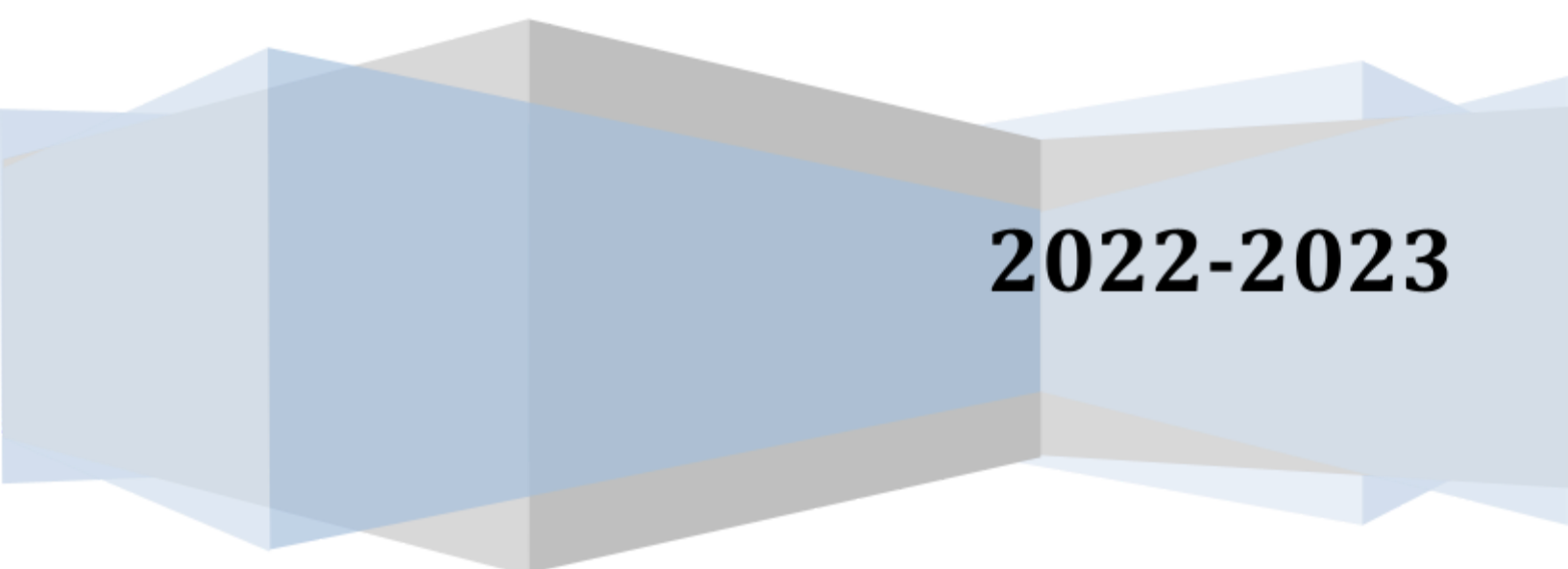# School Improvement Plan

Palm Bay Prep Academy

2022-2023

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1.   Mission/Vision Statements of the School

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PALM BAY SCHOOLS VISION

To Improve the Lives of Our Students

PALM BAY SCHOOLS MISSION

Provide authentic learning experiences, a collaborative nurturing environment, and build a foundation for student success through the use of technology and social/emotional supports.

2. School Data for 2021-2022

2.1.   ELA Data

Grade	PBPA Percent Proficient
Sixth Grade	58
Seventh Grade	44
Eighth Grade	56
Ninth Grade	48
Tenth Grade	40

Overall ELA Proficiency: 50%
ELA Learning Gains: 50%
Lower Quartile Learning Gains: 44%

2.1.1   ELA Goals for 2022-2023

1. 55% of tested students will score at or above grade level proficiency on the ELA Spring Benchmark Assessment.

2.1.2   ELA Reading Strategies for 2022-2023

1. Instruct 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 into Intensive Reading.
3. Use Exact Path and i-Ready diagnostics to monitor and analyze data to drive instruction for acceleration, differentiation and remediation needs.
4. After school tutoring will be provided to students twice weekly for additional support and intervention.

2.1.3   ELA Writing Strategies for 2022-2023

Writing scores are incorporated into the overall ELA scores. To improve the ELA scores, school personnel will implement the following strategies, specifically in writing instruction.
1. Teachers will use rubrics to allow students to self-assess throughout the writing process.
2. Teachers will rely on data-driven instruction to ensure high quality learning experiences for all students.
3. Students will be given specific feedback during writing instruction based on rubrics.

2.2 Math Data

Grade	PBPA Spring 2022 FSA Percent Proficient
Sixth Grade	69
Seventh Grade	44
Eighth Grade	23
Algebra 1 EOC	51
Geometry EOC	44

Overall Math Proficiency: 50%
Math Learning Gains: 47%
Lower Quartile Learning Gains: 41%

2.2.1 Math Goal for 2022-2023

1. 55% of tested Algebra I students (grades 8-11th) will score level 3+ on FSA and 55% will show learning gains.
2. 55% of tested Middle School students will score at or above grade level proficiency on the Math Spring Benchmark Assessment and learning gains will be at or above 55% in both the lower quartile and overall learning gains.

2.2.2 Math Strategies for 2022-2023

1. Increase the number of middle school students taking either high school Algebra 1 or Geometry.
2. Provide 6th grade Pre-Algebra class to qualified students.
3. Enroll level 1 and low-level 2 students into Intensive Math.
4. After school tutoring will be provided to students twice weekly for additional support and intervention.
5. Use Exact Path and i-Ready diagnostics to monitor and analyze data to drive instruction for acceleration, differentiation and remediation needs.

2.3   Science Data

Grade	PBPA Percent Proficient
Eighth Grade	47
Biology EOC	65

2.3.1   Science Goals for 2022-2023

1. Of tested students, increase proficiency of both science assessments at or above 55 % on the NGSS Science Assessment and the Biology EOC Exam.

2.3.2   Science Strategies for 2022-2023

1. Opportunities for students to enroll in additional science related electives and courses.
2. Increased number of lab activities in science courses.
3. Instruct a blended model for instruction: whole group, teacher-led instruction followed by self-directed computer assisted instruction.

2.5   Attendance and Behavior Information

Average Daily Attendance Data:

Year	Average Daily Attendance
2019-2020	96%
2020-2021	90.5%
2021-2022	91.7%

Annual Discipline Data:

Year	Number of Discipline Referrals	Number of ISS/OSS Days
2018-2019	174	62
2019-2020	166	96
2020-2021	162	231
2021-2022	209	160

2.5.1   Attendance and Behavior Goals for 2022-2023

- The school will have an average daily attendance rate of 95%.
- The number of Discipline Referrals will be reduced to < 175.
- The number of ISS/OSS days for students will be reduced to < 125.

2.5.2   Attendance and Behavior Strategies for 2022-2023

1. Employ an ISS para to decrease the number of out of school suspensions.
2. Responsive Classroom in-service provided for teachers as a means of positive classroom management.
3. School-wide positive behavior incentives each semester.

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 2022-2023

- Teachers will be trained in building and analyzing summative assessments in ELA and Math.
- Teachers and Admins will conduct a book study of "Closing the Loop" to improve communication between school and home in the fall of 2022.
- Teachers will receive in-service for Responsive Classroom in August 2022 to learn "teacher language" techniques to improve learning and relationship building.

3.2 Monitoring Strategies Plan

Strategy	Person	Strategy	Person	Strategy	Person	Strategy	Person
2.1.2.1	Phillips/ Cook	2.2.1.1	Phillips/ Cook	2.2.2.4	Phillips/ Cook	2.3.2.2	Phillips/ Cook
2.1.2.2	Phillips/ Cook	2.2.1.2	Phillips/ Cook	2.2.2.5	Phillips/ Cook	2.3.2.3	Phillips/ Cook
2.1.2.3	Phillips/ Cook	2.2.2.1	Phillips/ Cook	2.3.1.1	Phillips/ Cook	2.4.2.1	Phillips/ Cook
2.1.3.1	Phillips/ Cook	2.2.2.2	Phillips/ Cook	2.3.2.4	Phillips/ Cook	2.4.2.2	Phillips/ Cook
2.1.3.2	Phillips/ Cook	2.2.2.3	Phillips/ Cook	2.3.2.1	Phillips/ Cook	2.42.3	Phillips/ Cook

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 a Dean of Students, Social Worker and the School Counselor 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.

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.