

Brevard Public Schools

School Improvement Plan

2018-2019

Superintendent:

Dr. Mark Mullins

**Asst. Supt. Division of Equity,
Innovation & Choice:**

Stephanie Archer

Name of Charter School:

Palm Bay Academy

Principal:

Madhu Longani

School Grade History	2017-18:C	2016-17:B	2015-16: C
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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 with 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 as well as in our school newsletter and on the school website. The SIP Goal is reviewed twice each year by the Board and is adjusted if necessary.

**Brevard Public Schools
School Improvement Plan
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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Please use Data Analysis from multiple data sources.

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:

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 some times 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 walkthrough observations reveal the need for teachers must check in more on student understanding of vocabulary and explain key terms. 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 each grade level meets monthly to discuss data 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.

Student success at Palm Bay Academy was indicated by our Science Achievement with a gain of 12 points from 36 to 48. A gain of one point was indicated in ELA Achievement, as well as, ELA Learning Gains remaining consistent at 49.

Concerns for students at Palm Bay Academy continue to point to student engagement. All achievement components decreased in 2017-2018 except for Science and ELA learning gains.

<i>Year</i>	<i>ELA</i>	<i>ELA LG</i>	<i>ELA L25</i>	<i>Math</i>	<i>Math LG</i>	<i>Math L25</i>	<i>Science</i>	<i>Social Studies</i>	<i>MS Accel</i>	<i>Total Pts</i>	<i>Grade</i>
2017	48	49	44	51	59	53	48	63	41	456	C
2016	47	49	49	59	73	69	36	72	56	510	B

Data analysis reveals an opportunity for a greater focus on standards aligned tasks from Kindergarten through Grade 8 via consistent implementation of Social/Emotional strategies(through the Leader in Me) and small group interventions(through Walk to Success). Through this focused implementation across ALL grade levels, as well as Subject areas, an increase in student achievement outcomes is expected.

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

Data indicates a desperate need for all students to have very specific educational goals through introduction to The Leader in Me. Behavior and severely low skill levels necessitate continued small group work through Walk to Success.

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:

Administration and Reading Co-chair 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?

Goal 1:

Palm Bay Academy will concentrate on development of student social and emotional well-being with the focus on goal setting and leadership through strategies implemented through the Leader In Me.

Goal 2:

To improve instructional effectiveness, Palm Bay Academy will focus on ELA, Mathematics and Science data through schoolwide Walk to Success, teacher observation and feedback, weekly student data analysis at grade level meetings.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
Lack of full implementation of standards based lesson plans	1.Coach mentoring to ensure implementation 2. Feedback for teachers to adjust instruction	1. Classroom Teachers 2. Reading Coach 3. Title 1 Coordinator	September 2018-May 2019	Teacher lesson plans
Student/Teacher relationships	1.Provide Leader In Me training to support social and emotional learning	1. Administration 2. Classroom teachers. 3. Title 1/ESE teachers	August 2018- May 2019	Classroom Walkthrough 2. Evidence of Leader in Me resources used in

	2.Introduce a schoolwide learning framework	4. Reading Coach 4. Guidance Counselor		lesson plans.
Time in the school day	1.Extend day to accommodate the Leader in Me instruction 2. Title 1, ESE, Reading Coach and activity teachers will support classroom instruction.	1. Administration 2.Title 1 3. ESE 4. Reading Coach	August 2018-May 2019	1.Teacher lesson plans 2. Classroom walkthrough

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.

Administration will perform regular walkthroughs looking for evidence of professional development impacting instruction and student engagement. Administration will see that at least 80% of teacher lesson plans reflect research-based practices that support standards-based instruction.

A teacher survey will be given at the end of the year to determine if they feel their students were engaged during whole group and small group lessons. Palm Bay Academy survey results will show that 80% of teacher feel their students are engaged during lessons.

Qualitative and Quantitative Student Achievement Outcomes:

As a result of standard aligned focus for core subject, Palm Bay Academy expects the following results on the Florida Standards Assessment:

English Language Arts proficiency will increase by 3%, from 48% to 51%.

Mathematics proficiency will increase by 3%, from 51% to 54%.

Science achievement will increase by 3%, from 48% to 51%.

Through the implementation of The Leader in Me, students will be able to communicate what they are expected to learn in the classroom. This will be observed by classroom walk throughs.

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 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

- 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 FSA, QLA, 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.

- 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 monthly.

- This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 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 2018-19:

Fill in BLANKS with data from 2017-18 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90	6	7	3	5	2	4	3	30
1 or more ISS or OSS	4	9	8	13	8	11	11	64
Level 1 in ELA or Math				15	32	17	10	74
Substantial Reading Deficiency	8	6	3					17
2 or more indicators	1	1	2	9	8	8		29

Fill in BLANKS with data from 2017-18 School Year - Number of Students							
Grade Level	7	8	9	10	11	12	Total
Attendance <90	4	2					6
1 or more ISS or OSS	10	9					19
Level 1 in ELA OR Math	24	6					30
Course Failure in ELA OR Math	10	5					15
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 ENGAGEMENT: (Parent Survey Data must be referenced) Title I Schools may use the Parent and Family Engagement Plan to meet the requirements of this section.

Palm Bay Academy Charter School

2018-2019 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, St. Vincent de Paul's Church, The First Presbyterian Church of Palm Bay, A Better Therapy, and Crosswinds 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 IX 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.
- Per Title III, the district resource teacher for Title 1 Family Engagement works collaboratively with the district resource teacher for ESOL to address the needs of English Language Learners and families for language instruction in our Title 1 schools. PBA plans and implements appropriate programs, services and training opportunities for school staff and families. Our Title 1 Parent Engagement Contact works with our ESOL teachers to ensure that information is translated appropriately.
- In compliance with the Individuals with Disabilities Act (IDEA), joint professional development opportunities are provided for staff and training opportunities for parents of Title 1 and ESE students by staff from the Office of Exceptional Education
- PBA's Family Academic and Social/Emotional Events and 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 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. Families expressed interest in trying this again, so we canvassed the parents to find out the best day, time, and form of reminders. Parents have indicated that Tuesdays, Wednesdays, and Thursdays between 6:00 and 7:30 PM are their preferred times for Family Events, so we this year we are rotating events among these days during this time period. 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, monthly Tuesday Teas, 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.
- 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 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, A Better Therapy, and Crosswinds – for a variety of supplemental services that may assist them, such as counseling, uniforms, weekend food, school supplies, and assistance with field trip expenses.
- At every Title 1 event, we provide exit surveys with questions soliciting family input on programming times and content that will best serve our population.

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.
- Families are encouraged to participate in all PBA Family Events and Workshops 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. Different groups of teachers and staff are available at all events to make connections with families and support academic capacity.

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 classroom newsletters including school-wide information. Text, email, phone, and hard copy flyers are utilized for all event invitations and advertising.
- Our Annual Title 1 Meeting is held in August each year to inform families of all Title 1 programs and to solicit input on planning for budget and family services. At this meeting and in monthly newsletters, parents are informed of where all Title 1 information can be accessed (school website, calendars, newsletters, Title 1 binder in front office; copies can be

requested at any time). All parents are given summary copies of the PFEP, and the full document, as well as the SIP can be viewed on the website and/or in the Title 1 Binder in the front lobby of each campus.

- During Open House in the first month of school the teachers 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 teachers are constantly encouraged to maintain frequent contact with parents focused on academic, behavioral, and/or social/emotional 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, 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. Parents have indicated that Tuesdays, Wednesdays, and Thursdays between 5:30 and 8:00 PM are their preferred times, so 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.
- 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. Synervoice is utilized for phone, email, and text reminders for upcoming events.
- 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.

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 counseling, uniforms, food, supplies, laundry, transportation, childcare, and tutoring.
- Parents and families indicate that time and childcare are the most significant barriers to their participation in school engagement events. To this end, we schedule all events at the times that are most preferable to families according to parent feedback and parent surveys, and we do fund-raising to allow us to provide meals for events that take place at meal times. We provide take-home materials at events and through our Parent Resource Room to ensure parents have everything they might need to work with their children at home.
- 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).

To transition VPK students 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.