts, phone calls), monthly school newsletters, student folders, the school website, school Facebook page, as well as sending home fliers/handouts with students. Teachers will also conduct quarterly positive phone calls to families. The administration will hold monthly opportunities for parents to provide feedback via Zoom or in person. Our goal is to increase parental participation. The Parental and Family Engagement Plan (PFEP) is located on our school webpage, click services, then title 1, and

scroll to the bottom to see our most recent PFEP. <https://fl02222734.schoolwires.net/Page/36>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

To strengthen the academic program at Palm Bay Academy, teachers will focus on ensuring all struggling students are receiving consistent intensive, systematic, and explicit small-group instruction on foundational reading and math skills. In addition, teachers will utilize our science lab with fidelity to improve science instruction while focusing on science vocabulary.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Not applicable

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

To effectively use the i-Ready program to increase the percentage of students with disabilities (SWD) from 28% to 42%. Likewise, to use the Reflex Math program to enhance the fact fluency foundational skills in 2nd through 6th grades.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

i-Ready and Reflex Programs

1. Data Analysis and Progress Monitoring

- Initial Assessment: Begin with a comprehensive analysis of the current i-Ready and Reflex assessment data to identify SWD's specific strengths and weaknesses.
- Progress Tracking: Monitor progress regularly through formative assessments and i-Ready's progress reports to adjust instruction as needed. Reflex progress reports are updated daily.

2. Personalized Learning Pathways

- Tailored Learning: Utilize the i-Ready personalized learning paths for each SWD based on their assessment results, focusing on improvement areas.
- Flexible Pacing: Students should be allowed to work at their own pace to master skills, ensuring they do not feel rushed or pressured.

3. Targeted Interventions

- Small Group Instruction: Implement small group sessions where teachers provide targeted support using i-Ready resources designed for SWD.
- Collaborative Learning: Pair students for peer-assisted learning opportunities that can leverage strengths and facilitate understanding of challenging concepts.

4. Engagement Strategies

- Interactive Lessons: Incorporate engaging, interactive lessons from i-Ready to maintain student interest while leveraging multimodal teaching approaches tailored for diverse learning styles. Reflex is engaging, and students thrive, in fact fluency at their levels.
- Gamification: Utilize gamified elements within i-Ready to motivate SWD, making learning enjoyable and encouraging a growth mindset.

Both programs will be utilized throughout the year on a daily basis to assist students with foundational skills where they show deficits.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Positive Culture and Environment	Positive Behavior and Intervention System (PBIS)	5200/500	UNISIG	0.0	500.00
<i>Incentives for ESE achievement</i>					
Total	Positive Culture and Environment				500.00
Plan Budget Total					500.00