Palm Bay Academy Charter School

2022-23 Schoolwide Improvement Plan

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Palm Bay Academy Charter School

2112 PALM BAY RD NE, Palm Bay, FL 32905

http://www.palmbayacademy.org

Demographics

Principal: Madhu Longani A

Start Date for this Principal: 9/10/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2020-21: (41%) 2018-19: C (44%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Palm Bay Academy is dedicated to serving the needs of its students by providing an opportunity for an enriched academic environment and to serve each student with excellence as the standard.

Provide the school's vision statement.

Palm Bay Academy's vision is to continue its role as a pioneer in education by establishing community partnerships to enhance its resources so as to inspire and stimulate intellectual growth of its students.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities	
Longani, Madhu	Principal		Serves as the Director of all campuses. Oversees the overall operations of the school and has the command responsibility over the students' population, school personnel and staff and physical facility. Serves as the instructional leader at both campuses. She is actively engaged in daily operations and decision-making process of Palm Bay Academy particularly overseeing academic instruction and delivery. Using current data from edmentum to drive instruction and implement a strategic plan to improve academic outcomes.
Kinsel, Marilyn	Other	Director of Operations	
Allred, Michelle	Assistant Principal		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.
Orellana, Kristina	Teacher, K-12		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.
Rockhill, Henry	Assistant Principal		Supporting the principal in executing and monitoring personnel, resources, and strategies to ensure all students have equitable and equal access to effective standards-based instruction. Conduct classroom observations 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.
Harrison, John	Assistant Principal		Oversees and monitors schoolwide data and curriculum. Ensures that supports are put into place to give the students every opportunity of success by monitoring student progression with a focus on the lowest 25%, SWD and ELL students. Finally, she facilitates PD and

Name	Position Title	Job Duties and Responsibilities
		progress monitoring of accelerated learning of the lowest 25%.

Demographic Information

Principal start date

Saturday 9/10/2022, Madhu Longani A

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

385

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	51	44	34	33	31	29	33	49	45	0	0	0	0	349
Attendance below 90 percent	0	14	5	8	7	6	5	8	5	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	3	3	3	0	0	0	0	9
Course failure in ELA	0	0	0	2	0	6	0	2	1	0	0	0	0	11
Course failure in Math	0	0	0	3	1	7	0	2	1	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	8	3	7	17	12	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	8	2	9	16	5	0	0	0	0	54
Number of students with a substantial reading deficiency	15	16	12	14	8	5	9	8	5	0	0	0	0	92

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	1	1	1	6	7	0	0	0	0	17

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	5	0	4	0	2	0	2	1	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	3	0	4	0	0	0	0	7

Date this data was collected or last updated

Friday 9/23/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	64%	57%	39%			42%	65%	61%
ELA Learning Gains	49%	56%	55%	41%			53%	58%	59%
ELA Lowest 25th Percentile	37%	49%	46%	46%			51%	54%	54%
Math Achievement	43%	66%	55%	34%			36%	67%	62%
Math Learning Gains	66%	62%	60%	38%			41%	62%	59%
Math Lowest 25th Percentile	71%	57%	56%	46%			47%	59%	52%
Science Achievement	48%	63%	51%	26%			32%	62%	56%
Social Studies Achievement	39%	77%	72%	62%			43%	80%	78%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	17	24	18	46	50						
ELL	18	53		39	79						
BLK	36	50	39	34	66	60	47	36			
HSP	37	50	40	41	64		31	38			
MUL	47	38		50	67						
WHT	60	50		60	66		59				
FRL	43	49	37	43	66	71	48	39	57		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	39		29	50						
ELL	35	57	80	42	61		9				
BLK	28	37	42	23	31	31	24	40	50		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
HSP	39	45		43	47						
MUL	45	38		36	54						
WHT	57	48		43	33		40				
FRL	38	41	50	31	36	39	24	29	27		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	33	41	17	48	47	11				
ELL	34	44		30	43		20				
BLK	29	47	44	23	36	43	23	24			
HSP	47	54		35	46		25				
MUL	59	53		44	29						
WHT	59	66	70	58	52		47	91			
FRL	42	53	51	36	41	48	32	45	55		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	80
Total Points Earned for the Federal Index	533
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Palm Bay Academy students continue to struggle significantly in ELA and Math across all grade levels and all subgroups. Trends have shown that overall, ELA achievement has increased from 39% in 2021 to 43% in 2022. This data demonstrates that PBA is above the pre-COVID overall ELA achievement score of 42%. However, the trend lines are still below the District and States overall achievement levels, leaving plenty of room for additional growth in this area.
Palm Bay Academy has made dramatic gains in mathematics over the past four years. 2022 data demonstrates PBA students' overall math achievement is at 43%, up 9% since 2021 and 7% since 2019. PBA math gains are up from 41% in 2019 to 66% currently. PBA's lowest 25 percentile's overall math achievement may be cause for these gains. These students' achievement level was 71% as opposed to 47% in 2019 and 46% in 2021. Palm Baya Academy teachers and students have worked with fidelity and rigor to improve in this area and PBA would like to continue to grow and strengthen students' math abilities and achievements.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although PBA students demonstrate tremendous gains in ELA and Math, our biggest areas of concern continue to be ELA and Math. Comparison of cohort data between PBA and the District illustrates that PBA students fall below the district average by an overall average of 18.5% in ELA and 25.8% in Math. PBA feels that it would be beneficial to place a strong and focused lens on these two areas.

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

This school year, we will implement new ELA standards, and a new ELA curriculum. This will increase engagement, teacher clarity, rigor, and increase response to writing. We believe that these new supports will accelerate student learning. Additionally, the teachers will utilize iReady Toolbox supports based on iReady diagnostic data. PBA will also offer after school tutoring for the students who are struggling the most to accelerate their learning and help bridge the learning gaps.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component with the most improvement is the lowest 25% in Math. This is a direct reflection of the work and resources that PBA has dedicated to our lowest 25% and an overall school focus on improving in the area of conceptual mathematics. PBA was highly focused on our professional development in math fluency and conceptual teaching methods. PBA also worked to support teachers in

math instruction through modeling and planning, and the inclusion of a school-wide goal to improve Mathematics performance.

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

PBA believes that the biggest contributing factor in our math gains was our after school tutoring program which focused two days per week on math fluency and conceptual math. PBA used the iReady math curriculum for after school tutoring and were so impressed with the system that we have purchased iReady Math BEST Standards Math curriculum for the current school year.

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

This school year, we will implement new ELA standards, and a new ELA curriculum. This will increase engagement, teacher clarity, rigor, and increase response to writing. We believe that these new supports will accelerate student learning. Additionally, the teachers will utilize iReady Toolbox supports based on iReady diagnostic data. PBA will also offer after school tutoring for the students who are struggling the most to accelerate their learning and help bridge the learning gaps.

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

PBA switched to Benchmark Advance for our ELA curriculum and spent a substantial portion of our pre-planning training learning and working the program. Teachers have really taken to this curriculum and PBA will continue to work with Benchmark for additional training as needed. Palm Bay Academy is planning to work with iReady for additional staff development with our new math curriculum and the teachers are looking forward to gaining additional insight and improving their craft. PBA will continue to create leadership opportunities for our students and teachers through our ongoing training with Leader in Me as we work toward becoming a lighthouse school. Leader in Me is the SEL component of our school and has had a tremendous impact on the culture of our school.

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

Palm Bay Academy recently purchased new curriculum for both ELA and Math. Teachers have attended training and have begun using these new tools with much success. Palm Bay Academy has been a Leader in Me School for four years and have seen vast improvement in student and family perception data received each year. Palm Bay Academy is taking what they have learned thus far from Leader in Me and working to take our school to the next step in this program. PBA noticed a huge learning leap when we added the after-school tutoring program to our tool kit last year. PBA leaders have worked to identify the strengths and weaknesses of our pilot program and discovered that a more focused approach that works more directly with the lowest 25% will make the best impact on our students' growth. This program will start in November and run for the entire school year.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Although PBA students demonstrate tremendous gains in Math, one of our biggest areas of concern continues to be Math. Comparison of cohort data between PBA and the District illustrates that PBA students fall below the district average by an overall average of 25.8% in Math. PBA feels that it would be beneficial to place a strong focus on this academic area.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Twenty-five percent of PBA students who are below grade level on the PM1 will score a Level 3 or above on the PM3.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	PBA will monitor progress using the following tools: iReady Diagnostic Math - grades K-8 IXL Math Diagnostic - grades 6-8 STAR testing - grades K-2 FAST Testing - grades -3-8
Person responsible for monitoring outcome:	Michelle Allred (mallred@palmbayacademy.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Math performance will improve through implementation of the following strategies: • Grade level teams will meet weekly to plan and reflect on quality instruction. • The Assistant Principal will work both individually and with groups of teachers to ensure quality instruction is taking place in all classrooms and teachers are held accountable for student learning. • MTSS teams will create math groups andwork to accelerate math learning. • The iready math program has been integrated to the curriculum as the core curriculum for instruction and performance. • Create a Book Study for Professional Development using the book Building Thinking Classrooms by Peter Liljedahl. This will be designed to help teacher learn strategies that engage students in this area of the curriculum. • After School Tutoring for math has been designed to pinpoint the lowest twenty-five percent and accelerate their learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	• Grade level team meetings will help keep the teachers on track and demonstrates the need for improvement. • Working both individually and with groups of teachers ensures quality instruction is taking place in all classrooms while holding teachers accountable for student learning. • MTSS teams will create math groups and work to accelerate math learning ensuring that the needs of all students are met. • The rigorous use of the iReady math program will ensure that students are meeting the new BEST standards across all grade levels. • After school tutoring assists those students who need the most help by extending their learning time and accomplishing growth.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• Employ one full time intervention teacher and two part time instructional aides to work with small groups of students who are struggling with math skills in MTSS Tier 2 and Tier 3 intervention groups (T)

• Utilize biweekly Grade Level Team Meetings facilitated by Title 1 Teacher to monitor the progress of all students towards benchmark goals and discuss ways to modify practice when necessary to achieve best results (T)

• Utilize biweekly PLC's facilitated by AP to improve teacher practice through observation, feedback, modeling, and coaching

• Train teachers in iReady Math Curriculum during preplanning in order to support students with the full use of all instructional and assessment tools – Michelle Allred (T)

• Identify lowest math students and begin after school tutoring classes November 1 – Michelle Allred

• Identify the lowest 25% in math and instruct students through MTSS Tier 2 and Tier 3 intervention groups (T)

• Utilize iReady math program to assess and provide individualized instruction and practice (T)

• Purchase and utilize Comodo computer protection services to ensure the safety of students and their data online (T)

Person Responsible   Michelle Allred (mallred@palmbayacademy.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Although PBA students demonstrate gains in ELA, one of our biggest areas of concern continues to be ELA. Comparison of cohort data between PBA and the District illustrates that PBA students fall below the district average by an overall average of 23% in ELA Achievement. PBA feels that it would be beneficial to place a strong focus on this academic area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Twenty-five percent of PBA students who are below grade level on the PM1 will score a Level 3 or above on the PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	PBA will monitor progress using the following tools: iReady Diagnostic Reading - grades K-8 STAR testing - grades K-2 FAST Testing - grades -3-8 District Benchmark Testing
Person responsible for monitoring outcome:	Michelle Allred (mallred@palmbayacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELA performance will improve through implementation of the following strategies: • Grade level teams will meet weekly to plan and reflect on quality instruction. • The Assistant Principal will work both individually and with groups of teachers to ensure quality instruction is taking place in all classrooms and teachers are held accountable for student learning. • MTSS teams will create ELA groups and work to accelerate learning. • Benchmark Advance has been integrated as the core curriculum. • Additional training with Benchmark Advance will be implemented as needed. • After School Tutoring for ELA has been designed to pinpoint the lowest twenty-five percent and accelerate their learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	• Grade level team meetings have been placed on the calendar and are finding success – Nina Orellana. • PLC's have been placed on the calendar and are finding success – Michelle Allred. • Teachers have received the training for Benchmark Advance Curriculum – Michelle Allred. • Tutoring groups have been pinpointed and tutoring will start November 1 – Michelle Allred. • MTSS teams have identified the lowest 25% and groups have been created – Michelle Allred.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

• Employ one full time intervention teacher and two part time instructional aides to work with small groups of students who are struggling with phonemic awareness, reading fluency and comprehension in MTSS

Tier 2 and Tier 3 intervention groups (T)
• Employ a Reading Coach to work with teachers on data analysis, do observations and coach teachers in order to improve reading and language arts instruction at all grade levels (T)
• Utilize biweekly Grade Level Team Meetings facilitated by Title 1 Teacher to monitor the progress of all students towards benchmark goals and discuss ways to modify practice when necessary to achieve best results (T)
• Utilize biweekly PLC's facilitated by AP to improve teacher practice through observation, feedback, modeling, and coaching
• Train teachers on iReady ELA Curriculum during preplanning in order to support students with the full use of all instructional and assessment tools – Michelle Allred (T)
• Identify lowest ELA students and begin after school tutoring classes November 1 – Michelle Allred
• Identify the lowest 25% in ELA and instruct struggling students through MTSS Tier 2 and Tier 3 intervention groups (T)
• Utilize iReady Reading program to assess and provide individualized instruction and practice in ELA (T)

Person Responsible   Michelle Allred (mallred@palmbayacademy.org)

Positive Culture & Environment

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

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

Palm Bay Academy (PBA) has put forth an incredible effort to reach out to our families and bring them into the school. Prior to COVID, attendance at our school events more than doubled from previous years due to a strong focus on family engagement and staff dedication to our families. PBA included students in performances at every event which drew families and stakeholders to the school who then discovered that our family engagement events were meaningful and worthwhile. The Covid-19 pandemic has been a challenge for keeping school involvement growing but it is a challenge that we were able to overcome with great success. Now that we are fully opening our doors to families, PBA is bringing back all of our past events and have modified some to make them new and exciting thus exposing our students and families to a plethora of learning activities designed to help them practice the skills needed to become better at home with their parents. PBA used Survey Monkey to create the Annual Survey and continues to use it throughout the year as a tool to ask all stakeholders specific questions designed to gather information for improvement. PBA has been implementing the Leader In Me program throughout the school to improve the school culture. Teachers, staff, students and parents are being trained in and are implementing the Seven Habits to improve student interactions, behavior, motivation, and performance.(T) The addition of the Parent Panther Leaders (PPL) group/class has been beneficial to the school culture. PPL is designed to help parents learn the Seven Habits of the Leader in Me program which is vital to our school culture. The parents who attend the PPL class are a strong group of parents who have been successfully charged with inviting other friends and families from the school to join them for each event. Although we have become technologically savvy in our adjustment to Covid-19 and the demands of today's society, we still ensure that all parents receive a paper copy if needed and all information is properly translated to Spanish and Haitian

Creole, regardless of the format of delivery. PBA is thrilled to be back and action and have families enjoy their school community.

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

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