

Brevard Public Schools

Palm Bay Elementary School



2016-17 Schoolwide Improvement Plan

Palm Bay Elementary School

1200 ALAMANDA RD NE, Palm Bay, FL 32905

<http://www.palmbay.es.brevard.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Palm Bay Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Palm Bay Elementary School's mission is to empower our diverse community to lead and learn.

b. Provide the school's vision statement.

Palm Bay Elementary School's vision is to be the first choice for innovative leaders and learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The staff of Palm Bay Elementary (PBE) School builds relationships with students and learns about students' cultures primarily through daily instructional interactions and two-way communicative methods. Relationship building strategies are expected to be embedded into classroom practices. In addition, several school events are planned throughout the school year, outside of school hours. These events allow families to come together with the PBE staff for positive academic and social interactions. Parent and student surveys are administered annually to afford families an opportunity to provide the school with feedback regarding its ability to foster positive relationships that promote cultural acceptance, respect, and understanding.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Above all, Palm Bay Elementary School creates an environment where students feel safe and respected before, during and after school by engaging all staff members to commit to making each adult to student interaction a positive one. Staff members receive various trainings throughout the school year that are supportive of creating a safe, educational environment. Additionally, supervision and safety procedures are utilized and continuously monitored to ensure effective implementation.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Palm Bay Elementary School is in the initial stages of implementing Positive Behavior Intervention Support (PBIS). PBIS is a systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors, and has systems in place to support students who have a difficult time or may present with more challenging behaviors. Classroom teachers are required to manage minor behavior and disciplinary incidents with the expectation to redirect students and review expectations (teach and reteach). Administration will take action to resolve and remediate more severe student behavior. PBE staff will receive training throughout the school year to support the school-wide behavioral system.

d. 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.

Palm Bay Elementary is implementing new processes to ensure the social-emotional needs of all students are being met. Staff members are partaking in trainings based on the philosophy that educators are called to develop the whole child (mind, body, heart, and spirit). Guidance is also involved in providing social-emotional support to students through counseling and family outreach programs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning data at Palm Bay Elementary School is retrieved from the AS400 data management system. This data base allows administrators to access reports to identify attendance, behavior referrals and suspensions, course failures, state assessment results, free and reduced lunch population, entry and withdrawal history, and demographic information. Administrators and guidance personnel analyze most of these data points monthly and some annually. This information provides school leaders with information to make critical decisions regarding educational program planning and instruction.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	37	46	34	35	24	29	18	0	0	0	0	0	0	223
One or more suspensions	4	9	5	15	4	27	7	0	0	0	0	0	0	71
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	55	43	61	25	0	0	0	0	0	0	184

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	4	5	28	13	27	8	0	0	0	0	0	0	89

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Palm Bay Elementary employs multiple intervention strategies to improve the academic performance of students identified by the early warning system.

ATTENDANCE BELOW 90 PERCENT: Guidance counselors monitor attendance reports for frequent absences and tardy occurrences. Parent contact is made via phone, and written communication is sent through the mail to address habitual absences. Bob Jankowski is contacted when district intervention is needed. Perfect attendance pencils are awarded at every interim and progress report benchmark as a means of incentive and positive reinforcement. Additionally, perfect attendance certificates are awarded in January and May.

ONE OR MORE SUSPENSIONS: Student discipline data is reviewed on a monthly basis by administration. Students with one or more suspensions participate in counseling with school guidance personnel. These students are also paired with a mentor adult on campus and engaged in positive

conferences, bimonthly at minimum.

COURSE FAILURE AND LEVEL 1: The PBE leadership team analyzes assessment data from state, district, and grade level common assessments to identify students failing ELA and/or Math. Classroom teachers work collaboratively with district support teachers, school ESE and Title I teachers, and academic coaches to create lessons that specifically meet the needs of struggling students in both content areas. These students are also discussed during bi-weekly MTSS/Teacher Data Team meetings. Additionally, PBE is using the iReady software program. This tool provides teachers with diagnostic and progress monitoring data in Reading and Math. Reading data is also retrieved from the Phonic Screener for Intervention (PSI) and FAIR. This data allows teachers to design matched intervention lessons for students requiring extra support to attain grade level status. The iReady program also provides teachers with resources to create quality intervention lessons. Other reading intervention resources include Leveled Literacy Intervention (LLI), Voyager Passport, Barton, and Blueprint for Phonological Awareness/Phonics, and Comprehension Toolkit resources. Math intervention resources include Marilyn Burn's Do the Math kits and Strategies to Achieve Mathematics Success (STAMS). All level 1 reading students participate in intensive intervention instruction four times per week for 30 minutes. PBE's frequent monitoring of student progress ensures that students are participating in the correct intervention. Students are referred to IPST when additional academic or behavioral interventions are needed. The high percentage of below grade level students (67% in reading and 68% in math) indicate a great need to improve Tier I classroom instruction. Theresa Rollins (PBE's reading coach), Michelle Hume (PBE math coach), Rita Hays and Sandra Davis (district math resource teachers) are working collaboratively with PBE classroom teachers to improve Tier I instruction. These reading and math supports will increase student achievement and decrease student intervention needs. The Academic Support Program (ASP) also provides remediation services for level 1, lowest quintile students in 3rd and 4th grades from October through May during the school day.

TWO OR MORE INDICATORS: Students falling into the categories of two or more indicators will receive all intervention strategies provided to assist in remediating for the student.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Barbara Miller, PBE's gifted student teacher, serves as the school's Business Partner Coordinator. Ms. Miller meets with current business partners to continue a positive working relationship between the business and school. Ms. Miller also attends several district sponsored meetings per year to make connections with new business and community partners. Mrs. Passanisi, the principal, attends community gatherings throughout the school year to meet and develop working relationships with business owners and church affiliates who are established directly in our surrounding school community.

Additional PBE classroom teachers serve as subject area contacts. These teachers often schedule community programs to visit PBE to make presentations that support our instructional program. Two-way communication allows PBE and current community and business partners and programs to work together to utilize a plethora of resources available to support our school, thus impacting student achievement. Current community and business partners and programs include the following: Community Credit Union Bank; The Church of Our Savior, Greater God's House of Worship, Truth Revealed, Mt. Moriah Missionary Church and other local churches; Valic; Horace Mann; Grand Canyon University; Chick-fil-A; Texas Roadhouse; The Fountains; Sombreros; Sorrentos; Barnes N Noble; Chuck E. Cheese; Captain Wattage; Keep Brevard Beautiful; March of Dimes; Brevard Schools Foundation; Junior Achievement; Cady Studios; guest presenters for Career Day; Contrax furniture; The Hunger Project; Rolling Readers; Einstein Brothers Bagels; the Fab Lab; Acorn Mini Storage; PIP Printing; Club Esteem; March of Dimes; Puerto Rican Day Parade event; Harris; Miller & Hurt Financial Group; Amy B. Van Fossen, P.A. law office; and the local author's Theatre Group.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Passanisi, Elaine	Principal
Hume, Michelle	Instructional Coach
Jost, Janene	Assistant Principal
Rollins, Theresa	Instructional Coach
Glover, Laura	Assistant Principal
Bishop, Kelly	School Counselor
Melville, Joanne	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team consists of administration, guidance, Title I coordinator, Literacy coach, Math coach, and grade level contacts. The Leadership Team members meet several times throughout the year to discuss the fidelity and effectiveness of the strategies identified in the school improvement plan. This includes all leadership members to participate in school-wide data analysis to develop/revise plans to increase student achievement. This team facilitates the communication of this information to all educational professionals and stakeholders.

Multi-Tiered System of Support MTSS (Teacher Data Team) meetings are held on a bi-monthly basis to discuss students in need of academic and/or behavioral interventions. Leadership team members, teachers, and any additional staff that may be able to offer support in their area of expertise are expected to participate. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum, progress monitoring, and student behaviors are analyzed. If implemented interventions do not show an increase in student performance, a new or more intensive approach may be developed.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

PBE's leadership team is responsible for ensuring continued commitment to the school's mission and vision. PBE's mission is to empower our diverse community to lead and learn. PBE's vision is to be the first choice for innovative leaders and learners. The leadership team meets often during the summer and pre-planning week to partake in the needs assessment process for the school. This process allows the leadership team to identify areas in need of improvement and to develop a strategic action plan to make improvements in these specific areas. The leadership team reviews all readily available resources (academic materials, support programs, human resources, and business and community partner resources) and develops a plan to utilize these resources to meet the needs of the school. Federal, state, and local funds are also coordinated to support the school's goals, thus impacting academic achievement. Title I federal funds are used to employ additional instructional personnel (science lab teacher, computer assisted instruction teacher, math coach, literacy intervention teacher, and half time guidance counselor), support parent involvement/engagement activities, purchase instructional materials and resources, and purchase professional development for faculty and staff. Goals, strategies, and action steps are always aligned with the school's mission and vision.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Elaine Passanisi	Principal
Audra Gibbons-Lester	Teacher
Barbara Miller	Teacher
Karen Reid	Teacher
Ashley Rothe	Teacher
Lauren Crane	Teacher
Tracy Rabidou	Education Support Employee
Christine Ryan	Business/Community
Jennifer Antaloci	Parent
Kevin Terry	Parent
Jill Terry	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The monthly SAC agenda ensures school stakeholders were engaged in providing monthly feedback and input regarding the implementation, progress monitoring, and evaluation of the school improvement plan. The action steps cited on the SIP were presented two times per year by the principal during SAC meetings. SAC input was collected and documented in the meeting minutes.

When available, student achievement data was presented to SAC. Discussion promoted reflection upon the school-wide goal to determine the successfulness of meeting the SIP goal (outcome measures).

b. Development of this school improvement plan

The PBE leadership team collaboratively created the first draft of the SIP based on needs assessments, which included input from stakeholders during the spring of 2016. Faculty consenses was also reached when drafting the action steps of the SIP during the spring of 2016. The first draft of the SIP will be presented to the 2017 SAC for input and revision before the final draft is submitted.

c. Preparation of the school's annual budget and plan

Mrs. Passanisi, PBE's principal, presented the 2016-17 budget to SAC during March of 2016. Based on the projected PBE school and Title I budget, the financial outlook of the school was explained to SAC members. Information and input was collected to develop a collaborative FY2017 budget and plan for PBE.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds were not allocated last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rollins, Theresa	Instructional Coach
Sola-Furnari, Debbie	Teacher, K-12
Gjesdahl, Suzy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The PBE Literacy Leadership Team promotes literacy within the school in various ways. First and foremost, the LLT disseminates key district and school information to all school stakeholders regarding literacy. The myOn program is made available by the district to promote reading during and afterschool. Thomas Rebman, myOn representative, provides faculty members with training on the best ways to use myOn to promote during and afterschool choice reading. Mr. Rebman also provides several quality incentives per month to be awarded to PBE students for time spent reading (specific qualifying criteria applies). PBE celebrates several literacy events with students and families to promote literacy. These events include Read Across America Day, Literacy Week Florida, Title I Parent Academy Nights (literacy night included), Book Buddies (younger student partnered with older student reader), authentic author presentations, Rolling Readers (volunteers read to students in the classroom), Barnes N Noble book fairs, and ThinkStretch and Summer Slide Prevention literacy

programs. PBE also promotes literacy events via school newsletters and social media. Media is provided weekly to every student as an elective on the activity wheel.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Palm Bay Elementary School strongly encourages positive working relationships between teachers. This year, involving teachers in relationship building activities is an action step in the school improvement plan. Once per month teachers will participate in relationship building exercises (bowling, tower building challenges, collaborative thinking exercises, etc.). To encourage collaborative planning and instruction, a creative scheduling concept has been mapped out and implemented for PBE's students. The scheduling has allowed instructional staff to have 1 hour of planning, four times per week. This is an additional 80 minutes of planning per week. The educational space has also been changed. All accordion walls have been opened between classes with teachers teaching the same grade levels. This change in the learning space promotes collaboration among grade level teachers. Exceptional Student Education (ESE) teachers are also pushing into classrooms to provide services to students; PBE has adopted a support-facilitated inclusion model of education. This facilitates an instructional program where ESE and ESOL teachers and supports may participate in collaborating with classroom teachers more frequently. All instructional personnel, and at least one member of administration, meets every Thursday for collaborative discussion or to discuss student support (MTSS). Grade levels meet three times per week, on early dismissal Wednesdays, for collaborative planning and instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Palm Bay Elementary has strategies in place to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school. All instructional staff members are invited to participate on Shared Leadership Teams (Peer Coaching, PGP Peer Review, School Advisory Council, Administrator for the Day, School Culture, etc.). Administration also encourages teachers to attend high-quality trainings during the summer months, which motivate and inspire teachers to continue working at PBE.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Palm Bay Elementary has a mentoring program (Induction Program) for new teachers and teachers new to the district. New teachers are paired with experienced teachers for at least two years. Mentors are certified in Clinical Educator Training (CET). Professional development is offered by the district to all mentees in the Induction Program. Mentor teachers offer support to mentee teachers through conferences, identifying resources, observation and feedback cycles, and frequent contact. Teachers are paired to align the strengths of mentor teachers to match the needs of the mentee teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Florida's plan of action for educating children for the 21st Century is focused on rigorous standards-based instruction, but the evolution to get there is taking many years. The alignment of Florida's

standards and assessment has progressed from one that is based on student ability, to one that is focused upon the cognitive demands associated with standards and instruction. Research by the Department of Education has determined that just teaching the standards is not enough to help students succeed with college and career readiness. Therefore, PBE has adopted “Webb’s Depth of Knowledge Model” to ensure instruction meets the complexity of the standards. It is this addition to the standards that now has teachers unsure and feeling inadequately trained to deliver complex instruction and to provide the support students need to succeed with complex learning. The Bill and Melinda Gates Foundation reported that teachers know about the standards but only 22% feel prepared to teach them. More than 79% felt they needed professional development to teach them effectively.

English Language Arts (ELA):

We have scheduled 120 minutes of Literacy Instruction daily. This time block is broken up into two main segments: Reading Instruction (also known as the 90 minute reading block) and Literacy Instruction (writing 30 minutes). In addition, 30 minutes of intervention time is provided for level 1 students four times per week. Our standards require writing to be heavily blended with reading instruction. During the reading block, teachers are instructing students on how to use writing as a tool to analyze text, respond to text, conduct research, and make text-based connections that are supported by citing textual evidence. Direct instruction of the writing process and conventions of standard English takes place during Literacy Instruction.

Through the guidance of Language Arts Florida Standards (LAFS) and the Instructional Personnel Performance Appraisal System (IPPAS), teachers have worked to place many valuable structures into the English Language Arts instruction. Our teachers in K – 6 have implemented LAFS in their classrooms since August 2014. Through the introduction of the new standards, our teachers worked to integrate the shifts associated with the standards. Our professional development has focused on increasing student exposure to non-fiction text, connecting reading and writing, increasing text complexity, and responding to a variety of text through writing. These shifts have been evident in classroom instruction and assessment. Teachers discuss best practices during their collaborative team meetings. Students are writing in response to text across all content areas. These objectives helped to support the improvement some grade levels demonstrated on the district required Brevard’s English Language Arts Assessment (BELAA), which incorporates reading and writing into one assessment. Students are assessed in their ability to read text and answer through multiple choice answers, short response items, and extended response items. Low achievement results have prompted our teachers to reflect on standards and instruction. Through the Multi-Tiered System of Support (MTSS) and collaborative grade level meetings, teachers work with the literacy coach and guidance to analyze results and discuss expectations of the standards and rubrics. Grade levels work together to score student writing for content and conventions. Our meetings revealed that instruction really needed to focus on enhancing Tier I instruction, more specifically, providing evidence from complex text when responding in oral or written expression.

Our ELA instruction is supported by the use of a variety of resources. Teachers use Houghton Mifflin Harcourt Florida Journeys. This is a blended reading and writing literacy program that focuses on the Language Arts Florida Standards. The district has also provided all of our teachers with the Journeys G.P.S. (Guiding Purposeful Support). This resource contains Standards focus documents for teacher use when planning lessons using Journeys. Teachers use this guide to assist with pacing of reading/writing instruction, locating quality resources, and assessing student mastery. In addition, teachers have Standards Spirals, Steps to Quality Questioning, Quality Questioning, Common Core Companion, and Developing Sentence Imitation resources to assist with planning quality ELA instruction. The iReady software program is being used this year as a diagnostic and instructional support tool.

Math:

The Mathematics Florida Standards (MAFS) K-6 drives mathematics instruction at PBE. Along with the district adopted program, we use the research-based materials that are encouraged through the district pacing guide (Super Source, Van de Walle and Thinking Maps). This investigative type of learning allows our students to experiment with math concepts, therefore creating true mathematicians that understand and apply mathematical thinking in any situation. We have reviewed the daily schedules for our teachers and provided more time for instruction in math. By setting aside additional time for math, we are increasing the opportunity for students to attend to the eight shifts of mathematical practices, which encourages inquiry-based problem solving. District resource math teachers collaborate with instructional staff to gather instructional data to make improvements to Tier I math instruction.

PBE works to analyze assessment data from state, district, and grade level common assessments to identify struggling students. Our classroom teachers work with our ESE teachers, math coach, and district resource teachers to create lessons to meet the needs of all our students by providing hands on lessons. We are using cooperative groups to increase our student engagement in the classroom. Students that are performing below grade level in math are brought up at MTSS meetings and are given intervention instruction. We utilize research-based programs (Do the Math and Strategies to Achieve Mathematics Success STAMS) to deliver more intensive instruction to meet the needs of these students.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Reading Intervention Plan:

All level 1 students in kindergarten through sixth grade participate in reading intervention for 30 minutes, four times per week. During this time, students receive targeted instruction based on triangulated data from prior student performance. In kindergarten through second grade, we assess students using the Phonological Awareness Screener for Intervention and Phonics Screener for Intervention. By using these assessments, we are able to group students according to specific skill needs. In third through sixth grade, we use data from the Phonics Screener for Intervention, and FAIR to accurately form our intervention groups. Our frequent monitoring of student progress ensures that our students are participating in the correct intervention. Struggling students are discussed during our bi-weekly MTSS/Teacher Data Team meetings. Students in need of intervention are given the opportunity to participate in Voyager Passport, Barton, and Blueprint for Phonological Awareness/Phonics. Students are referred to IPST when additional academic or behavioral interventions are needed.

Math

We work to analyze assessment data from state, district, and grade level common assessments to identify struggling students. Our classroom teachers work with our ESE and Title I teachers to create lessons to meet the needs of all our students by providing hands on lessons. We are using cooperative groups to increase our student engagement in the classroom. Students that are performing below grade level in math are brought up at MTSS meetings and are given intervention instruction. We utilize research-based programs (Do the Math and Strategies to Achieve Mathematics Success STAMS) to deliver more intensive instruction to meet the needs of these students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 3,600

Reading intervention is offered over the summer for level 1 third grade students.

Strategy Rationale

This summer program will provide reading remediation for level 1 students. The goal is to remediate level 1 students to attain grade level status for promotion by the fall.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Passanisi, Elaine, passanisi.elaine@brevardschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student participation data is collected and compared to the number of students successfully completing summer school (as indicated by promotion to fourth grade).

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

PK – K

To help students in prekindergarten successfully transition from Pre-K in to kindergarten Palm Bay Elementary hosts a Kindergarten Curriculum Event in which all Pre-K students and their families are invited to participate. During the Curriculum Event kindergarten teachers discuss expectations and strategies to help the upcoming students have a successful year. Additionally, the kindergarten teachers share curriculum specific information with the families and students so that they are aware of what to expect for the upcoming year. This year Palm Bay Elementary is working on creating a walking field-trip scenario in which each Pre-Kindergarten student spends a portion of the day in a Kindergarten class to familiarize themselves with that kind of setting.

Sixth to Seventh

Palm Bay Elementary works closely with the Middle School we feed most of our students into, Stone Middle School. Stone usually comes to Palm Bay Elementary at least three times per year and presents on the following topics: the AVID Program as presented by Stone Middle School teachers, the AVID Program as presented by former Palm Bay Elementary students, and a presentation on Cornell Note Taking. Palm Bay Elementary sixth graders take a fieldtrip to Stone Middle School to familiarize themselves with the campus and begin the registration process. Palm Bay Elementary also offers advanced math preparation for the Algebra Placement Test.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential. 1a

G081743

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- A fixed mindset related to culture.
- Lack of training and commitment to educate the whole child.
- Delivery of instruction does not represent innovative, 21st century teaching.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy, Math, Science Coaches
- Teachers
- Data
- Site-based professional development
- District resource teachers
- Peer coaches and support
- Instructional walk-throughs
- ESE resource teachers
- Business and community partners
-

Plan to Monitor Progress Toward G1. 8

Discipline data, classroom observation data, and student achievement data will indicate movement toward fewer discipline referrals, higher quality instruction, and increased student achievement.

Person Responsible

Elaine Passanisi

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

IPPAS evaluation data, PBIS data, AS400 early warning indicator data, iReady reading and math achievement data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential. 1

G081743

G1.B1 A fixed mindset related to culture. 2

B216059

G1.B1.S1 Palm Bay Elementary staff members will work to build relationships with all stakeholders. 4

S228386

Strategy Rationale

Building positive relationships with all stakeholders involved in the school community will help adults realize all students' potential and foster academic achievement.

Action Step 1 5

Instructional staff and leadership will participate in monthly team building activities.

Person Responsible

Janene Jost

Schedule

Monthly, from 8/3/2016 to 5/23/2017

Evidence of Completion

Participant feedback forms

Action Step 2 5

Engage instructional staff in revising mission and vision statement.

Person Responsible

Elaine Passanisi

Schedule

On 8/8/2016

Evidence of Completion

Palm Bay Elementary has a new mission and vision statement (described in the SIP).

Action Step 3 5

Instructional staff members will be active participants of various school-wide systemic teams (Academic, Pillar, and Shared Leadership Teams).

Person Responsible

Elaine Passanisi

Schedule

Monthly, from 9/21/2016 to 4/19/2017

Evidence of Completion

Team action plan summaries

Action Step 4 5

Initiate beginning stages of a Mentoring Outreach Program to build positive relationships between adults and students in the school community.

Person Responsible

Janene Jost

Schedule

Every 3 Weeks, from 8/10/2016 to 5/24/2017

Evidence of Completion

List of mentor adults paired with mentee students and schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will review evidence from strategy action steps and conduct conferences with staff members to obtain qualitative data regarding implementation progress.

Person Responsible

Janene Jost

Schedule

Quarterly, from 10/13/2016 to 5/24/2017

Evidence of Completion

Presentation to staff members (Summary of Progress)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Cultural status surveys will be administered to all PBE staff. Data and feedback will be analyzed to make continuous improvements toward moving from a fixed mindset related to culture to a growth mindset.

Person Responsible

Laura Glover


Schedule

Quarterly, from 10/13/2016 to 5/24/2017

Evidence of Completion

EDI survey results

G1.B2 Lack of training and commitment to educate the whole child. 2

 B216060

G1.B2.S1 Teachers will acquire and implement practices which promote social/emotional learning for students. 4

 S228387

Strategy Rationale

Providing a social/emotional supportive learning environment for students will promote healthy relationships, reduce stress, and increase the capacity for students to learn.

Action Step 1 5

Initiate processes toward becoming a Positive Behavior Intervention Support (PBIS) school.

- Select a PBIS team
- PBIS team will attend training on June 13, 14, and 15 of 2016
- PBIS team will conduct presentations and trainings during faculty meetings
- PBE will work collaboratively with Jason Loble, district support for PBIS
- PBIS team and leadership will analyze and share behavior data on a regular basis
- Data will inform decisions to revise school-wide PBIS plan

Person Responsible

Theresa Rollins

Schedule

Monthly, from 6/13/2016 to 5/25/2017

Evidence of Completion

PBIS benchmarks of quality checklist, PBIS presentations, student discipline data

Action Step 2 5

All staff members will participate in professional development opportunities that focus on developing student leaders.

-Principal will attend "The Leader in Me" Principal's Academy on July 13 and 14 of 2016

-All PBE faculty members will participate in the Rethinking Leadership (training adults to enable student leaders) Professional Development on September 19, 2016

-All staff members will read The Leader in Me book and participate in finding creative ways to enable students to partake in leadership roles at school

Person Responsible

Elaine Passanisi

Schedule

Monthly, from 9/19/2016 to 5/24/2017

Evidence of Completion

evaluations from professional development

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The leadership and PBIS team will review the benchmarks of quality checklists

Person Responsible

Theresa Rollins

Schedule

Quarterly, from 10/14/2016 to 5/24/2017

Evidence of Completion

Action Plan Summary for making revisions to the PBIS plan and the plan to develop student leaders

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student behavior data will be monitored to determine percentage of behavior incident decreases or increases.

Person Responsible

Laura Glover

Schedule

Monthly, from 9/22/2016 to 5/24/2017

Evidence of Completion

Early Warning Indicator data

G1.B3 Delivery of instruction does not represent innovative, 21st century teaching. 2

 B216061

G1.B3.S1 Leadership and instructional staff will participate in a systemic practice of implementing and monitoring a standards-based, rigorous instructional program for all students. 4

 S228388

Strategy Rationale

Receiving a standards-based, rigorous instructional program at high levels will allow all students to acquire skills that can be applied throughout life-long educational and career contexts.

Action Step 1 5

Teachers will improve instructional practices by collaborating with school and district instructional coaches and resource teachers.

- Develop a coaching plan/schedule to work with Terri Rollins, Michelle Hume, Sandy Davis, and Rita Hayes
- Implement effective coaching cycles (planning, modeling, observation, and feedback)

Person Responsible

Michelle Hume

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

coaching plans and schedules

Action Step 2 5

Teachers will deliver instruction using the 5E model: Engage, Explore, Explain, Evaluate, and Extend.

- Four teachers will participate in the InSciEd Out Internship with FIT/Mayo Clinic and receive training on teaching the 5E model (July of 2016)
- PBE representatives will attend STEMposium training at Williams Elementary (summer)
- Implement Makerspace areas for implementation exploratory instruction
- Create FUSE lab to engage students in engineering design challenges
- Collaborative with science district resource teacher, (Michelle F., to receive support with and feedback on 5E model of instruction

Person Responsible

Laura Glover

Schedule

Every 3 Weeks, from 9/6/2016 to 5/25/2017

Evidence of Completion

Instructional observation data

Action Step 3 5

Create a support-facilitated inclusion model of instruction sustained by collaborative teacher training and district professional development services.

- Collaborate with Lisa and Bill Pearlman, district inclusion supports
- Administer survey to determine personal, professional needs of teachers
- Teachers will participate in professional development opportunities to meet the instructional needs of all students
- Provide support resources from the Florida Inclusion Network (FIN)

Person Responsible

Elaine Passanisi

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Survey results, professional development schedule, copies of resources/handouts

Action Step 4 5

Purchase and implement the research-based i-Ready software program to be utilized for administering diagnostic and progress monitoring assessments and instructional support in literacy and mathematics.

- Provide iReady training for all teachers
- Administer student diagnostics for literacy and mathematics
- Continuously analyze data to inform adjustments to tier I and tier II instruction
- Monitor the academic progress of students via iReady

Person Responsible

Theresa Rollins

Schedule

Weekly, from 9/6/2016 to 5/5/2017

Evidence of Completion

student data obtained from iReady

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Leadership will observe implementation of instructional strategies through classroom walk-throughs.

Person Responsible

Elaine Passanisi

Schedule

Weekly, from 9/12/2016 to 5/24/2017

Evidence of Completion

Walk-through data collection sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership will conduct classroom observations with feedback and follow-up to monitor the effectiveness of PBE's standards-based, rigorous instructional program.

Person Responsible

Elaine Passanisi

Schedule

Every 3 Weeks, from 9/12/2016 to 5/24/2017

Evidence of Completion

IPPAS evaluations and student achievement data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A2 A290402	Engage instructional staff in revising mission and vision statement.	Passanisi, Elaine	8/8/2016	Palm Bay Elementary has a new mission and vision statement (described in the SIP).	8/8/2016 one-time
G1.B1.S1.A3 A290403	Instructional staff members will be active participants of various school-wide systemic teams...	Passanisi, Elaine	9/21/2016	Team action plan summaries	4/19/2017 monthly
G1.B3.S1.A4 A290410	Purchase and implement the research-based i-Ready software program to be utilized for administering...	Rollins, Theresa	9/6/2016	student data obtained from iReady	5/5/2017 weekly
G1.B1.S1.A1 A290401	Instructional staff and leadership will participate in monthly team building activities.	Jost, Janene	8/3/2016	Participant feedback forms	5/23/2017 monthly
G1.MA1 M291817	Discipline data, classroom observation data, and student achievement data will indicate movement...	Passanisi, Elaine	9/1/2016	IPPAS evaluation data, PBIS data, AS400 early warning indicator data, iReady reading and math achievement data	5/24/2017 monthly
G1.B1.S1.MA1 M291811	Cultural status surveys will be administered to all PBE staff. Data and feedback will be analyzed...	Glover, Laura	10/13/2016	EDI survey results	5/24/2017 quarterly
G1.B1.S1.MA1 M291812	The leadership team will review evidence from strategy action steps and conduct conferences with...	Jost, Janene	10/13/2016	Presentation to staff members (Summary of Progress)	5/24/2017 quarterly
G1.B1.S1.A4 A290404	Initiate beginning stages of a Mentoring Outreach Program to build positive relationships between...	Jost, Janene	8/10/2016	List of mentor adults paired with mentee students and schedule	5/24/2017 every-3-weeks
G1.B2.S1.MA1 M291813	Student behavior data will be monitored to determine percentage of behavior incident decreases or...	Glover, Laura	9/22/2016	Early Warning Indicator data	5/24/2017 monthly
G1.B2.S1.MA1 M291814	The leadership and PBIS team will review the benchmarks of quality checklists	Rollins, Theresa	10/14/2016	Action Plan Summary for making revisions to the PBIS plan and the plan to develop student leaders	5/24/2017 quarterly
G1.B2.S1.A2 A290406	All staff members will participate in professional development opportunities that focus on...	Passanisi, Elaine	9/19/2016	evaluations from professional development	5/24/2017 monthly
G1.B3.S1.MA1 M291815	Leadership will conduct classroom observations with feedback and follow-up to monitor the...	Passanisi, Elaine	9/12/2016	IPPAS evaluations and student achievement data	5/24/2017 every-3-weeks
G1.B3.S1.MA1 M291816	Leadership will observe implementation of instructional strategies through classroom walk-throughs.	Passanisi, Elaine	9/12/2016	Walk-through data collection sheets	5/24/2017 weekly
G1.B3.S1.A3 A290409	Create a support-facilitated inclusion model of instruction sustained by collaborative teacher...	Passanisi, Elaine	8/10/2016	Survey results, professional development schedule, copies of resources/handouts	5/24/2017 quarterly
G1.B2.S1.A1 A290405	Initiate processes toward becoming a Positive Behavior Intervention Support (PBIS) school. -Select...	Rollins, Theresa	6/13/2016	PBIS benchmarks of quality checklist, PBIS presentations, student discipline data	5/25/2017 monthly
G1.B3.S1.A1 A290407	Teachers will improve instructional practices by collaborating with school and district...	Hume, Michelle	8/10/2016	coaching plans and schedules	5/25/2017 weekly
G1.B3.S1.A2 A290408	Teachers will deliver instruction using the 5E model: Engage, Explore, Explain, Evaluate, and...	Glover, Laura	9/6/2016	Instructional observation data	5/25/2017 every-3-weeks

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All Palm Bay Elementary staff commit to engaging and empowering the whole child to reach his or her highest social, emotional, and academic potential.

G1.B1 A fixed mindset related to culture.

G1.B1.S1 Palm Bay Elementary staff members will work to build relationships with all stakeholders.

PD Opportunity 1

Engage instructional staff in revising mission and vision statement.

Facilitator

Dori Bisbey, Consultant

Participants

Instructional staff and leadership

Schedule

On 8/8/2016

G1.B2 Lack of training and commitment to educate the whole child.

G1.B2.S1 Teachers will acquire and implement practices which promote social/emotional learning for students.

PD Opportunity 1

All staff members will participate in professional development opportunities that focus on developing student leaders. -Principal will attend "The Leader in Me" Principal's Academy on July 13 and 14 of 2016 -All PBE faculty members will participate in the Rethinking Leadership (training adults to enable student leaders) Professional Development on September 19, 2016 -All staff members will read The Leader in Me book and participate in finding creative ways to enable students to partake in leadership roles at school

Facilitator

Rethinking Leadership (The Leader in Me-Steven Covey) ~ with consultant

Participants

Instructional staff members

Schedule

Monthly, from 9/19/2016 to 5/24/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Instructional staff and leadership will participate in monthly team building activities.	\$0.00
2	G1.B1.S1.A2	Engage instructional staff in revising mission and vision statement.	\$0.00
3	G1.B1.S1.A3	Instructional staff members will be active participants of various school-wide systemic teams (Academic, Pillar, and Shared Leadership Teams).	\$0.00
4	G1.B1.S1.A4	Initiate beginning stages of a Mentoring Outreach Program to build positive relationships between adults and students in the school community.	\$0.00
5	G1.B2.S1.A1	Initiate processes toward becoming a Positive Behavior Intervention Support (PBIS) school. -Select a PBIS team -PBIS team will attend training on June 13, 14, and 15 of 2016 -PBIS team will conduct presentations and trainings during faculty meetings -PBE will work collaboratively with Jason Lobley, district support for PBIS -PBIS team and leadership will analyze and share behavior data on a regular basis -Data will inform decisions to revise school-wide PBIS plan	\$0.00
6	G1.B2.S1.A2	All staff members will participate in professional development opportunities that focus on developing student leaders. -Principal will attend "The Leader in Me" Principal's Academy on July 13 and 14 of 2016 -All PBE faculty members will participate in the Rethinking Leadership (training adults to enable student leaders) Professional Development on September 19, 2016 -All staff members will read The Leader in Me book and participate in finding creative ways to enable students to partake in leadership roles at school	\$0.00
7	G1.B3.S1.A1	Teachers will improve instructional practices by collaborating with school and district instructional coaches and resource teachers. -Develop a coaching plan/schedule to work with Terri Rollins, Michelle Hume, Sandy Davis, and Rita Hayes -Implement effective coaching cycles (planning, modeling, observation, and feedback)	\$0.00
8	G1.B3.S1.A2	Teachers will deliver instruction using the 5E model: Engage, Explore, Explain, Evaluate, and Extend. -Four teachers will participate in the InSciEd Out Internship with FIT/Mayo Clinic and receive training on teaching the 5E model (July of 2016) -PBE representatives will attend STEMposium training at Williams Elementary (summer) -Implement Makerspace areas for implementation exploratory instruction -Create FUSE lab to engage students in engineering design challenges -Collaborative with science district resource teacher, (Michelle F., to receive support with and feedback on 5E model of instruction	\$0.00
9	G1.B3.S1.A3	Create a support-facilitated inclusion model of instruction sustained by collaborative teacher training and district professional development services. -Collaborate with Lisa and Bill Pearlman, district inclusion supports -Administer survey to determine personal, professional needs of teachers -Teachers will participate in professional development opportunities to meet the instructional needs of all students -Provide support resources from the Florida Inclusion Network (FIN)	\$0.00
10	G1.B3.S1.A4	Purchase and implement the research-based i-Ready software program to be utilized for administering diagnostic and progress monitoring assessments and instructional support in literacy and mathematics. -Provide iReady training for all teachers -Administer student diagnostics for literacy and mathematics -Continuously analyze data to inform adjustments to tier I and tier II instruction -Monitor the academic progress of students via iReady	\$0.00
Total:			\$0.00