



PALM BAY

School Improvement Plan
Palm Bay Prep Academy

2019-2020



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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 a community-based 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 Achievement Level
2016-2017	47
2017-2018	46
2018-2019	39

2.1.1 ELA Goal for 2019-2020

54% of tested students will score level 3+ on FSA and 55% will show learning gains.

2.1.2 ELA Reading Strategies for 2019-2020

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.
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 MAP to collect, monitor, and use data to drive instruction for differentiation and remediation.

2.1.3 ELA Writing Strategies for 2019-2020

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.

2.2 Math Data

Grade	PBPA Achievement Level
2016-2017	27
2017-2018	36
2018-2019	26



2.2.1 Math Goal for 2019-2020

54% of tested students will score level 3+ on FSA and 55% will show learning gains.

2.2.2 Math Strategies for 2019-2020

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, and APEX tutorials to collect, monitor, and use data to drive instruction for differentiation and remediation.

2.3 Science Data

Year	PBPA Achievement Level
2016- 2017	52
2017-2018	44
2018-2019	35

2.3.1 Science Goal for 2018-2019

54% of tested students will score level 3+ on FSA 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 Achievement Level
2016-2017	47
2017-2018	64
2018-2019	54

2.4.1 Social Studies Goals for 2019-2020

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

2.4.2 Social Studies Strategies for 2019-2020

1. Use technology specifically for Social Studies instruction.
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 NGSSS/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

2.5.1 Attendance and Behavior Goals for 2019-2020

- The school will have an average daily attendance rate of 95%.
- The number of ODRs will be reduced from the 2018-19 data.
- The number of ISS/OSS days for students will be reduced to < 50.

2.5.2 Attendance and Behavior Strategies for 2019-2020



1. Employ a Behavioral Interventionist who will focus on teaching pro-active strategies to increase positive behavior.
2. Identify students with excessive absences and conference with them individually.
3. Contact parents of students with five consecutive days absent unless a prior notification or excuse was submitted.
4. Schedule a meeting with the parent/guardian to establish an Attendance Contract for students with excessive absences.

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 2018-2019

- 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, Scurlock
2.1.2.2	Payne	2.1.3.4	Cross, Scurlock	2.3.2.2	Graham	2.4.2.4	Cross, Scurlock
2.1.2.3	Graham	2.2.2.1	Payne	2.3.2.3	Graham	2.5.2.1	Graham
2.1.2.4	Cross, Scurlock	2.2.2.2	Payne	2.3.2.4	Cross, Scurlock	2.5.2.2	Underwood
2.1.2.5	Graham	2.2.2.3	Graham	2.3.2.5	Graham	2.5.2.3	Cross, Scurlock
2.1.3.1	Cross, Scurlock	2.2.2.4	Cross, Scurlock	2.4.2.1	Graham	2.5.2.4	Underwood
2.1.3.2	Graham	2.2.2.5	Graham	2.4.2.2	Graham		

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 hire a Behavior Interventionist 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.