

Brevard Public Schools

School Improvement Plan

2017-2018

Superintendent:

Desmond K. Blackburn, Ph.D.

Asst. Supt. of Leading and Learning:

Stephanie Archer

Principal Supervisor:

Madhu Longani

Name of School:

Palm Bay Academy

Principal:

Jerry Runner Smith

SAC Chairperson:

Martha Wolf

School Grade History	2016-17: B	2015-16: C	2014-15: B
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Connections to District Strategic Plan

Obj.L1. Protect instructional time
Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
Obj.L4: Provide equitable support for every student's social-emotional development
Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
Obj.R3 Increase system-wide proactive communications

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.

Vision Statement:

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.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

The School Improvement Plan has been developed with faculty, staff, parent and Board input. A team of teacher leaders and administration met during August to analyze school data and began writing the initial draft. The draft was shared by grade level teams and the Board of Directors to gain stakeholder input. SIP ideas are reviewed and discussed at the Title 1 Annual Meeting in August. Revisions and updates to the draft were made based on stakeholder input. The SIP, as well as the mission and vision, are available in the front office and on our website.

Brevard Public Schools School Improvement Plan 2017-2018

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

The Administration has noticed several common trends during Formal and Informal classroom observations: Essential questions are posted in all classrooms. Teachers are planning for higher order thinking opportunities as evidenced in teacher lesson plans. Differentiation is occurring in the majority of classrooms, as evidenced during walk-throughs and in teacher lessons plans. Student progress is closely monitored through Data Chats. Technology is being utilized in all classrooms.

The Administration has noted several concerns during Formal and Informal classroom observations:

Rigor and teacher expectations sometimes vary within certain grade levels. Although walk through data continues to show improvement, student engagement throughout the building varies based on subject and grade level. (Administrative walk through data in September of 2017 revealed that only 65% of students were engaged while participating in a lesson This data was collected in a random observation in various classrooms. Through data analysis, administration and coaches also have concerns with academic gaps from grade level to grade level, even though we meet monthly as a team.

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Provide data to support concerns.

Success:

Palm Bay Academy went from a "C"(2015-16) to a "B"(2016-2017) with a total FSA point increase of 50 points. Especially successful was the middle school Math program in both rate of students scoring level 3 and above (73%) and the percentage of the LQ making learning gains (69%).

Concerns:

The consistency of implementation of provided curriculum and inclusion of higher order thinking skills in lesson activities. IPPAS results for Dimension 3 Element II - 52% Distinguished, Element IV- 71% Distinguished still indicated room for improvement.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Data shows a desperate need for all students to have very specific educational goals through Walk to Intervention. Behavior and severely low skill levels necessitate small group work.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

The school ensures standard aligned instruction by:

Reading Coach and Evaluation Consultant are responsible to monitor and evaluate teacher instruction to include review of lesson plans and to offer feedback. Regular ongoing grade level meetings to help coordinate and improve overall instructional program are attended by teachers, Reading Coach, MTSS Coordinator and Administration.

School-Based Goal:What can be done to improve instructional effectiveness?

To support academic improvement in English Language Arts and Mathematics through implementation of school-wide Walk to Intervention, observations, feedback and data analysis to hone teaching skills in specific need areas.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Lesson Planning/Rigor	1.Dedicate Grade Level PLC time to create meaningful	Administrator Teacher Leaders	Monthly- Sept through April	PLC Notes;Data Chat Notes

	lesson plans. 2. Dedicate additional time for Data Chats to create data driven lesson plans.			
Lack of follow through with teacher training	1. Utilize checklist for implementation	Administrator, Coaches, Teacher leaders	Monthly-Sept through April	Completed checklists

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

For final evaluations this year, 75% of teachers will receive the Distinguished designation for delivering engaging, challenging and relevant lessons on IPPAS Dimension 3, Elements II & IV. The data from 2016-2017 IPPAS in the same dimensions indicated a need for improvement.

Qualitative and Quantitative Student Achievement Outcomes:

Increase on FSA Reading and Math scores and gain scores for overall population and lowest 25%. Results expected for 2017-2018:

ELA 50%

ELA Learning Gains 50%

ELA Learning Gains lowest quartile 50%

Math 60%
Math Learning Gains 73%
Math Learning Gains lowest quartile 69%

IPPAS results in those areas of concern will be utilized to monitor and measure teacher effectiveness. Ongoing feedback will be provided to faculty by administration and teachers regarding the implementation of successful classroom strategies in the hope that those who are not performing at the distinguished level will improve.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school's data based problem-solving process and school-based structures in place to address MTSS implementation.

The MTSS Team consists of the Principal, ESE Coordinator, Title 1 Coordinator, Staffing Specialist, School Psychologist and Speech and Language Pathologist. The team reviews input from teachers for trends that are prevalent to the reading and math core and Tier 2. Data sources used are FCAT, BELLA, FAIR and school based progress monitoring data. Most data is accessible through Performance Matters and Teacher data notebooks. Staff is trained during pre-planning and during grade level meetings on the process to access MTSS. If necessary, students who have ongoing academic or behavioral problems may be referred for further testing or may be given a Behavior Plan. Review is continuous throughout the school year.

2. List below who monitors the Early Warning System and how often. **The EWS is monitored by Administration along with the school secretaries at the Elementary and Middle School campuses, the ESE Department and our Title 1 Coordinator. Attendance and discipline reports are run weekly.**
3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	12	12	9	8	17	14	15	
1 or more ISS or OSS	0	0	0	1	2	8	7	
Level 1 in ELA or Math				6	22	20	17	
Substantial Reading Deficiency								
2 or more indicators				1	7	10	10	

Fill in BLANKS with data from 2016-17 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90	27	25					
1 or more ISS or OSS	11	7					
Level 1 in ELA OR Math	22	7					
Course Failure in ELA OR Math							
Students exhibiting 2 or more indicators							

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

- **An attendance committee has been formed at Palm Bay Academy to monitor and address students with ongoing attendance concerns to include tardiness. Students will be recognized for having perfect attendance.**
- **Retained students shall be closely monitored by the current year's teacher and will begin the year in an intervention group based on their need.**
- **An intervention time has been scheduled for all grade levels daily. Our Title I staff will work collaboratively with all grade levels to review and provide instruction on skill deficits based on summative, benchmark and formative assessment data. Teams will progress monitoring student progress based on instructional practices. Using this approach, it is our goal to close the academic achievement gap for struggling students.**
- **Palm Bay Academy has partnered with Circles of Care to provide services to students and families on an as needed basis.**

Palm Bay Academy is utilizing some components of the Positive Behavior Supports System. A committee has been formed within the school and the data monitoring system will track student behavior.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of this section.

Palm Bay Academy Charter School

2017-2018 Parent and Family Engagement Plan (PFEP)

I, **Madhu Longani**, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers and ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Palm Bay Academy's Family Engagement Mission Statement:

- **To build strong partnerships with families and empower parents to work collaboratively with schools to support student success.**
- **Palm Bay Academy's teachers, staff, and families work as a team to ensure that all students get the academic and social/emotional education they need to be successful in school and in life.**

Assurances:

- Families of children served in Title I, Part A are involved in decisions about how Title I, Part A funds are spent.
- Families are provided with a description of how the school will carry out the programs, activities, and procedures intended to provide them with educational engagement opportunities in accordance with the definitions in Section 8101 of ESEA
- Families are involved in planning, reviewing and improving the school-wide program plan throughout the year.
- The Parent and Family Engagement Plan (PFEP) was jointly developed/revised with families and made available to the local community.
- Findings from surveys and collected feedback from families are used to identify and design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan.
- The school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field.
- The school will provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
- The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESSA Section 1116]

Involvement of Families:

- At the beginning of every school year, Palm Bay Academy parents and families are invited to a Title 1 Annual Meeting so that everyone has the opportunity to discuss and offer input on the School Improvement Plan, the Parent and Family Engagement Plan, the Title 1 budget and plans for it, and the School-Parent/Family-Student Compact.
- Parents are encouraged to become active members of the PTO and Board of Directors and are asked to provide meaningful input into the development of all plans related to school improvement through these meetings, or by giving their feedback at all parent and family events, and at any point in the school year by phone, email or in person to our Title 1 Coordinator. Parents are surveyed at all Family Involvement Events for their input on school programming to assist them in supporting their children in school.

Coordination and Integration with Other Federal Programs:

- Palm Bay Academy works with Circles of Care, Children's Hunger Project, and St. Vincent de Paul's Church to provide students and families with whatever social services, counseling, food, uniforms, and school supplies they may need to supplement what families are able to provide for their children.
- Title I collaborates with Title X to procure additional educational and social services for families in transition, and with Title III to ensure that ELLs get the support they need to develop their second language skills to proficiency on the way to academic excellence.
- Title II funds are used to ensure that teachers are provided with ample professional development opportunities to improve their practice, fine-tune their teaching skills in specific need areas, and further sensitize them to the intricacies of working with families at risk.
- PBA's Parent University Workshops address areas of need that parents request assistance with in terms of supporting their children academically, socially, and emotionally at home to ensure their success in school and beyond. PBA's Bi-Monthly Family Engagement Events supply parents with the skills and materials they need to support their children's academic success at home.

Annual Parent Meeting:

- The Title I Coordinator at Palm Bay Academy develops an annual school calendar of Family Engagement Activities and disseminates this calendar along with a monthly newsletter through the PBA website, backpacks, and emails, which includes, as the first Family Engagement Event the Annual Title I Meeting. Invitations to the Title 1 Annual Meeting are distributed to all students when school begins, and messages are sent home via email and text as well. Using the school district format, the Title I Annual Meeting Power Point is created to include all Title I information affecting students and families for the past and current school years. Families attending receive an agenda and all written materials related to the School Improvement Plan, the Parent and Family Engagement Plan, the Title 1 Budget, and the School-Family-Student Compact. The group at the meeting reviews, discusses, and gives input to the previous year's documents to create the current year's SIP, PFEP, S-F-S Compact, and plan for the Title I budget. All input is recorded and said documents are created/revised for the current school year. All plans for Family Engagement events and workshops for the year are also discussed at this time and modified in relation to parent input. Rights of Parents and continuous opportunities for feedback are discussed and clarified within and beyond the power point presentation. PBA's school grades for the past and previous schools year

are presented and discussed, along with an explanation of how Florida School Grades are calculated. Copies of the meeting's agenda and all of the information distributed are maintained on the PBA website and in the Title 1 binder in the front office.

Flexible Parent Meetings:

- Throughout each school year, we monitor convenience of days and times for families for events by studying attendance at Family Engagement Events and surveying parents. Last year, we saw a significant drop in attendance at morning meetings (Tuesday Teas), so we eliminated this event. Parents have indicated that Tuesdays, Wednesdays, and Thursdays between 5:30 and 8:00 PM are their preferred times, so we this year we are rotating events among these days and times. Attendance at Family Book Clubs also dropped this past year. In the past we have tried after school and on Saturday, and since each time works for some but not all, this year we are offering two Book Club times – one after school and one on Saturdays. Parent conferences are scheduled at times that work for parents – morning, afternoon or evening, depending on the family. Because childcare is very important to our families, we either include all age children in our events, or offer childcare while parents and adult family members attend workshops. Teachers and the Title I team are happy to do home visits anytime requested.

Building Capacity:

- Every year, Palm Bay Academy hosts a Title 1 Annual Meeting, at least 4 Parent University Workshops, and at least 9 school-wide Family Engagement Events - at least two activities per month at different times on different days - in order to ensure that families are provided with the skills and materials they need to support their children's education at home.
- Monthly calendars, newsletters, and event invitations are disseminated, along with emails, texts, and phone calls to ensure that all families are aware of all of the learning opportunities available. All events are always advertised on the school website as well.
- Parent Universities include presentations from authors on reading and writing, grade-level specific workshops on Common Core math, Conscious Discipline workshops, and STEAM activities that can be done at home. We host Family Book Clubs that meet every month, and Friday Funfests to familiarize families with all of the resources that are available to borrow in the Family Resource Room. School-wide family events include various reading and math nights, STEAM nights, FSA information night, and summer preparation activities in an effort to avoid summer slide. PBA also organizes transition events (Pre-K to K, Elementary to Middle School, Middle to High School, and College Preparation) to help families plan and prepare for their student's future.
- At all events, we provide training for families on how to assist their children with their academic and/or social/emotional education at home, and we provide whatever materials might support their activities.
- Parent conferences and school Open Houses allow families the opportunity to understand what is being taught and how, and to learn the specifics on their children's progress. Teachers and the Title I team are always available to families by phone, text, email, and for conferences upon request, and parents are regularly involved in Individual Problem Solving Team meetings to ensure their children are receiving all of the support they need to be successful in school.
- We maintain a Family Resource Room full of books and academic games focused on skills the students and parents need to work on. We stock the Family Resource Room based on requests from families and teachers, and enlist both to determine what everyone needs.
- The PTO and PBA Board of Directors encourage parent involvement in school planning and programming.

- Families are connected through our Title I Team with our community partners – Circles of Care, Children’s Hunger Project, and St. Vincent de Paul – for a variety of supplemental services that may assist them, such as counseling, uniforms, weekend food, school supplies, and assistance with field trip expenses.

Staff Development:

- PBA provides annual mandatory workshops for teachers on Working with Families with Diverse Needs, facilitated by the school’s Title 1 Coordinator or by a school district Title 1 Contact. At all grade level and faculty meetings, Title I Contact reviews necessity of the “triangular team” (school-family-student) and reinforces importance of regular contact with families to keep them involved and informed. Teachers know that Title I team is always available to be at parent conferences, at school, by phone, or in homes.
- PBA’s Title 1 Contact and Reading Coach meet bi-weekly with all grade level teams to analyze past and current academic and behavior data and plan interventions. PBA’s Title I Contact also meets bi-weekly with the IPST, teachers, and families to discuss student progress and plans for support.
- Teachers are encouraged to participate in all Parent Universities so that they can learn collaboratively with the parents and families what academic and social/emotional skills need to be the focus in and out of school.

Communication:

- PBA’s Title I Coordinator creates and distributes monthly a school calendar and newsletter with details of all upcoming events. These documents are also posted on our website and emailed to families. These documents always include contact information for the Title I Coordinator for families with questions or seeking assistance. Translation is provided upon request. Teachers also send home weekly folders with newsletters including school-wide information. Text, email, phone, and hard copy reminders are utilized for all event invitations and advertising.
- During Open House in the first month of school the teachers to describe and explain the curriculum at their grade level, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain. This is followed up by Parent Conference Nights following the first and third report cards, and at least one other contact focused on academic and/or behavioral progress.
- PBA’s Title I Contact meets bi-weekly with the IPST, teachers, and families to discuss student progress and plans for support. Parents may, at any time, request a meeting with IPST, which generally includes numerous follow-up meetings on progress throughout the year. The request for this process can be made to Title I or ESE Coordinators, or through the teacher or front office.
- Parents are asked to give oral and/or written feedback on the school-wide plan at the Title I Annual Meeting, PTO and Board of Director meetings, in all Title I Newsletters, and at all Family Engagement Events. All feedback is collected and shared with administration, teachers, and school district when requested.

Accessibility:

- Throughout each school year, we monitor convenience of days and times for families for events by studying attendance at Family Engagement Events and surveying parents. Last year, we saw a significant drop in attendance at morning meetings (Tuesday Teas), so we eliminated this event. Parents have indicated that Tuesdays, Wednesdays, and Thursdays between 5:30 and 8:00 PM are their preferred times, so we this year we are rotating events among these days and times.
- Attendance at Family Book Clubs also dropped this past year. In the past we have tried after school and on Saturday, and since each time works for some but not all, this year we are offering two Book Club times – one after school and one on Saturdays.
- Parent conferences are scheduled at times that work for parents – morning, afternoon or evening, depending on the family.
- Because childcare is very important to our families, we either include all age children in our events, or offer childcare while parents and adult family members attend workshops.
- Teachers and the Title I team are happy to do home visits anytime requested.
- Workshops for families are also videotaped and posted on our PBA website to assist families that are unable to attend workshops at school. One of our goals for this year is to post more videos to the website and distribute questionnaires to families that tune in to the workshops online so that we can get them the materials they need to practice the skills taught with their children at home.
- PBA's Title I Coordinator creates and distributes monthly a school calendar and newsletter with details of all upcoming events. These documents are also posted on our website and emailed to families. These documents always include contact information for the Title I Coordinator for families with questions or seeking assistance. Translation is provided upon request. Teachers also send home weekly folders with newsletters including school-wide information.
- PBA program coordinators – Title 1, MTSS/IPST, ESE, and ESOL are always available to parents and families through email, by phone, or in person, and translators are provided when necessary. Program coordinators attend parent-teacher conferences when requested.
- All school information is available to families at all times through the PBA website, the Title I Binder, and at the front desk. Hard copies of all documents are available to all families upon request, and translation will be provided upon request.

Discretionary Activities (optional):

Every summer, PBA offers academic summer programs both for third graders that have not passed their annual state testing and for any age students that would like to participate in supplemental academic activities. All activities are language arts and STEAM related to strengthen and extend skills and to prevent summer slide.

Barriers:

- Demands of life in poverty/at-risk are a large barrier to family engagement in school. To this end, PBA works to provide as many services to families as possible to assist with uniforms, food, supplies, laundry, transportation, childcare, and tutoring.
- Parents and families indicate that time, childcare, and transportation are the most significant barriers to their participation in school engagement. To this end, we schedule all events at the times that are most preferable to families according to parent feedback and parent surveys, we do fund-raising to allow us to provide meals for events that take place at dinner time, and videotape topics for our website that will assist parents with working with their children at home if they are unable to come to school events.
- For families that have limited English proficiency, PBA has worked hard to employ teachers with various language backgrounds to assist with translation. Currently, we have Spanish, Turkish, and Portuguese translators on staff, and we are working on hiring teachers and staff with Creole and other language backgrounds.

STUDENT TRANSITION AND READINESS**1. PreK-12 TRANSITION** This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another. (Example: 6th to 7th grade; 8th to 9th grade)

To transition VPK student into Kindergarten Palm Bay Academy invites all VPK parents to an Informational Open House to familiarize families and students on the expectations for Kindergarten. We visit area Preschools and disburse information to parents.

Grade 5 students are visited by our Middle School Principal and staff to acquaint the transferring students with the opportunities available at their campus. Students also take a “field trip” to the MS campus to familiarize themselves with the process.

To prepare 8th Grade students for High School, counselors from all area High schools are invited to speak with our students about the special programs available at each campus. Students are invited to attend informational nights at their respective home school.

2. COLLEGE AND CAREER READINESS This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>). As required by section 1008.37(4), FL Statutes.

N/A