Paul R. Brown Leadership Academy
SCHOOL IMPROVEMENT PLAN
2016 – 2017

COVER PAGE

School Name: Paul R. Brown Leadership Academy **School District:** 09A

Name of Head Master: Mr. Roland T. Mckoy **Current School Year:** 2016 -2017

Needs Improvement: X Year 1 x Year 2 ☐ x Year 3 ☐ Year 4 ☐ Year 5 ☐ Year 6 ☐ Year 7 ☐ Year 8

Whole School: X Reading X Mathematics X Participation

Subgroup Reading: X Students with Disabilities ☐ English Language Learners X Black ☐ Hispanic X Economically Disadvantaged X White

Subgroup Mathematics: X Students with Disabilities ☐ English Language Learners X Black ☐ Hispanic X Economically Disadvantaged X White

Title I: X School- wide Program

Headmaster Signature: Roland T. McKoy, III **Date:** 2/15/16

Commandant of Cadets

Signature: Carl T. Lloyd **Date:** 2/15/16

School Vision/Philosophy Statement: The vision/philosophy statement of Paul R. Brown Leadership Academy is to create tomorrow's leaders through academics, athletics, character and leadership. The faculty and staff will work together with parents, guardians and community members to instill in our cadets that being a well rounded person will open doors to better opportunities in life.

Our cadet population consist of 1 Hispanic, 3 Native Americans, 18 Caucasians and 86 Afro-Americans. The majority of our cadets have never had any academic success. Therefore we spent our first year just trying to change their mind sets. We told them that their education would open doors for them and that no one could take what they learned away from them. We are trying to instill in all of the cadets that you can achieve anything you set your mind to and that there are no limits if you do the work. You must be willing to do the work in the classroom and if you do your very best at every given opportunity; you will achieve. We have high expectations for our cadets and we stress to them that nothing comes easy and you must be willing to try. We tell them that they will not always win because in life you will win some and you will lose some. If they give it their very best they have nothing to be ashamed of. We stress to them that they must put forth their best effort everyday and treat everyone with respect.

We as a school try very hard not to suspend our cadets because they can not learn if they are not in the classroom. If you are home it is difficult to get meaningful instruction from the teacher. We use the military structure and practice on the spot corrections for the cadets. Our cadets march tours after school or do physical activities such as push-ups when there is a problem with classroom behavior.

School Mission Statement: The mission of Paul R. Brown Leadership Academy is to serve its students through a commitment to excellence in an education that serves today, tomorrow, and the future by providing an academically rich program that encompasses all skills sets for life: reading, communication, critical and creative thinking, problem solving, work ethic, integrity, physical wellness and leadership.
The school data team authored this plan and will be the body ultimately responsible for the implementation and monitoring of the School Improvement Plan. Its members include representatives from the Board of Paul R. Brown Leadership Academy, school and community:

PBLA Board Members
President
Dorothy McKoy
Members of the Board
Minnie Price
Robert Barbera
Alvin Coley
Booker T. Cotton

Kenneth Free
Robert McKoy, Jr.
Christopher Tatum
? Martin

School Administration & Staff

Headmaster
Roland T. McKoy, III
Commandant of Cadets
Carl T. Lloyd
Academic Dean
Stephanie Henry
Director of Testing
Theresa Lloyd
Title One Director
Theresa Lloyd
Comptroller
Jacinda Corbett
Administrative Assistant
Brigette Bryant

English Instructors
Stephanie Henry
Luella Thompson
Martin Denning
Math Instructors
Claude Russell
Laura Ray
Science Instructors
Shelda Parker
Brenda Bowen
Foreign Language Instructor
Sue Griffin
Special Education Instructor/Liaison

Jane Lomax
Health/Elective Instructor
Laurin Young
History Instructors
Annese Haire
Brenda Bowen
Physical Education Instructor
Jerry Kellam

Community Representatives
Parents
Mrs. Ruth High
Mr. and Mrs. Barry Graham
Community Member
Reverend Anthony Gause

GOALS:

1. Increase reading proficiency for students in all grades by a minimum of 10% as measured by EOC/EOG assessments.

2. Increase mathematics proficiency for students in all grades by a minimum of 10% as measured by EOC/EOG assessments.

3. Increase parental and community engagement in the educational process by a minimum of 10% annually as measured by participation in academic school events.

4. Ensure a safe and secure learning environment where all members are respected as measured by an annual 10% decrease in office referrals.

SUBGROUP OBJECTIVES:

1a. Increase reading proficiency in Economically Disadvantaged students subgroup by a minimum of 20% as measured by EOC/EOG assessments.

1b. Increase reading proficiency in Students with Disabilities subgroup by a minimum of 20 % as measured by EOC/EOG assessments.

2a. Increase mathematics proficiency in Black students' subgroup by a minimum of 20% as measured by EOC/EOG assessments..

2b. Increase mathematics proficiency in Economically Disadvantaged students subgroup by a minimum of 20% as measured by EOC/EOG assessments..

PAUL R. BROWN IMPROVEMENT PLAN				
2015 – 2016				
GOAL 1: Increase reading proficiency for students in all grades by a minimum of 10% as measured by June EOC/EOG assessments.				
OBJECTIVE 1a: Increase reading proficiency in Economically Disadvantaged students' subgroup by a minimum of 20% as measured by year end assessments.				
OBJECTIVE 1b: Increase reading proficiency in Students with Disabilities subgroup by a minimum of 20 % as measured by year end assessments..				
Identified Need(s)	**Tier 2 Indicator (strategies that will impact student achievement)**	**Action Steps**	**How will we monitor and provide evidence of implementation and effectiveness?**	**Additional Skills, Knowledge and Support (Professional Development)**

Reading **Whole School** **0 % Proficient or Above** Gr. 6 – 0 Gr. 10 -0 Gr. 7 – 0 Gr. 11 - 0 Gr. 8 – 0 Gr. 9 – 0 **Reading** **Subgroup =** **Free/Reduced Lunch** **% Proficient or Above** Gr. 6 – 0 Gr. 10 -0 Gr. 7 – 0 Gr. 11 - 0 Gr. 8 – 0 Gr. 9 – 0 **CMT 08 Reading** **Subgroup = Special Education** **% Proficient or Above** Gr. 6 – 0 Gr. 10 -0 Gr. 7 – 0 Gr. 11 - 0 Gr. 8 – 0 Gr. 9 – 0	- 100% teachers (general education, special education, English language learners, special area), student support staff and administrators will participate in the data team process. - Team meetings will take place every Friday at 2:30 p.m. This meeting will review Student Progress. - Teachers will do Read-Alouds everyday.	**Action Steps:** - Set short term reading goals in all grade level data teams - Provide time for grade level data team meetings to meet twice a month for 45 minute sessions - Implement district protocols for data team meetings such as Pre-tests and Post-tests. - Give language arts common formative assessment to all new students who enter during the school. The Testing Coordinator will be the point of contact with the support of the Academic Dean. - Align school goals to data analysis - Align IEPs to grade level performance expectations - Implement Sheltered Instruction Observation Protocol (SIOP) - Differentiate instruction based on data analysis to accommodate diverse student learners. The Academic Dean will be the point of contact.	**Principal/Designee Will:** - Regularly review grade level data team meeting minutes - Disseminate data regarding reading skills to each grade level data team by the first week of September through the school data team - Collect results monthly of common formative assessments that assess reading skills and ensure that the school data team sets short-term goals for all students and subgroups - Attend and participate in grade level data team meetings on a rotating basis - Review lesson plans bi-weekly to ensure alignment with standards and district reading curriculum and use of SIOP strategies - Observe lessons to ensure that differentiation	**Provide All Staff with Professional Development In and For:** - Data-Driven Decision Making/Data Teams - Mentoring for new teachers - Common Formative Assessments - Effective Teaching Strategies for English Language Learners - Sheltered Instruction Observation Protocol

		Continuation Strategies: - Teachers will be responsible for reviewing cadets' reading portfolios to assess progress and create instruction based on the needs of the cadets - Each new teacher will be assigned a faculty mentor who will provide monthly updates to the Administration. The Academic Dean will be the point of contact. - 90 minute literacy block that includes learning stations focused on phonological awareness, fluency, comprehension, vocabulary and oral language - Give monthly assessments (local tests and benchmarks) - Continue to develop classroom libraries that include multi-cultural and non-fiction texts which includes various levels of texts. - Continue to implement Effective Teaching Strategies, with an emphasis on	is occurring - Monitor use of culturally relevant Effective Teaching Strategies and Effective Teaching Strategies for English Language Learners **Teachers Will:** - Administer, collect and analyze formative reading assessment results every month - Use data to set short term learning goals (2 to 4 weeks) and related instructional plans - Participate in grade level data team meetings twice a month to review student achievement data from common assessments - Rotate duties of convening and facilitating data teams - Agree on ground rules for meetings	

		differentiation - Help Class (After school tutoring/last 45 min of day used to reteach) -1x weekly PLC meetings -1x Weekly Staff meeting - Participate in grade level data team meetings twice a month to review student achievement data from common assessments	- Maintain a classroom data wall highlighting student achievement data and the instructional strategies that impacted results - Implement instructional accommodations and modifications in alignment with the IEP	

PAUL R. BROWN SCHOOL IMPROVEMENT PLAN				
2015 – 2016				
GOAL 2: Increase mathematics proficiency for students in all grades by a minimum of 10% as measured by June EOC/EOG assessments.				
OBJECTIVE : Increase mathematics proficiency in Black subgroup by a minimum of 20% as measured by June EOC/EOG assessments.				
Identified Need	**Tier 2 Indicator School Strategies**	**Action Steps**	**How will we monitor and provide evidence of implementation and effectiveness?**	**Additional Skills, Knowledge and Support (Professional Development)**

Math **Whole School** **% Proficient or Above** Gr. 6 – 0 Gr. 10 -0 Gr. 7 – 0 Gr. 11 - 0 Gr. 8 – 0 Gr. 9 – 0 **Math** **Subgroup = Special Education** **% Proficient or Above** Gr. 6 – 0 Gr. 10 -0 Gr. 7 – 0 Gr. 11 - 0 Gr. 8 – 0 Gr. 9 – 0 **Math** **Subgroup = Black** **% Basic/Below Basic** **Gr 6-11** **0 at AYP** **98 % Needed** **98 % Shortfall**	- 100% of teachers will plan and implement lessons that are aligned with district Power Standards, culturally relevant and differentiated to accommodate the needs of diverse learners	**New Strategies:** - Set math short term learning goals in all grade level data teams - Develop a lesson plan template that connects lesson plans to Common Core Standards and addresses need to differentiate for diverse learners - Align school goals to district data - Align IEPs to grade level performance expectations - Provide extended learning opportunities before/after school and during the summer based on student need - Provide culturally relevant instruction - Give math common formative assessment to all new students who enter during the school - Differentiate instruction to accommodate diverse student learners **Continuation Strategies:**	**Principal/Designee Will:** - Disseminate data regarding math skills to each grade level data team by the first week of September through the school data team - Collect results monthly of formative assessments that assess math skills and ensure that the school data team sets short-term goals for all students and subgroups - Conduct weekly walk throughs to monitor teaching to standards and implementation of lesson plans - Provide feedback to faculty regarding walk through observations and plan professional development accordingly **Teachers Will:** - Utilize new lesson plan format and implement quarterly performance based assessments	**Provide All Staff with Professional Development in and for:** - Making Standards Work - Inclusion and co-teaching - Provide feedback to the faculty--Point of contact will be the Academic Dean - Best practices for all staff in teaching English Language Learners - Overview of IDEA 2014 provided by LEA, including IEP process and expectations for all teachers in implementing accommodations and modifications

		- Utilize constructiveness approach to instruction, emphasizing the appropriate use of manipulators - Incorporate non-fiction writing into math lessons daily - Embed open-ended response questions - Daily oral math review	- Implement instructional accommodations and modifications in alignment with the IEP - Identify students who require extended learning opportunities through data team process - Administer, collect and analyze math assessment results every month - Use data to set short term learning goals (2-4 weeks) and related instructional plans	

PAUL R. BROWN LEADERSHIP ACADMEY IMPROVEMENT PLAN				
2015 – 2016				
GOAL 3: Increase parental and community engagement in the educational process by a minimum of 10% annually as measured by participation in academic school events.				
Identified Need	**Tier 2 Indicator**	**School Strategies**	**How will we monitor and provide evidence of implementation and effectiveness?**	**Additional Skills, Knowledge and Support (Professional Development)**
All parents are not	- 100% of staff will	**New Strategies:**	**Principal/Designee Will:**	**Provide All Staff with**

engaged in assisting school to meet academic goals	provide multiple opportunities for parents to become involved in school activities in various ways	- Convene a Community Engagement Committee to establish baseline data regarding parent/community involvement - Survey parents/community members regarding engagement, involvement, etc. - Community Engagement Committee will monitor and assess communications between school and home - Hire a family liaison that is bilingual and will assume volunteer coordination responsibilities - Community Engagement Committee will host three events throughout the school year: community night, literacy night, math night to promote parental/community involvement **Continuation Strategies:** - Translate all communications into every language found in student homes - Advertise all school events to student families through	- Serve on Community Engagement Committee - Assist with development of initial involvement survey - Communicate school policies and resources at Open House Night **Teachers Will:** - Contact all student families by phone within the first month of school - Record all parent meetings, contacts, emails and phone calls in a binder for review by school - Participate in school survey efforts - Ensure at least one positive contact with all student homes twice a year	**Professional Development in and for:** - Involving parents as partners in school - Community outreach and communication

		automatic phone system - Publish a school newsletter twice a year that is available in every language found in student homes		

PAUL R. BROWN SCHOOL IMPROVEMENT PLAN				
2015 – 2016				
GOAL 4: Ensure a safe and secure learning environment where all members are respected as measured by a 10% annual decrease in office referrals.				
Identified Need	**Tier 2 Indicator**	**School Strategies**	**How will we monitor and provide evidence of implementation and effectiveness?**	**Additional Skills, Knowledge and Support (Professional Development)**
- There are students who	- 100% of faculty and	**New Strategies:**	**Principal/Designee Will:**	**Provide All Staff with**

are missing instructional time because they are not in class	staff will participate in the review, development and implementation of school climate improvement campaign	- Establish a School Climate Committee charged with the review and revision of school-wide rules and conduct, facilitation of periodic climate assessments, collating the data, scheduling of professional development, reporting to entire faculty staff and evaluating efficacy of school climate campaign - Implement Positive Behavior Supports as a student management system – All staff will track classroom and office referrals and review in data teams (grade level and school data teams) - Ensure that every student has an adult in school that they perceive to be their advocate **Continuation Strategies:** - Monitor attendance and tardiness of students - Include component in report card informing parents/guardians of student behavior and social skills development	- Participate on the School Climate Committee - Facilitate the process of conducting school climate assessments through the year for students, faculty/staff and parents - Model respectful behavior in interactions with all school community members **Teachers Will:** - Implement school-wide rules and code of conduct and manage classroom disciplinary issues - Participate, as requested, on School Climate Committee - Model respectful behavior in interactions with all school community members - Intervene and respond as appropriate to every incident of disrespectful behavior	**Professional Development in and for:** - Positive Behavior Supports - School Climate Improvement including principles, practices and strategies necessary for creating physically, emotionally and intellectually safe and respectful school - School-wide book reading on relevant topics (i.e. school connected, character education, service learning, creating emotionally safe schools, etc.)

		- Conduct periodic school assemblies reminding students about respectful behavior and equitable treatment for all		

The Headmaster, Academic Dean and the Testing Coordinator will meet once a month and review data and determine what is working for our cadets. If changes need to be made they will get the input from the teachers and make the necessary changes to address the needs of our cadets. They will also monitor the success of the teacher in the classrooms by observations and cadet performance.

Once a semester there will be a meeting of all the Department heads, the Headmaster, Academic Dean and the Testing Coordinator to review our improvement plan. If changes need to be made to address the needs of our cadets; they will be made then.

Data Information is included..

End of Grade Performance (All Subjects Grades 3-8) Percentage Proficient

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	15.7	46.7	19.4	56.3	54.5	22.3	26.1	21.4	0.0	9.6	14.2	32.9	0.0	13.8
2013-14	8.1	45.8	12.5	55.7	58.8	22.2	28.7	22.1	0.0	9.9	8.1	32.8	0.0	13.0

EOG Math Performance 3-8

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	5.3	44.1	5.3	52.2	73.7	24.9	21.1	22.8	0	8.1	5.3	28.3	0	15.8
2013-14	0	43.1	0	51	81.7	25	16.7	24	0	8	0	28.3	0	14.8

EOG Reading Performance 3-8

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	26.3	45.1	33.3	56.3	29.8	21.6	36.8	22.1	7	11.2	22.8	34.7	0	10.4
2013-14	11.7	44.7	20	56.3	43.3	21.2	36.7	22.5	8.3	11.6	11.7	34.4	0	10.3

Science EOG Grade 8

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	15	59.1	20	68.8	70	16.5	10	14.6	9.7	9.7	15	41.5	0	17.7
2013-14	18.8	57.3	25	67.8	31.3	17	43.8	15.2	6.3	10.5	18.8	41.1	0	16.1

Math I

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	5	48.6	15	59.8	55	24.9	30	15.3	10	11.2	5	34.8	0	5.8
2013-14	0	46.9	7.7	60	76.9	23.3	15.4	16.7	7.7	13.1	0	34.6	0	6.2

English II

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	10	50	20	59.6	70	19.9	10	20.6	10	9.6	10	44.2	0	5.8
2013-14	22.2	51.7	33.3	61.2	44.4	18.4	22.2	20.3	11.1	9.5	22.2	45.5	0	6.2

Biology

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	0	44.9	0	53.7	60	24.2	40	22.2	0	8.8	0	33	0	14.8
2013-14	11.1	45.1	33.3	53.9	55.6	22.5	11.1	23.6	22.2	8.8	11.1	30.3	0	14.8

All EOC's

Year	Performance Comp/College & Career Ready		Sch. Grade Level Proficiency		Level I		Level 2		Level 3		Level 4 - College Prep Level		Level 5- College Prep Level	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
2014-15	5	47.9	12.5	57.9	60	23.1	27.5	18.9	7.5	10	5	36.3	0	11.7
2013-14	9.7	47.8	22.6	58.6	61.3	21.6	16.1	19.8	12.9	10.7	9.7	36.6	0	11.2

Achievement

Year	School Performance Grade	School Performance Score	Growth Status	EOG Reading	EOG Science	English II	Math I	Biology	Achievement Score	Growth Score
2014-15 -	F	31	Met	33	5	20	15	33	18	82.1
2013-14	F	23	Not Met	20	25	33	8	NA	14	59.6