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# 1. Mission/Vision Statements of the School

The mission of Palm Bay Preparatory Academy is to provide a unique environment that emphasizes high academic achievement using contemporary technology and innovative educational methods that will prepare students to successfully compete in a competitive post-secondary environment and global economy. These methods will include project-based learning, standards-based electronic curriculum, a research-based reading program, and an internal internship program. The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student, supports high academic standards, integrates technology in all aspects of learning, and promotes tolerance for others.

# 2. School Data for 2017-2018

## 2.1. ELA Data

**Grade** **PBPA Percent Proficient**

2015-2016 27

2016-2017 47

2017-2018 46

2018-2019 39

2019-2020 \*

2020 - 2021 iReady and MAPs Diagnostic Data (See Blow)

**6-8th Grade Language Arts Percent Proficient (iReady Data from September 2020)**

**Grade Phonological Phonics High Freq. Vocabulary Comp. Lit Inform Text**

**Awareness Words**

**T1 T2 T3 T1 T2 T3 T1 T2 T3 T1 T2 T3 T1 T2 T3 T1 T2 T3**

**6th** 100 0 0 92 0 8 100 0 0 50 25 25 60 12 28 48 12 38

**7th** 100 0 0 87 0 13 96 0 4 50 15 35 42 17 41 33 13 67

**8th** 100 0 0 93 0 7 98 0 2 73 10 17 62 09 29 59 09 32

**All** 100 0 0 91 0 9 98 0 2 58 16 26 55 13 32 46 11 43

**7-11th Grade Language Arts Performance Levels (MAP Sept/Oct 2020)**

**Grade Lo LoAvg Avg HiAvg Hi**

**9th**  7 29 50 14

**10th** 67 33

**11th** 11 33 11 39 6

2.1.1 ELA Goals for 2020-2021

1. 55% of tested High School students will score level 3+ on FSA and 55% will show learning gains.
2. 40% of tested Middle School students will Score Tier 1 on the iReady final diagnostic in Comprehension and Informational Text.

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### 2.1.2 ELA Reading Strategies for 2020-2021

1. Implement a blended model for instruction: whole group, teacher-led instruction followed by self-directed computer assisted instruction.
2. Enroll level 1 and low-level 2 students in Intensive Reading.
3. Implement Reading and Writing strategies in all content areas, with a specific school wide curriculum focus on Informational Text and Comprehension.
4. Use tutoring and workshops for English Language Arts and Reading Classes. Specific tutoring sessions outside the normal class focusing on FSA preparation.
5. Use MAPs and iReady to collect, monitor, and use data to drive instruction for differentiation and remediation needs. Quarterly meetings to focus on lowest 30%

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### 2.1.3 ELA Writing Strategies for 2020-2021

1. Implement a school-wide writing assessment for progress monitoring and adjust instruction to meet identified needs (Palm Bay Prep Writes).
2. Implement a blended model for instruction: whole group, teacher-led instruction followed by self-directed computer assisted instruction.
3. Prepare Palm Bay Prep students in grades 6, 7, 8, 9, and 10 for evidence-based writing using multiple pieces of text.
4. Provide professional development for using writing scoring rubrics.
5. Implement a monthly standardized Writing Assignment in all content areas, with curriculum focus and feedback on Informational Text and Comprehension.

2.2 Math Data

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** |  | **PBPA Percent Proficient** |  | |  |
| 2015-2016 |  | 36 |  |  | | |
| 2016-2017  2017-2018  2018-2019 |  | 27  36  26 |  |  | | |
| 2019-2020 |  | \* |  |  | | |

**6-8th Grade Mathematics Percent Proficient (iReady Data from September 2020)**

**Grade Numbers & Operations Algebra & Alg. Measurement & Geometry**

**Thinking Data**

**T1 T2 T3 T1 T2 T3 T1 T2 T3 T1 T2 T3**

**6th 63 29 8 62 21 17 63 19 18 52 17 31**

**7th 45 8 47 40 26 34 46 17 37 46 10 43**

**8th 52 21 27 50 17 33 67 02 31 38 17 44**

**All 53 19 28 50 22 28 59 13 28 46 15 39**

**9-11th Grade Language Arts Percent Proficient (MAP Sept/Oct 2020)**

**Grade Lo LoAvg Avg HiAvg Hi**

**9th** 33 67

**10-12th 10** 32 12 39 6

\* Pandemic prevented administration of State Tests.

### 2.2.1 Math Goal for 2020-2021

1. 54% of tested Algebra I students (grades 8-11th) will score level 3+ on FSA and 55% will show learning gains.
2. 60% of tested Middle School students will Score Tier 1 on the iReady final diagnostic.

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### 2.2.2 Math Strategies for 2020-2021

1. Increase the number of middle school students taking a high school Math course
2. Enroll students who meet the criteria in Intensive Math.
3. Implement a blended model for instruction: whole group, teacher-led instruction followed by self-directed computer assisted instruction.
4. Use tutoring and study halls with emphasis on student usage of Khan Academy as supplemental to the regular tutoring sessions and Imagine Math.
5. Use MAP, Imagine Math, iReady and APEX tutorials to collect, monitor, and use data to drive instruction for differentiation and remediation.
6. Compete in Math competitions like Mathcounts

## 2.3 Science Data

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** |  | **PBPA**  **Percent Proficient** |  |  |  |  |  |  |  |
| 2015-20162016-2017  2017-2018  2018-2019  2019-2020 |  | 43  52  44  35  \* |  |  |  |  |  |  |  |

2.3.1 Science Goal for 2018-2019

54% of tested students will score level 3+ on the FSA Science Test and the Biology EOC Exam.

### 2.3.2 Science Strategies for 2018-2019

1. Use technology specifically for Science instruction (ie: dry labs, dissections, and digital media).
2. Increased number of lab activities.
3. Implement a blended model for instruction: whole group, teacher-led instruction followed by self-directed computer assisted instruction.
4. Use tutoring and study halls with emphasis on student usage of Khan Academy as supplemental to the regular tutoring sessions and STEMscopes for Middle School.
5. Use MAP to collect data, monitor data, and use data to drive instruction for differentiation and remediation

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2.4 Social Studies Data Achievement Level Civics and US History EOC Exam   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Year** |  | **PBPA**  **Percent Proficient**  **Civics** | **PBPA**  **Percent Proficient**  **US History** |  |  |      |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 2015-2016  2016-2017  2017-2018  2018-2019  2019-2020 |  | 47  48  56  55  \* | 86  59  87  52  \* |  |  |  |  |  | |  |  |  |  |

### 2.4.1 Social Studies Goals for 2020-2021

54% of tested students will score proficient on the Florida Civics and US History EOC Exams.

### 2.4.2 Social Studies Strategies for 2020-2021

1. Supplement curriculum with iCivics and Project Based Learning
2. Implement a blended model for instruction: whole group, teacher-led instruction followed by self-directed computer assisted instruction.
3. Use tutoring and workshops to help students prepare for the EOC.
4. Use MAP to collect data, monitor data, and use data to drive instruction for differentiation and remediation.

## **2.5 Attendance and Behavior Information**

Average Daily Attendance Data:

|  |  |  |
| --- | --- | --- |
| Year | Average Daily Attendance | Category of Most Absent and Percentage |
| 2015-2016 | 93.89% | 12th grade, 86.9% |
| 2016-2017 | 92.69% | 12th grade, 87.9% |
| 2017-2018 | 92.61% | 12th grade, 86.67% |
| 2018-2019 | 90.53% | 12th Grade, 89.12% |
| 2019-2020 | 95.69% | 12th grade, 93.9% |
| **Total - 5 Year Average** | **93.08%** | **88.91%** |

Annual Discipline Data:

|  |  |  |
| --- | --- | --- |
| Year | Number of Discipline Referrals | Number of ISS/OSS Days |
| 2015-2016 | 178 | 51 |
| 2016-2017 | 175 | 62 |
| 2017-2018 | 197 | 87 |
| 2018-2019 | 174 | 62 |
| 2019-2020 | 166 | 96 |

### 2.5.1 Attendance and Behavior Goals for 2020-2021

* The school will have an average daily attendance rate of 95% with a continued emphasis on Seniors to increase daily attendance to 92%.
* The number of Discipline Referrals will decrease by 10% from 166 to 150
* The number of ISS/OSS days for students will be reduced from 96 to 75.

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### 2.5.2 Attendance and Behavior Strategies for 2020-2021

1. Employ a “Check-in/Check out” system and “Time Out Zone” utilizing the Counselor and Social Worker. Positive reinforcements strategies, such as reflective writing, counseling, and quiet time will be employed to increase positive behavior and decrease suspensions
2. Employ a “team-teacher” approach as a means of de-escalating situations before they become disciplinary issues.
3. Use Mentoring Program to build relationships between students and teachers that will result in positive interactions leading to a decrease in disciplinary procedures.
4. Identify students with excessive absences and conference with the student individually.
5. Contact parents of students with five consecutive days absent unless a prior notification or excuse was submitted.
6. Schedule a meeting with the parent/guardian to establish an Attendance or Behavior Contract for students with excessive absences or consistent behavioral disruptions.
7. In extreme cases, employ the school Counselor, Social Worker, and SRO in conducting home visits and wellness checks.

# 3. Title I Requirements

### The school will adhere to the guiding principles as outlined in Section 1002.33(2)(a) of the Florida Statute by providing students with an educational opportunity that promotes high student achievement and flexibility. The school will offer students a learning model that focuses on the development of the whole student.

3.1 Professional Development Strategies for 2020-2021

* Sixth grade ELA teachers will be trained in the use of Wit & Wisdom.
* Teachers will be trained in the use of the blended classroom model.
* Admins will conduct monthly meetings to discuss strategies for culture improvement.
* Admins will create grading and reporting guidelines with teacher input.
* Admins will conduct classroom walk-through assessments to ensure implementation of SIP strategies.
* Train staff in use of data to drive instruction.

### 3.2 Monitoring Strategies Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Person** | **Strategy** | **Person** | **Strategy** | **Person** | **Strategy** | **Person** |
| 2.1.2.1 | Graham | 2.1.3.3 | Graham | 2.3.2.1 | Graham | 2.4.2.3 | Cross |
| 2.1.2.2 | Schatz | 2.1.3.4 | Cross, | 2.3.2.2 | Graham | 2.4.2.4 | Cross |
| 2.1.2.3 | Graham | 2.2.2.1 | Schatz | 2.3.2.3 | Graham | 2.5.2.1 | Graham/Schatz |
| 2.1.2.4 | Cross, Staff | 2.2.2.2 | Schatz | 2.3.2.4 | Cross, | 2.5.2.2 | Schatz/Social Worker |
| 2.1.2.5//2.1.2.6 | Graham/Cross | 2.2.2.3 | Graham | 2.3.2.5 | Graham | 2.5.2.3 | Schatz |
| 2.1.3.1 | Cross, Staff | 2.2.2.4 | Cross, | 2.4.2.1 | Graham | 2.5.2.4 | Schatz |
| 2.1.3.2 | Graham | 2.2.2.5 | Graham | 2.4.2.2 | Graham | 2.5.2.5 | Schatz/Social Worker |

***Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school’s mission and support the needs of students.***

The school completes a Parental Involvement Plan (PFEP), which can be found on the school website and as a hardcopy in the school office.

***Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring, and other pupil services.***

The school will utilize the Counselor and Social Worker to assist teachers and administration with the behavioral needs of students. Additionally, an academic intervention teacher, and/or paras, will be hired to assist students in academic areas of need. The school will focus on a social-emotional curriculum to address student trauma and mental health.

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.***

The school will create and implement a Transition Plan for students moving from middle school to high school. The plan will include classroom visits, parent meetings, and materials to accelerate curriculum.

***Describe the process through which school leadership identifies and plans to recruit/retain effective teachers.***

For recruitment:

Admins use an on-line employment-related search engine to search for applicants and post positions. The system has allowed for “new hires” who were planning a move to the area. In addition, positions are advertised via the Bay District Schools employment opportunities website. Administrators and faculty members maintain relationships with staff at local colleges (Florida State PC Campus, Chipola State College, and Gulf Coast State College), where jobs are posted and discussed with possible candidates.

For retention:

Principals celebrate teacher achievements via a weekly newsletter. Teachers are given positive feedback as a result of administrative weekly classroom walk-throughs. The principal builds relationships with all teachers; and is intentional about those relationships with the teachers who are highly effective as instructors.